



# CLINICAL TRAINING IN PSYCHOANALYSIS

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Part time study  
Trainee Handbook October 2023



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## **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 broadly 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.

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; trainees will be advised how to prepare for this in advance. 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. However, 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.
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 considering teaching your training group at any point in your training they will discuss this with you before they agree to teach, and you will have plenty of time to discuss with them how you feel about it. If you have agreed to them teaching you can of course continue to discuss with them how you feel about it, and you can also discuss your options with your tutor. Options include not attending the seminars if you wish, with your tutor's agreement.

### **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 you tutor.

If you need support in the form of reasonable adjustments of any kind, please ensure you discuss this with your Tutor. You will find all the information you need about reasonable adjustments in relevant sections of the handbook (for instance sections relating to Written Work and/or Oral Presentations, and to Equality and Diversity).

Please note: reasonable adjustments may depend on you providing an independent expert's assessment of your need and recommendations for adjustments before we put appropriate measures in place.

Please see pages 16 and 36 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 twice a year, or more frequently should the Training Committee deem it necessary.

Where there are problems of accessing suitable supervision, online or telephone supervision may be considered, with the agreement of the Training Committee.

The frequency of sessions with patients taken to supervision will be decided by the trainee and patient, and agreed with the 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.

In all your clinical work and activity or resources relating to it, such as your website or social media, you are bound by **The Site Organisational Code of Conduct**, which you can find on our website: <https://www.the-site.org.uk/complaints/>

Any trainee who contravenes our Code in any way, for instance by misrepresenting themselves on their website or to a client by not making it clear that they are a trainee, puts their continuing training at risk. For our policies and processes on all ethical issues, see later sections in the handbook on the **Clinical Competency Review Process**, the **Training Review Process**, sections relating to Conduct, and (when other processes have been exhausted) the **Ending of Training Process**.

A clinical training can be arduous, lives can become very complicated, and a trainee's physical or mental health may be affected; so there may be times when it is advisable to reduce or suspend clinical work for a while. Any trainee who feels that they need to reduce or suspend their clinical practice should discuss this promptly with their supervisor, and together with their supervisor decide how to act. They should also inform



their tutor promptly themselves. From time to time a supervisor may decide they should contact a trainee's tutor about concerns relating to their clinical work.

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/d1edfyva/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 principal clinical supervisor, at least twice a year (see appendix – **Guidelines for Site Supervisors**).

6. There are three pieces of written work or, the alternative, oral presentations. They are formally assessed. We want trainees to take the time they need to move through the training. 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). However, 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. (For details see the **General Guidelines for Written Papers and Oral Presentations** section of this handbook).

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.

Above and beyond the mechanisms listed above, a number of formal review processes are in place, should the situation arise. These are the **Training Review Process**, the **Academic Review Process**, the **Clinical Competency Review Process** and the **Conduct Review Process**. Please read the relevant sections in this handbook, to ensure you understand their function and how they operate.

### **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.

If you consider you have grounds to request reasonable adjustments to be made to enable you successfully to approach and complete this written work or its alternative, oral presentations, please discuss this with your tutor at the earliest opportunity – preferably at the start of your training.

Please note: reasonable adjustments may depend on you providing an independent expert's assessment of your need and recommendations for adjustments before we put appropriate measures in place.

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 be read by your Tutor, who will discuss it with you, but is not formally assessed.

## **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 competency 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, the 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 competency 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 (pp 15-16) 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. Appeals can only normally be made on procedural grounds.

### **External Examiner**

In order to ensure consistency of assessment for all trainees, each year up to 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 significant divergence in the two appointed readers' views, or, in the case of an oral presentation, as a third listener, should the two appointed listeners' judgement significantly diverge.

### **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.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.

Please note: reasonable adjustments may depend on you providing an independent expert's assessment of your need and recommendations for adjustments before we put appropriate measures in place.

## **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. 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.

The Site also aims to ensure that diversity is respected within the training in the ways in which it ensures that reasonable adjustments will operate for those who declare a need. It is the trainee's responsibility to declare at the earliest opportunity any issues that require reasonable adjustment to be made. If this is not part of the admission process, then the trainee should discuss it with their tutor at the earliest opportunity.

Please note: reasonable adjustments may depend on you providing an independent expert's assessment of your need and recommendations for adjustments before we put appropriate measures in place.

## **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 their termly clinical presentation, a written-up version of which they will have 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 essays takes place.

We regard this point of contact with the Training Committee as 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 36.

## **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 Training Committee 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 Training Committee 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 (or in the case of trainees who joined the training before September 2022, by the Tutor:

#### **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



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.

For information about specific Competency Reviews, see relevant sections in this handbook.

### **External readers**

The Site maintains a list of independent, external persons for serving on the panel of essay readers. This panel can be used when the internal readers could not reach agreement about a submitted piece of 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**

**See also Wellbeing**

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 it will propose requirements to be met before the trainee returns. Shortly before the agreed date for return the requirements placed upon the trainee's return will be revisited. These may include, and are not limited to: evidence that any conditions placed upon the trainee when their break from training was agreed have been met; evidence of change of circumstances enabling a return to the training is presented.

The process is as follows: the trainee should discuss their desire to return to training as well as the agreed requirements for their return with their tutor, who will then put the case for their return to the Training Committee for its approval.

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.

## **Leaving the Training**

We want all trainees to progress through the training to their Pass smoothly and in a timely way. However, a trainee may wish to end their training without proceeding to the pass. If this is their wish, it is our expectation that they will discuss it with their tutor in the first instance. If their wish persists, a letter communicating their decision should be addressed to the Chairs of the Training Committee and to 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<sup>SEP</sup>*(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' arrangements 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, tutor's 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.

## **COMPETENCY: ISSUES AND PROCEDURES**

### **Competency Reviews: Academic, Clinical, Wellbeing and Conduct**

Please see The Site Organisational Code of Conduct (<https://www.the-site.org.uk/complaints/>) for details of the code which binds our conduct in all our work and activity as members of the organisation.

**You will also find details below (page 29) of the Consultation Committee, from which trainees can seek support at any point.**

#### **General**

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 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 competency, health or conduct can cause concern and we aim to support that trainee to remedy the issues identified. Issues relate primarily to clinical competency, academic competency, wellbeing and conduct. The following sections outline examples of issues and procedures by which they are addressed. In what follows, competency refers to the knowledge, abilities, skills, experience and conduct which lead to effective practice, and is measurable and can be developed through training.

#### **Clinical Competency**

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 issue(s) and how we aim to support the trainee and assess their development. Issues can include (but are not restricted to) unsafe or inappropriate clinical work; difficulties maintaining the psychoanalytic frame or position; difficulties reflecting on their own position within the psychoanalytic work; difficulties in maintaining positive relationships with placement providers.

During the Clinical Competency review the trainee may be asked to undertake additional work. 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. At the end of that period, the trainee will meet with representatives of the Training Committee to review their clinical practice, and the Committee 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.

Where the alleged issue takes the form of a complaint by a patient or former patient, matters will be addressed using The Site's Clinical Complaints Procedure. Should a patient or former patient raise an issue without wishing to make a formal complaint, the issue will be discussed with the trainee by their supervisor and tutor and a record of the agreed outcome will be seen by the Chair(s) of the Training Committee and kept for the duration of the trainee's training.

If the trainee's clinical practice continues to fail to meet our required standards despite potential solutions having been agreed and worked with over an agreed period of time, the Training Committee will discuss whether their training should be ended.

If this situation is arrived at, the procedure is as follows:

The Chair(s) of the Training Committee informs the trainee that their training is in question. The tutor will receive the same information. The trainee and tutor meet to discuss the situation, following which, with the trainee's consent, the tutor will represent the trainee's case to the Training Committee. The Training Committee will consider the trainee's case as presented along with all other relevant material and arrive at a conclusion, which the Chair(s) will communicate to the trainee. The trainee's tutor is not involved in the Training Committee's deliberations in such situations, except in their role of representing the trainee's case and advising the committee, in the light of their discussion with the trainee.

A trainee can seek support from the Consultation Committee at any point (see page 29 below for role of Consultation Committee).

The trainee has the right to appeal this decision to the Council. (For more details, see **Ending of Training** section in this handbook). Appeals may only be made on procedural grounds.

### **Academic Competency**

When the Training Committee identifies an issue with a trainee's academic (i.e. non-clinical) work, their tutor will raise this with them at the earliest opportunity. The tutor will explain the issues and what remedies would be considered appropriate. Issues can include (but are not restricted to) inadequate written work (or oral presentation); failure to submit written work (or oral presentation); failure to attend seminars and clinicals

regularly; declining to read and/or otherwise engage with reading set for seminars.

If the trainee's issues cannot be remedied, despite potential solutions having been agreed and worked with over an agreed period of time, the Training Committee will discuss whether their training should be ended. The procedure is as follows:

The Chair(s) of the Training Committee informs the trainee that their training is in question. The tutor will receive the same information.

The trainee and tutor meet to discuss the situation, following which, with the trainee's consent, the tutor will represent the trainee's case to the Training Committee.

The Training Committee will consider the trainee's case as presented along with all other relevant material and arrive at a conclusion, which the Chair(s) will communicate to the trainee.

The trainee's tutor is not involved in the Training Committee's deliberations in such situations, except in their role of representing the trainee's case and advising the committee, in the light of their discussion with the trainee.

Should the Training Committee decide that a training should be ended, if the trainee believes there are procedural grounds for appeal, they have the right to appeal this decision to the Council. (For more details, see **Ending of Training** section in this handbook).

A trainee can seek support from the Consultation Committee at any point.

### **Wellbeing**

We aim to support all trainees through their training, and to do all that is reasonable to ensure that a trainee can continue and successfully complete their training without interruption. However, there may be occasions when a trainee's physical or mental health is so compromised that regard for their wellbeing requires that they pause their training for a short period or intermit for an agreed longer period until their health has improved sufficiently for them to return to their training. The process for returning to training is as outlined above (see Section **Breaks in Training**). The Training Committee reserves the right to require a trainee to take a break in their training on the grounds of their wellbeing. After a break in training of this nature, a formal process would take place, enabling the trainee and the Training Committee to explore the trainee's readiness to return to their training (see **Breaks in Training**).

A trainee can seek support from the Consultation Committee at any point.

### **Conduct**

When the Training Committee identifies an issue with a trainee's conduct specifically as regards their conduct as a trainee/on the training, their tutor will raise this with them at the earliest opportunity. The tutor will explain the issues and how we aim to support the trainee and assess their development. Issues relating to conduct include but are not

restricted to: difficulties in maintaining positive relationships with other trainees, members or placement providers. The trainee and their tutor will agree a plan to address and remedy the issue or issues, and the tutor will keep the situation under review for a period of 12 months after the issue has been identified and the remedy agreed.

If an allegation of misconduct on the part of 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; or substantial plagiarism in written work, the Training Committee reserves the right to suspend the trainee pending a conduct hearing arranged by the Training Committee. The hearing will take evidence from those involved in the alleged behaviour and decide if the trainee can continue, with sanctions if appropriate, or if their training should be terminated.

The tutor's role, should this situation arise, is to support the trainee and advise them (if the trainee wishes) throughout the period of suspension and during the hearing. They represent the trainee's case to the Training Committee and to those hearing the case, but are not otherwise involved in the process of deliberation.

The hearing's decision is communicated to the trainee by the Chair of the panel.

A trainee can seek support from the Consultation Committee at any point.

If the trainee believes that there are procedural grounds for appeal, they have the right to appeal the decision to the Council.

Issues of conduct relating to a trainee's standing, rather, as a member of The Site will be dealt with under the Organisational Code of Conduct.

### **Suspension or Reduction of Clinical Work (See also Supervised Work for further detail)**

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 ending their training. If this situation arises, the procedure is as follows:

The Chair(s) of the Training Committee informs the trainee that their training is in question. The tutor will receive the same information.

The trainee and tutor meet to discuss the situation, following which, with the trainee's consent, the tutor will represent the trainee's case to the Training Committee.

The Training Committee will consider the trainee's case as presented along with all other relevant material and arrive at a conclusion, which the Chair(s) will communicate to the trainee.

The trainee's tutor is not involved in the Training Committee's deliberations in such situations, except in their role of representing the trainee's case and advising the committee, in the light of their discussion with the trainee.

Should the Training Committee decide that a training should be ended, the trainee has the right to appeal this decision to the Council, if they believe that there are procedural grounds for doing so. (For more details, see **Ending of Training** section in this handbook).

A trainee can seek support from the Consultation Committee at any point.

### **Ending a Training**

As is evident from the content of this handbook so far, although most trainees successfully complete their training and graduate having presented their Pass, some trainees encounter difficulties along the way, whether in their clinical or academic work, in their physical or mental health, in their relationship to the training, or otherwise. A combination of the support offered by The Site and the set of procedures outlined above in the **Competency** sections should enable a trainee to continue towards the completion of their training in spite of difficulties.

However, on the very rare occasions when the question of the ending of a training is arrived at, after having exhausted the procedures and mitigations explained above, the following procedure applies.

The Training Committee will give clear written reasons for any decision move to end the training and will evidence how the trainee has been unable to remediate any issues or to meet the required standards detailed in the **Academic Competency** Procedure/any of the **Competency Procedures** detailed above. The trainee will be invited to attend a meeting with members of the Training Committee. Their tutor will also be there to help support the trainee and help them make their case but will not take part in any decision making. The trainee will also be able to bring a colleague with them.

The purpose of the meeting is to review the evidence presented, hear any mitigation from the trainee or review any supplementary evidence they wish to submit and to decide whether to extend the training to enable the trainee to meet any existing requirements, or to end the training. The decision to extend the training might require a period of absence from the training together with a set of conditions for re-entry and a re-entry process as outlined above in the **Breaks in Training** section.

If the decision is made to end the training, the Training Committee will give the trainee written notice of the decision which also includes information on any conditions they will need to evidence meeting if, at a later time, they wish to rejoin the training. We will be clear about the conditions for any possible re-entry and how long a trainee must wait before returning. Rejoining the training will be through written application and interview by the members of the Training Committee and is not guaranteed. A fee will be charged for re-application.

Not all issues that lead to ending of the training are remediable, such as serious misconduct.

If the trainee considers there to be procedural grounds for appeal, they will have the right to appeal the decision to end their training to Council. Appeals must be made within two months of notification of the decision.

### **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.

A trainee can seek support from the Consultation Committee at any point.

### **The Site Trainee Grievance Procedure**

1. The purpose of this Grievance Procedure is to help trainees resolve disputes or conflicts in relation to training matters. Examples are problems with their tutor, problems that emerge from within the training group, procedural issues to do with processes of assessment or progress through the training.

This Grievance Procedure does not cover academic judgement. There is no appeal against the academic judgements of the Training Committee.

This Grievance Procedure does not deal with a trainee's conduct in relation to violations of the Code of Clinical Conduct. All trainees and members are subject to the Site Code of Ethics and Conduct and should refer to these policies (and to the separate complaints procedure related to breaches of the code) to address situations where it is believed that a breach of these codes has occurred.

2. This Procedure covers any concerns of a trainee that the Training Committee has breached its own policies and procedures including:

a) Complaints about service provision (for example, processes relating to registration, examination, enquiry management)



- b) Complaints about the quality of the student learning experience (for example, study materials, Video Learning Environment provision)
- c) Appeals against the application of the regulations (for example, progression or transfer decisions, essay writing and progression to the Pass)
- d) Appeals against administrative decisions made by us (for example, refund requests)

3. This Procedure does not cover:

- a) Appeals against academic assessment.
- b) Matters relating to a site member or trainee's conduct (see the overview document for guidance)

4. This Procedure is internal to the organisation for its trainees. It provides a structure and a process in which grievances relating to the training matters can be aired and resolved as quickly as possible and as near as possible to the point of origin.

5. If a trainee has a concern relating to their training:

- a) They should first bring it to the attention of their tutor who will endeavour to resolve it with the help of the Training Committee.
- b) If the problem concerns the trainee's relationship to their tutor, or if their tutor is unable to resolve the matter to their satisfaction, they could speak to the Consultation Committee who can support them on the best way to deal with their grievance which may include directly approaching the Chair of the Training Committee. If the Chair is the tutor, another member of the Training Committee could be approached.
- c) If the trainee feels that the Training Committee failed to act in accordance with its designated powers and responsibilities in responding to the issues raised, they may raise it as a concern with the Council of The Site.

### **The Consultation Committee**

The Consultation Committee (CC) provides a space for individuals to reflect on and discuss their concerns. As a space for consideration and communication within a psychoanalytic organisation, the CC is seen as central to addressing ethical and organisational concerns.

All discussions are confidential and do not have a formalised process. Members and trainees may make use of the CC on an individual basis. Two parties may engage in private discussions together with the support of the CC, if the CC is in agreement regarding the usefulness of that process. The CC offers the space to address misunderstandings and clarify relevant facts.

The Consultation Committee is a Standing Committee under the Site's Bye-Laws that serves Site members and trainees as a consultative and/or problem-solving resource. It is not the function of the CC to investigate or adjudicate a concern, grievance, or complaint – this would be one of the functions of the Site Ethics Committee. Rather, the CC provides private consultation to Site members and trainees in the interests of advising, resolving, or improving the situation, and in a manner that is preventative and/or responsive to a concern. Possible concerns could include insensitive or inappropriate behaviour, bias, professional impairment, and interpersonal conflict, amongst others.

Moreover, although not its primary focus, the CC may proactively bring to Site Council's attention general issues and concerns affecting the wellbeing and functioning of the organisation. This process of providing feedback to Site Council will be in a form that protects the confidentiality of the CC's consultees.

The Consultation Committee's tasks do not extend to acting as an advocate or messenger on behalf of consultees in relation to third parties. The CC has a boundary of not duplicating the work of the EC, such as in setting up ad hoc formal processes in relation to matters that should be referred to the EC. Any formal mediation processes will be administered by the EC in accordance with the Members' Organisational Code of Conduct Grievance Procedure.

The Consultation Committee consists of 5 members elected by the membership of the organisation at an AGM.

## **SITE ORGANISATIONAL CODE OF CONDUCT & GRIEVANCE PROCEDURE (2023)**

### **INTRODUCTION**

As members and trainees of The Site for Contemporary Psychoanalysis ("The Site"), we are expected to be familiar with this Site Organisational Code of Conduct ("Code") and to conduct ourselves with due regard for The Site's objectives, its good name and reputation, and the rights of others. Although it is anticipated that Site members and trainees will generally act in a responsible manner, it is important for everyone to be confident that there is a clear mechanism to address any conduct that might contravene the Code.

Trainees are subject to the Code in the same way as members, and are subject to the same rights and obligations in their capacity as complainants and respondents, except where specifically stated otherwise.

The Code provides a framework, administered according to the Grievance Procedure, through which members/trainees of The Site can work together to create a positive environment in which these important values can be realised. We hope that by following the Code and understanding the reasons behind it, members/trainees will be able to make the most of their time at The Site.

The Code does not provide a route for clients or supervisees of members/trainees to pursue complaints in relation to members'/trainees' conduct of their clinical practice. All clinical complaints in relation to UKCP registrants are heard by the UKCP rather than The Site. The Chair of Council or the Ethics Committee can advise concerned individuals regarding the appropriate route to pursue clinical complaints in relation to Site trainees and Site members who are not UKCP registrants.

**The Code is published on our website: <https://www.the-site.org.uk/complaints/>**

## **CODE OF PRACTICE FOR THE TRAINING OF THE SITE FOR CONTEMPORARY PSYCHOANALYSIS (2023)**

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 handbook to clarify the responsibilities of the organisation in relation to the trainees. These paragraphs shall be read in conjunction with the Site constitution, the Organisational Code of Conduct and Grievance Procedure, the training handbook 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.
2. All trainees, once accepted to train, will be given details of the syllabus and all other relevant information including cost, via the training handbook, copies of the syllabus and meetings with the personal tutor, together with information available on The Site website. *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 The Site's Organisational Code 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 Organisational Code, they will have to follow the procedure as clearly specified in the Organisational 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's Organisational Code.

## **Conflict of Interest Policy (2023)**

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### **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 (2023) will be reviewed at least biannually.

### **Guidelines for Supervisors' Reports**

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. Our teaching programme is available on our web-site: [The Site for Contemporary Psychoanalysis ~ Training \(the-site.org.uk\)](http://the-site.org.uk)

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.

Site trainees are trained to the Standards of Education and Training of the UKCP [ukcp-adult-standards-of-education-and-training-2017.pdf \(psychotherapy.org.uk\)](http://psychotherapy.org.uk) [Microsoft Word - CPJA SETS reformatted June 2018 \(psychotherapy.org.uk\)](http://psychotherapy.org.uk) and to demonstrate the training outcomes set out in our handbook [Microsoft Word - Site-trainee-handbook-October-2022 trail.docx \(the-site.org.uk\)](http://the-site.org.uk)

In your report, as well as outlining the scope of the trainee's practice, we would welcome comment, where appropriate, on the following areas indicating how the trainees are meeting the expected training outcomes and where the trainee has areas to be developed:

Working Competently: How concepts and theory have been thought about in response to the patient's material/presentation; questions of technique and how the trainee has directed the therapy; how the trainee uses interpretation and understands its effects on the patient.

Working Safely: How does the trainee assess and work safely with risk? How does the trainee identify and address any relevant safeguarding issues? How does the trainee manage their own well-being and fitness to practice?

Working Reflectively: How does the trainee prepare for and use supervision? How well are they able to understand their own limitations and development needs? How do they understand and utilise their own counter-transference and resistance? Are they able to recognise and address issues of difference: social, sexual, cultural?

Working Ethically: Does the student maintain appropriate boundaries? Do they understand and maintain the Code of Ethics of the UKCP?

Supervision is a fundamental of the training and will reflect the supervisor's own clinical interests and theoretical orientation and also the unique particularities of both the patient and the supervisee.