**Summary of motions passed since the present JPA Steering Committee took office**

The present JPA Steering Committee was elected at the Spring Colloquium on May 12, 2022. As of September 27, 2023, there have been four subsequent Business Meetings: at the Fall 2022 Colloquium on November 12, 2022, at the Winter 2023 Colloquium on February 5, 2023, at the Spring 2023 Colloquium on April 12, 2023, and a late-summer Business Meeting on September 30, 2023.

**Three motions were passed on November 12, 2022:**

A quorum being reached, the Members unanimously passed the following resolutions:

* Applicants for admission to analytical training at the Jungian Psychoanalytic Association shall attest to having accumulated at least fifty hours of analysis provided by a certified Jungian analyst by the time of application.
* JPA Candidates shall be allowed to audit a public program course at $100 per course or attend at full cost for course credits. This is different from our policy that candidates may audit any other course normally offered at the JPA for free.

Members voted 36 to 6 to pass the following motion:

* Effective in July 2023, four distinct hourly rates of compensation for clinical supervision

of JPA Candidates shall be effective as follows. **(see Appendix 1)**

• $60 shall be the hourly rate of compensation for individual supervision of Candidates whose patients pay no more than $60 per hour.

• $61 to $110 shall be the hourly rate of compensation for individual supervision of Candidates whose patients pay $61 to $110 per hour.

• At least $111 shall be the hourly rate of compensation for individual supervision of IAAP Candidates with full-time private practices whose patients pay at least $61 per hour.

• $75 shall be the rate of compensation for 1.5-hour sessions of supervising each Candidate seen in a group.

**During our business meeting on February 5, 2023 the following motion was passed:**

A quorum being reached the Members passed the following resolution by a vote of 28 to 12.

* Effective with the start of the Fall 2023 trimester:

• Candidate performance in analytical training at the Jungian Psychoanalytic Association shall be evaluated in two ways. **(See Appendices 2 – 4)**

* + Annual clinical supervisor’s evaluation to flag any significant problems in training progress and to support and affirm the ongoing work and strengths of the candidate.
	+ Point-of-contact evaluations by every course instructor to be done by the conclusion of each course in conjunction with faculty course evaluations completed by every candidate for every course.
		- All such evaluative documentation is to be in the Director of Training’s custody with adequate safeguards to protect confidentiality.

**During our business meeting on April 12, 2023:**

A quorum being reached, the following motion was passed unanimously save for two recorded abstentions.

* The Jungian Psychoanalytic Association shall form a committee to explore possibilities for the JPA to give those of its membership who are New York State licensed psychoanalysts a way to meet the state’s requirements for advancing to the higher tier of that license, granting them authorization to provide diagnosis and treatment services.

An announcement was made regarding the ongoing training policies for our candidates:

* IN PERSON CLINICAL HOURS POLICY 2023-04-01

LQP Candidates must reach 375 hours of in-person work before graduation, except for the cohort that entered in 2019, who must reach at least 100 of in-person work before graduating.  Candidates’ first patient should be in-person, to the extent that our treatment center allows.

* ZOOM ETIQUETTE DOCUMENT to be included on all Syllabi for each course (**see Appendix 5**).

**At our September 30th 2023 business meeting:**

Discussion began around a new policy regarding case seminar. The new policy up for a motion at the November 11th business meeting is:

* Candidates must be enrolled in case seminar starting their first year (IAAP candidates) or second year (LQP candidates) for two trimesters every year, consecutively, until passing the JPA final exam, for a minimum of four years.

**Appendices:**

**APPENDIX 1. Supervision Memo**

**Explanation of hours, recording, fees, and payment**

Every candidate in good standing in JPA training must be in supervision throughout their training, even if they have completed the minimum hours of supervision. The exception is that first year LQP candidates must enter supervision at the end of their first year of coursework (preferably in June, but at least by August) and upon passing their introductory exams taken in the first-year Jung seminar.

A candidate on a leave of absence, if seeing patients, must be in supervision throughout the leave.

**Supervision hours must be verified by the Supervisor and submitted for record with the Registrar annually in July (see separate document for supervision recording).**

**For LQP Candidates: (Those in the LQP track must meet these requirements in addition to the IAAP requirements, but they are contiguous, not additional.)**

1 supervisory hour consists of 50 – 60 minutes of individual supervision, in person or virtually (subject to change if/when the New York Department of Education requires supervision to resume being in person), or 1.5 hours of group supervision.

LQP candidates must have 1 supervisor for every 4 patients. The supervisor for the first four patients must provide individual supervision. For the second, or more, required supervisor, there is an option to partake in group supervision.  Each group consists of three candidates per one supervisor. Candidates will receive 1 hour of supervision credit for each group supervisory session.

Completion of a minimum of 750 hours of supervised clinical/analytic work that is supervised and defined by the JPA is required for graduation from the LQP program. Supervisors for these 150 hours must hold an LP\*, LCSW, or be a Licensed Psychologist in the state of New York. Additional supervision hours are needed to graduate from the IAAP program. Required supervisory hours for the LQP training are folded into the requirements for the IAAP program.

LQP Candidates must obtain 100 supervisory hours with one supervisor and 50 hours with another control supervisor. Control Supervision is one of the last stages of the training and involves following only one patient with one supervisor over the course of two years.

\* The additional training required to attain the Privilege to Diagnose and Treat, which was approved by the New York State Legislature in July 2023, will affect this requirement. We are waiting to learn in what ways we will need to adapt our program to meet the new state requirements for this.

**IAAP Candidates:**

IAAP Candidates are technically receiving ‘consultation,’ although this may be informally called supervision. Given IAAP Candidates are licensed/certified within their own states (based on the state in which they are practicing), in a variety of different ways, each IAAP Candidate is legally responsible to their own organizing body according to their state guidelines. The supervisor/consultant is not legally responsible for their supervisee’s patients.

1 supervisory hour is 50 – 60 minutes in length, in person or virtually, or 1.5 hours of group supervision.

Completion of a minimum of 260 hours of clinical supervision with one or more IAAP certified Jungian analysts who are JPA members is required for graduation. Of those hours, 88 hours must take place in Control Supervision. Control Supervision is one of the last stages of the training and involves following only one patient with one supervisor over the course of two years.

**Supervisory Evaluations:**

At the end of each academic year, the Supervisor is required to submit a supervisory evaluation of each candidate they are supervising to the Director of Training. This evaluation will be first discussed and shared between supervising analyst and analyst-in-training prior to submission. These evaluations are kept confidential. (**see Appendix 2 for Supervisory Evaluation Rubric)**

**Supervision Fee Structure**

All supervision fees must be negotiated between the candidate and the supervising analyst.

LQP candidates pay the JPA for supervision, rather than the individual supervisor. The supervising analyst will receive a check from the JPA accountants. Payments are made through the JPA PayPal account. LQP candidate must state “Supervision: Name of Supervisor” on the JPA PayPal memo line.

IAAP candidates pay their consultants (supervisors) directly.

**Fee Structure:**

* **Low Fee Supervision** = $60 an hour, available to all second year LQP’s (first year of seeing patients) and all LQP’s in subsequent who are providing low-fee analysis ($60 and under) to at least 4 patients in the JPA treatment center. Also available to IAAP candidates providing low-fee analysis ($60 and under) to at least 4 patients in their private practice.
* **Moderate-Fee Supervision** = $61 – 110, for later stage LQP candidates who have a larger case load (of at least 8 patients) wherein they are seeing 2-4 patients for higher fees ($61 – $110) and IAAP candidates who have a part-time full to moderate fee practice.
* **Full-Fee Supervision** = $111 – 200 +, for IAAP candidates who have a full practice serving mostly moderate to full fee patients.
* **Group Supervision** = $75 for 1.5 hours. Available to all candidates after the first, in-person supervisor hour.

**APPENDIX 2: Supervisory Evaluation Rubric**

This form is to be used to guide your narrative assessment of your supervisees at the end of each academic year. Please first discuss this assessment directly with your supervisee at the end of June. If there is any situation or impasse that needs a third party, your first step is to approach the Dean of Candidates. If the situation requires any further action or discussion, the DoC will bring the concern to the Director of Training along with the supervisee and supervisor to formulate a plan of action for moving forward.

Please assess your supervisee in these five areas of proficiency (that correlate with the JPA final examination per the current handbook) at the level appropriate to the candidate’s year in training. Indicate in what areas the supervisee is strong, in what areas are the supervisee’s growing edge, and in what, if any, area is the supervisee not comprehending and needs further training, including possible education. Please create a brief narrative assessing the candidate and send this brief evaluation to the DoT by July 1st. This evaluation will be kept in the candidate’s confidential file and will only be referenced should there be a future concern brought to the DoT.

1. Symptom, symbol formation, symbolic thinking
2. Fields of psychological process:
* Intrapsychic dynamics (complexes, archetypes, dreams)
* Interpersonal dynamics (transference/counter-transference, projection/recollection)
* Cultural complexes and group/cultural differences related to psychological process
* Transpersonal/psychoid
1. Analytic attitude, ethics, techniques: Understanding and use of the analytic frame and analytic boundaries
2. Understanding and use of mythology, mythopoeisis and mythologems
3. Teachability: openness and capacity to integrate supervisory feedback into clinical practice

**APPENDIX 3**: **Point of Contact Form**

Course Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Candidate Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*The goal of this evaluation form is to provide constructive feedback to the candidate and to guide the point of contact meeting. This form will be filled out by the Course Instructor and shared directly with the candidate during the meeting. Should any issue arise that needs a form of intervention, the first step is for the faculty and candidate to approach the Dean of Candidates to determine the process for moving forward.*

Please write a brief narrative for each candidate based on the three areas of proficiency guided by the point below. If there is any area that needs strengthening, please adequately present to the candidate in what areas and resources for the candidate to read or train further.

1) **Academic**

1. How well did the candidate keep up with weekly readings and assignments?

2. Was the candidate able to hand in required course work and in a timely manner?

3. How well did the candidate metabolize salient concepts and vocabulary?

4. Did the candidate engage with materials critically, interactively (class discussion), and independently?

**2) Clinical**

1. Was the candidate able to connect course material to clinical applications appropriate to their stage in training?

2. Was the candidate able to provide appropriate clinical examples to amplify course content appropriate to their stage in training?

3. Did the candidate use appropriate vocabulary when discussing clinical material?

**3) Colleagueship**

1. Was the candidate was respectful with other course participants and instructor?

2. Did the candidate demonstrate colleagueship during class discussion time?

3. Did the candidate demonstrate teachability and openness to divergent ideas?

4. Did the candidate apply themselves fully?

5. Is there anything specific you would like to share with the candidate about your experience teaching him/her/them?

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6. Please rate this evaluation questionnaire and list any items you would like to see added or omitted.

1 2 3 4 5

**APPENDIX 4: Course Evaluation**

Course Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*The goal of this evaluation process is to invite candidates to voice their constructive feedback. This form will be shared with the Course Instructor directly during the Point of Contact meetings. If needed, the candidate and instructor may choose to involve the Dean of Candidates should there be any issue or impasse.*

Please write in narrative form, your brief evaluation in response to the below questions.

Structure

1. Did the syllabus give a clear description of the course scope and objectives?

2. Did the syllabus give clear guidance on the expectations of the instructor as to successful participation in the course?

3. Did the syllabus give specific week-to-week assignments, clearly delineated?

4. Did the syllabus give a thorough bibliography of books and articles to be read, including publisher and date? Were supplemental materials, such as pdf’s, made available if needed?

Content

1. Was the assigned material the basis for the week’s class discussion, lecture or presentation?

2. Were the assignments structured in such a way as to build from week to week?

3. Was there sufficient balance between theory and practice, theoretical and clinical considerations?

4. Was there respect for and consideration of different theoretical and/or clinical approaches?

5. Did the material covered fulfill the course description and course objective?

6. Did the course material engage the interest of individuals and encourage further exploration of the topic beyond the course material?

 Process

1. Did the teacher facilitate an open atmosphere in which questions and discussions were welcome?

2. Did the instructor respect individual styles of learning and expression, and seek to foster the development of dialogue among differing ideas and viewpoints?

4. Did the teacher respond well to particular situations as they arose, either pedagogical and/or interpersonal, while maintaining focus on the course material?

4. Did the teacher keep the discussion relevant to the topic?

5. Was the teacher helpful in clarifying and furthering understanding of the major ideas and concepts taught in this course, and encourage further exploration?

6. Did the teacher give useful feedback?

Please answer questions 7-10 in detail and from your individual experience.

7. What in this class contributed most to your understanding of the theoretical content of the class? And to its clinical applicability?

8. Which homework assignments supported you most richly in your learning and development as a clinician? What is your sense of the effort/enrichment ratio of the assignments?

9. Did you apply yourself fully? What is your sense of what did or would have pressed you to do so?

10. Is there anything (specific) you could suggest to the instructor that could enrich this course or this analyst’s teaching?

Overall

1. Did this class fulfill its description and objectives?

2. Did this class fit into the arc of your learning at an appropriate level for you?

3. a) Did this class add to your overall training as a Jungian Analyst?

 b) Please describe how.

4. What could be improved about the overall course?

5. Please rate this evaluation questionnaire, and list any items you would like to see added or omitted.

1 2 3 4 5

**APPENDIX 5: Zoom Etiquette for On-line Learning**

1. Treat the class in all ways possible as though it were a live class, and with due respect, attention, and consideration for your classmates and instructor. Actively imagine we are in person with one another. Leave your camera on.

2. As per the above, there should be no other screens on, no distractions, no eating, no lounging, no interrupting phone calls, no one else in the room or background while you are in class, just as it would be if one was in a classroom with one’s peers. (emergencies excepted.)

3. If you must be away one week for work or vacation, find a private place from where you can Zoom into class, or consider taking an absence.