

SPSI CURRICULUM COMMITTEE POLICIES AND PROCEDURES

GOALS:

The curriculum committee plans and carries out the didactic part of the core training programs for adult and child psychoanalysis. It determines the number, sequence and content of the courses offered, and it selects the instructor(s) for each course. It formulates the academic calendar and schedule of classes. The committee develops and regularly updates standards for teaching and for the educational environment, including absence policy and other standards. The committee, in conjunction with the Class Advisor Mentors (CAM), works to resolve classroom disputes or other problems as they arise. The Curriculum Committee solicits course evaluations from the associates and the instructors in order to evaluate the course content and course process.

COMMITTEE COMPOSITION:

It is recommended that the committee have at least eight diverse members including the Chair, child and adult psychoanalysts, and associates. One or two Clinical/Academic Associate representatives to the Committee per cohort may be elected by the Clinical/Academic Associate Organization. Associate members will function as full voting members of the Committee and as liaisons to the CAAO.

FREQUENCY OF MEETINGS:

The Curriculum Committee meets monthly during the academic year or as often as necessary to accomplish its goals.

RESPONSIBILITIES OF THE CHAIR:

Responsibilities of the chair include distribution of minutes and agendas, completion of committee reports, all communication on behalf of the Curriculum Committee, and administration of all other committee responsibilities including the academic schedule, quarterly letters to instructors, syllabus reviews, course evaluations, oversight of case conference rosters, classroom and cohort issues including CAM follow-up, curriculum design, teaching preferences and assignments, policy development, committee staffing, and collected reading lists.

RESPONSIBILITIES OF COMMITTEE MEMBERS:

Committee members are responsible for attending monthly meetings, consulting and voting on Committee decisions, and assistance with committee tasks and projects as assigned.

ROLE OF THE ADMINISTRATOR:

The Administrator will track clinical conflicts and generate rosters for case conference classes in advance of each trimester. The Administrator will publish curriculum materials on the SPSI website as needed and provide final formatting of course syllabi, curriculum schedules, and other curriculum-related materials as necessary. The Administrator will arrange for both mid-term and end-of-trimester evaluations for all courses. The Administrator will distribute materials from the Curriculum Committee to faculty instructors and Clinical/Academic Associates as needed.

PROCEDURES:

The Curriculum Committee selects instructors for the courses in the adult and child core psychoanalytic training programs. Instructors are chosen from the following pool: SPSI faculty, Post-Didactic Clinical and Academic Associates who have been approved by the Curriculum Committee, and Guest Instructors who have been vetted by the Faculty Appointment Committee. Instructors may teach alone with Curriculum Committee approval. Instructors who teach alone do so with the understanding that they will make arrangements for their classes to be covered if they are absent.

SPSI faculty members are asked to indicate their interest in teaching during the upcoming academic year by completing the Teaching Preference Form distributed to all faculty at the beginning of each calendar year, and returning it to the Administrator by the due date indicated. Having received the completed Teaching Preference Forms from potential instructors, the Curriculum Committee reviews the overall curriculum, the courses, and the faculty's interest; makes the determination as to the best fit for teaching assignments; and notifies the instructors.

Prior to the start of each trimester, instructors who are assigned to teach will receive the Letter to Instructors from the Curriculum Chair. The content of the Letter to Instructors is reviewed and approved by the Curriculum Committee members. Updated information and policies relevant to the development of syllabi and the teaching of the course are communicated by means of the Letter to Instructors.

The instructors for each course prepare a syllabus with three ACCME-formatted learning objectives for the course and a short explanatory paragraph for each session. Each course should include a minimum of three articles that have been published within the previous ten years. Instructors of process classes are requested to integrate child/adolescent process and technique subject matter into their teaching and syllabi. Syllabi should include one or two relevant readings relating to issues of diversity (aging, class, culture, disability, ethnicity, gender identity, immigration status, race, religion, or sexual preference), and instructors are requested to look for additional opportunities to include diversity issues in class discussions.

Syllabi are to be sent to the Administrator or the Curriculum Chair (as specified), on or before the due date set in the Letter to Instructors. In certain cases instructors may be expected to present their syllabi at a curriculum committee meeting prior to the beginning of the course, at the date and time indicated in the Letter to Instructors.

Each instructor is expected to fill out an evaluation of the associates in their course and of the course as a whole within two weeks of the final class. Instructors will receive associate evaluations of them after they have submitted their associate evaluations. Co-instructors can collaborate on filling out the associate evaluations as long as both of their names are listed and the opinions of both instructors are reflected in the evaluations. The evaluations are an important part of the associates' feedback about how they are doing in the program and as such are an important part of the associates' progression. In addition to the final evaluations at the end of

the course, there is also to be an in-class verbal midcourse evaluation discussion between instructors and the members of the class.

CONTINUING EDUCATION CREDITS FOR TEACHING:

Instructors are eligible for Continuing Education credits for teaching based on the parameters set forth by their individual licensing agencies.

DISCOUNTED REGISTRATION FOR SPSI-SPONSORED CE EVENTS:

Instructors are eligible for unlimited early registration pricing for SPSI-sponsored CE events anytime during the academic year in which they are teaching.

CLINICAL CONFLICTS:

SPSI is a relatively small institute and we need to be diligent about protecting our associates and instructors from clinical conflicts during training. When assigned to teach a course, faculty are expected to look at the list of associates in the class being taught and to let the Curriculum Committee know if they have any clinical conflicts as soon as they become aware that they exist.

Instructor conflicts with a class include, but are not limited to, an instructor's patient and the family members of a patient. If an instructor is assigned to teach a course with a former patient or the family member of a former patient then the instructor and associate can discuss whether this situation feels safe and appropriate for both of them. It is reasonable for both the instructor and associate to initiate a discussion about clinical conflicts; however, the ultimate responsibility for making sure that the conflict is addressed lies with the instructor. The instructor is to inform the Curriculum Committee about the conflict, how it is being addressed and/or to request assistance in how to handle it.

While it is the policy of the Curriculum Committee to try and avoid having instructors teach their own analysand or patient, there may be rare occasions when this situation can not be avoided because there is no other instructor available and/or the instructor has specialized knowledge. In these situations, the instructor is to contact the Curriculum Committee to work on a resolution to the situation.

After the instructor and analysand or patient discuss the situation, resolutions may include, but are not limited to, them deciding:

- it would be clinically appropriate for the instructor and analysand or patient to be in the same course
- it would not be clinically appropriate and the analysand or patient recuses themselves from the course and is offered a tutorial or some other substitute for taking the course.

The rare possibility exists that associates may be assigned to a case conference as a classmate with a patient or a family member of a patient, or conversely, as a classmate of their own provider or a family member's provider. In this event, either party may confidentially inform the Curriculum Chair of the clinical conflict and arrangements will be made to assign the parties to separate case conferences. (Added & Approved by Faculty on October 18, 2017)

RELIGIOUS HOLIDAYS SCHEDULING POLICY:

(Revised 06/12/19)

SPSI does not adjust our academic calendar for religious holidays. If associates observe any particular religious holiday by abstaining from class, we would consider that abstention to fall under our regular Absence Policy.

The policy was conceived with the following points as rationale:

- Associates must complete a certain number of hours of didactic training to meet the graduation criteria of the national and accrediting bodies. The current absence policy allows for a maximum of six absences per year (up to two per trimester); if more than that were missed by an associate, they would be in danger of falling below the minimum graduation requirements. This is independent of any particular faith tradition.
- SPSI's goal is an increasingly diverse faculty and student body. With this diversity comes an increasing number of cultural and religious traditions which may have their own holidays and observances. It would be prohibitive to accommodate all potential faiths' days of religious observance, and privileging one or more faiths above others would be insensitive and unfair.
- Observance of holidays is often practiced differently among individuals of a particular faith tradition — there may be no standardized or well-accepted method of observance on which to base a policy.

In instituting this policy, we wish to acknowledge that groups and individuals have often been persecuted for observing their religious holidays. We hope that a standardized, secular policy will treat all groups equally and be fair. We also acknowledge that the Christmas holiday, with its Christian roots, is already privileged within American culture, and that this is not just or reflective of the diversity of the American people.

ABSENCE POLICY:

Psychoanalytic training is a rigorous endeavor, which entails substantial commitment. The curriculum is carefully planned, and attendance at each scheduled class is expected as an indication of the associate's commitment.

While SPSI realizes that an absence may be unavoidable, the associate is asked to weigh the following issues when deciding to miss class:

- Due to the small size of the classes, and the intimate nature of many of the discussions, the presence of each associate is valued. Thus anyone's absence has an impact on the continuity of the classroom process.
- Instructors plan the curriculum of their classes carefully, and missing a class can limit the ability of the associate to fully assimilate material in subsequent classes.
- Case conferences are particularly problematic in this regard. They represent an opportunity for an associate to follow the unfolding process in a psychoanalytic treatment. As such, missing even a single session compromises the associate's comprehension of the case material and ability to contribute.

- More than two absences per trimester runs the risk of dropping an associate's total didactic hours below SPSI's and its accrediting organizations' minimum requirements for graduation.
- In all but the most dire emergencies, the associate is expected to inform the instructor(s) and classmates in advance of the absence.
- If an associate misses more than two classes, it is the associate's responsibility to discuss the matter with the course instructor and arrange means to demonstrate that the associate has covered the course material from the absences in excess of two. Further discussion, if deemed necessary, may be brought to the Progression and Curriculum Committees. In some cases, an associate may be asked to complete additional work in order to receive credit for the class. In other cases, an associate may be asked to repeat a class.

In addition to absences, significant or chronic tardiness may also affect whether credit is granted for the course, and therefore progression.

DISTANCE LEARNING POLICY/VIRTUAL ATTENDANCE:

Participation by GTM or Zoom on an ongoing or repetitive basis is permitted for local students in exceptional circumstances only, and with prior approval. Requests for such approval should be directed to course instructors and the Curriculum Committee.

LEAVE OF ABSENCE POLICY:

In the event of serious life circumstances an associate may request leave from a course or courses. These circumstances include but are not limited to:

- birth or adoption of a child
- serious health condition
- spouse/partner, child or parent who has a serious health condition
- death in the family
- other stress(es) that preclude an associate being able to participate

LOAs in excess of one trimester during the first year of training will likely require that the CA withdraw from the cohort and restart training with the subsequent cohort. Re-application to the program in such situations will not be required.

LOAs during the Infant Observation portion of the Curriculum will necessitate that the CA repeat the Infant Observation course in total. Specific alternatives for meeting the Infant Observation requirement will be developed on a case-by-case basis. (Voted by faculty 10/11/17)

Requests for LOA should be made to the SPSI Progression Chair. An associate on leave may also request accommodation when returning to class. The associate and instructor(s) will work together to facilitate the associate's continued participation in training, with assistance from the Curriculum Committee. Decisions about how and when to make up work will be decided on a case by case basis with input from the Progression Committee, the Curriculum Committee, the associate and instructor(s).

Associates are asked to contact the Progression Committee as soon as they know that they will want to take time off. Except in cases involving emergencies, associates need to get requests to the Progression Committee by the second Wednesday of the month prior to the trimester during which the associate is requesting leave so that the Progression and Curriculum Committees have time to get this matter onto their agendas and then discuss and approve the request.

CLASS ADVISOR MENTOR (CAM) PROGRAM:

The CAM program is administered through the Curriculum Committee. Each Adult Training cohort and the Child Training cohort will be assigned a CAM who will serve as a group advisor to the class, helping the group to get its bearings at the beginning of training, meeting with the group periodically and routinely, and facilitating resolution of difficulties that arise.

The Chair of the Curriculum Committee will solicit volunteers to be CAMs. CAM assignments will be voted and approved by the Curriculum Committee.

CAM's are appointed for a one-year term. However, it is helpful if the CAM can serve longer, ideally for the entire four years of didactics, if mutually agreeable with both the CAM and the class. If a class is unsatisfied with their CAM, it is to contact the Chair of the Curriculum Committee to discuss the dissatisfaction and have a new CAM appointed.

CAMs are responsible for contacting the class at the beginning of training to initiate a meeting of the class. This would involve scheduling a meeting outside of class time. The CAM can ask a class member or members to help facilitate the scheduling but it is ultimately the CAM who is responsible for making sure that the meeting happens.

The CAM will meet with the class once a trimester if things are going well with the class. Content of meetings between a cohort and their CAM are considered confidential unless otherwise determined at the discretion of the cohort.

If the class is having difficulties the CAM is responsible for assessing the need for extra meetings to facilitate the resolution of the difficulties and to schedule and conduct them. If the class is having difficulties, the CAM may be called upon to help the class coordinate with other members of SPSI, such as the director, the curriculum committee, or the education committee, depending on the nature of the difficulty, in order to effect a resolution.