

Seattle Psychoanalytic Society and Institute
Faculty Meeting Agenda
Wednesday, May 10, 2023
Via Zoom

1. Call to order
2. Review and vote on minutes from April Faculty meeting
3. Director Report. C. Keats
4. Board Report. R. Hushka
5. Nomination of Jacob Markovitz to the Faculty. M. Bullard.
6. Report on the Developmental Pathway. C. Bassen.
7. Report on Curriculum changes. K. Lippman
8. Committee Responses to the 2022 DEI Report
 - a. Curriculum Committee. K. Lippman
 - b. Diversity Committee. E. Jordan
 - c. Admissions Committee. M. Pauly
 - d. SPSI Board. R. Hushka.
9. CAAO Proposal to Update the Waiver Procedure for Training Analyses. A. Crofut
 - a. Rather than consider the entire proposal, we will discuss each line item individually.
10. Current Crisis at APsaA. K. Lippman
11. Announcements
12. Adjourn

Work Group Proposal

Developmental Pathway for the Roles of Consulting Analyst and Analyst of Candidates

Our interest in creating a developmental pathway for the roles of Consulting Analyst and Analyst of Candidates stems from the fact that SPSI's procedures for appointing consulting analysts and analysts of candidates do not prepare anyone to assume either role. Diane Wolman and Cecile Bassen brought a proposal to the faculty this past fall to form a work group to design a developmental pathway for SPSI. When our proposal was approved, we created a work group which includes 4 analysts at different stages of their careers (a consulting analyst and analyst of candidates approved by SPSI's previous procedure in 2002, a consulting analyst and analyst of candidates approved by our current Ad Hoc procedure, a faculty member who graduated in 2019, and a 3rd year candidate who is the current President of the CAAO).

We reviewed Columbia's developmental pathway, Columbia Advanced Seminars for Psychoanalytic Educators or CAPE (created in 2018), and used this as a model to design a program tailored for SPSI graduates. Our proposal reflects Columbia's focus on the value of experiential learning instead of testing, and on bringing together a cohort of graduates to prepare for these roles in an atmosphere of mutual support. It incorporates APsaA's 2021 IRRC standards by recognizing that the roles of consulting analyst and analyst of candidates are distinct roles which require different skills, and by recognizing the value and importance of post-graduate education and continuing professional development.

We have prepared an outline of the pathway we are proposing. We are seeking your input and approval before we focus on the remaining details. This would allow us to accept our first cohort in the fall of 2024.

Goals:

- To provide mentoring in order to facilitate SPSI graduates thinking deeply about the roles of Consulting Analyst and Analyst of Candidates, and developing skills relevant to each role

- To create a sense of holding, empowering the participants to accept being the type of analyst and consultant that suits each of them individually
- To facilitate SPSI graduates supporting each other in preparing to assume these roles, sharing and learning from each other's experiences and building mutually supportive ongoing collegial relationships
- To design a program which incorporates principles of diversity, equity, and inclusion
- To meet the needs of SPSI graduates who are only interested in the role of Consulting Analyst
- To design a program which many of our current Consulting Analysts and Analysts of Candidates feel would have helped them prepare for these roles

Outline

- A two-year program, with the first year focusing on consultation and the second year focusing on analysis of candidates. Individuals interested in becoming Consulting Analysts but not Analysts of Candidates would only apply for and enroll for the first year.
- Each year has 3 components: 9 or 10 monthly seminars, monthly self-led peer-group meetings, and monthly individual supervision. The program administrators will provide a list of consulting analysts who are interested in offering individual supervision designed to complement the seminars and the goals of the program.
- Cohorts are limited to 9. We intend to limit peer-groups to 5 or 6.
- The program is free to members of the SPSI Faculty, aside from individual supervision. It will also offer CE credits. Applicants must be actively engaged in SPSI, by teaching in the psychoanalytic training program and/or the psychoanalytic psychotherapy 2-year certificate program, and/or serving on committee(s).
- The program will accept applicants every other year. Applicants are eligible to begin the program 3 years after graduation. Everyone who is 5 or more years post-graduation after completing the first year is immediately eligible to become a consulting analyst, including those continuing on to the second year. Everyone who completes both years is

immediately eligible to become an analyst of candidates. No exit exam is required in order to complete either year.

- Applicants must be actively engaged in conducting analysis (at a frequency of 3 to 5x/week) and in supervising psychodynamic psychotherapy, to ensure that they have relevant experience as well as process material to bring to seminars. All applicants need to have at least one year of experience as a psychodynamic psychotherapy supervisor. Administrators of the program would be glad to try to assist applicants and potential applicants find opportunities to gain experience doing psychotherapy supervision.

All applicants (including those who are only interested in becoming Consulting Analysts) should have 3 current cases in analysis, experience with at least two independently conducted analyses, and experience in terminating analysis. Anyone without 3 current cases in analysis must have experience with a minimum of 5 analytic cases, including 2 independently conducted analyses.

- Each monthly seminar will have a specific topic, with relevant recommended reading, and a presentation by one of the participants. We welcome your suggestions about topics and recommended reading for these seminars.
- Each member of each cohort will present a supervisory case at one of the monthly seminars during the first year, and an analysis they are conducting independently during the second year. A faculty member will be available to meet individually with participants to help prepare their presentations, and to review the experience afterwards.
- Each participant will receive detailed feedback from faculty and their peers, as well as from their individual supervisors. Formal feedback and self-assessment will be designed to develop participants' awareness of their areas of relative strength and weakness, and to focus their future learning. We plan to develop an assessment tool modeled on the Peer Review Assessment Chart which the Ad Hoc Committee developed for the Pilot Procedure.

We want to note that our proposal focuses on creating a developmental pathway for SPSI Faculty members to become Consulting Analysts and Analysts of Candidates. It doesn't address

the issue of candidates choosing an analyst or a Consulting Analyst who is not a member of the SPSI faculty. These are issues which should be taken up and considered separately.

Cecile Bassen

April Crofut

Charlotte Malkmus

Diane Wolman

Changes to the Adult Psychoanalytic Didactic Curriculum Beginning in 2024:

The Curriculum Committee reviewed multiple years of course evaluations from candidates and faculty, a recent survey of candidates and faculty (which was consistent with the course evaluations), IRRC guidelines for psychoanalytic education, the 2022 SPSI DEI report, a group training proposal by Ann De Lancey, and the curricula available from every APsA affiliated institute. We utilized that information to review and make the following revisions to the Adult Psychoanalytic didactic curriculum and schedule. As we work toward finalizing changes, we look forward to your comments and feedback!

The didactic schedule for adult psychoanalytic training will change from the current structure of three 11-week trimesters to three 9-week trimesters, with one 4-week intersession between the Fall and Winter trimesters. This change will accomplish the following:

- Fewer didactic hours (31 weeks/year vs. 33) which will provide one week breaks between each term.
- Total didactic hours will remain well above the total in APsA Educational Standards.
- Consistency and predictability in course length
- Ability to add or enhance topics or areas in curriculum. These additions/enhancements are in line with repeated requests from candidates and faculty, consistent with other highly respected institute curricula around the country and in compliance with the IRRC educational standards.
 - More theory, both foundational and contemporary
 - Group theory and process
 - Community PSA
 - Writing
- Analysts of candidates will be able to teach intersession special topics (2 courses offered concurrently to avoid clinical conflicts and provide elective choice for candidates)
 - Candidates will have more diversity in teaching faculty
 - Faculty and candidates can propose topics of interest
- More cohesive case conference schedule (one CAAO meeting for one whole class session)
- More clarity in process/technique classes
- More ethics and DEI integration

Infant Observation:

Infant observation is a valued experiential component of adult psychoanalytic education at SPSI. While the experience includes learning about early life and the caregiving context, it also provides unique way for analysts to deepen their ability to attune concurrently to external circumstances and their own internal experience.

In order to provide maximum flexibility for candidates for Infant Observation and to open space in the didactic curriculum for additional theory, process, writing and special topics, the Curriculum Committee has restructured the way SPSI will offer and require Infant Observation. Prior to graduation, candidates will complete an infant observation program of at least one academic year, either at SPSI or another comparable program at least 9-10 months in length. A candidate may choose to complete infant observation before applying, concurrent with their didactics or after didactics and before graduation. Candidates who enter and have already completed a comparable infant observation of at least 9-10 months will not be required to complete any further infant observation but are welcome to do so if they choose. SPSI will offer Infant Observation in the 10:15 – 11:45 Friday spot every other year for a cohort that may include candidates (current, post-didactic, prospective).

SPSI Adult Analytic Training Program Didactic Curriculum Fall 2024 Forward

YEAR	Fall Term (9 Weeks)	Intersession (4 Weeks)	Winter Term (9 Weeks)	Spring Term (9 Weeks)
1	Identity and Groups I (G, SC) <ul style="list-style-type: none"> • Patterned on 2YCP model class • 8 weeks with CAO meeting taking one full session 	CAAO Sympos – 1 Writing (W) – 3	Cont. Case Conference (8 weeks with CAO meeting taking one full session) (C)	Cont. Case Conference (8 weeks with CAO meeting taking one full session) (C)
	Freud I (T)	Freud I (cont). (T)	History of PSA (T)	Ego Psychology (T) <ul style="list-style-type: none"> • A. Freud, S. Freud • Hartmann, Kris, Lowenstein, Arlow & Brenner
	Analytic Core Concepts I (P/T, E, C): <ul style="list-style-type: none"> • Intro to Analytic Listening • Free Association • Analytic Attitude and Stance • Ethics related to Frame • Social Context 	PSA Theory of Groups (T, G)	Beginning Analysis (P/T, E): <ul style="list-style-type: none"> • Formulation/assessing for analysis • Increasing to analytic frequency – technique, considerations and ethics • Frame considerations (including virtual) • Social Context • Ethics related to being in training 	Psychopathology I: Neurotic Psychopathology (P)

KEY = T – Theory / P/T – Process and Technique / P – Psychopathology / E – Ethics / HD – Human Development / G – Groups
 CM – Community PSA / W – Writing / C – Clinical and Presentation / SC – Sociocultural Context

*It is envisioned that Special Topics will include multiple offerings, with CC seeking input and ideas from CAAO and faculty members regarding specific topics. The goal is to allow space for analysts of candidates to be able to teach and for greater variety of special topics. The CAAO may also wish to propose use of the special topics space for longer symposia and/or opportunities for candidates to present.

YEAR	Fall Term (9 Weeks)	Intersession (4 Weeks)	Winter Term (9 Weeks)	Spring Term (9 Weeks)
2	Cont. Case Conference (8 weeks with one CAAO meeting taking one full session) (C)	CAAO – 1 Writing – 3	Cont. Case Conference (8 weeks with one CAAO meeting taking one full session) (C)	Cont. Case Conference (8 weeks with one CAAO meeting taking one full session) (C)
	BOR I: Klein, Bion and related contemporary theorists (T) <ul style="list-style-type: none"> • Klein, Bion, Contemp Kleinians 	Special Topics* – 4	BOR II: Middle School and American Object Relations (T) <ul style="list-style-type: none"> • Winnicott, Bowlby, Ogden, Fairbairn, Sharpe 	Deepening Analysis (P/T): <ul style="list-style-type: none"> • T/CT/Enactment • How to understand, formulate and write about treatment progression, impasse, disruption, not knowing • Social Context • Ethics (including, disclosure, frame changes) Interpretation
	Analytic Core Concepts II (P/T, E): <ul style="list-style-type: none"> • T/CT/Enactment • Resistance • Interpretation • Somatic communication • Social Context • Beginning to work with dreams Ethics (including disclosure, boundary violations, frame issues)	Community PSA	Human Development I: Birth to Latency (HD)	Psychopathology II: Borderline-level Character Pathology (P)

YEAR	Fall Term (9 Weeks)	Intersession (4 Weeks)	Winter Term (9 Weeks)	Spring Term (9 Weeks)
3	Cont. Case Conference (8 weeks with one CAAO meeting taking one full session) (C)	CAAO – 1 Writing – 3	Cont. Case Conference (8 weeks with one CAAO meeting taking one full session) (C)	Cont. Case Conference (8 weeks with one CAAO meeting taking one full session) (C)
	PSA Theories of Social Context and Intrapsychic Dynamics (T)	Special Topics* – 4	Human Development II: Middle Childhood to Early Adulthood (HD)	Psychopathology III: Severe Character Pathology and Psychotic level syndromes (P)
	Theory and Process of Dreams (T, P/T)	Child Analysis (T, P/T)	Self and Intersubjective Psychology (T)	Gender and Sexuality (T, HD)

YEAR	Fall Term (9 Weeks)	Intersession (4 Weeks)	Winter Term (9 Weeks)	Spring Term (9 Weeks)
4	Cont. Case Conference (8 weeks with one CAAO meeting taking one full session) (C)	CAAO – 1 Writing – 3	Cont. Case Conference (8 weeks with one CAAO meeting taking one full session) (C)	Cont. Case Conference (8 weeks with one CAAO meeting taking one full session) (C)
	Freud II: Revisit and Contemporary Freud (T)	Special Topics* – 4	Psychopathology IV: Special Topics (Narcissism and Self Disorders, Addiction, Trauma, Somatic Manifestation of Psychopathology, Dissociation) (P)	Ending Psychoanalysis (P/T): <ul style="list-style-type: none"> • Planned and unplanned endings • Preparing for ending • Analyst initiated disruption/ending • Mourning/loss/grief
	Interpersonal and Relational Theory (T)	Field Theory (T)	Human Development III: Middle Adulthood to Senescence (HD)	Integrative Seminar: Comparative Theory and Technique (T, P/T, G) <ul style="list-style-type: none"> • Integrative seminar including cross-comparison of theory applied to core concepts – T/CT, resistance, therapeutic action, conflict, enactment • Development of PSA identity • Process ending didactics

Proposal to Update the Waiver Procedure for Training Analyses SPSI CAAO - March 2023

Background: SPSI's 2022 DEI consultant report emphasizes widespread concerns with the training analyst system, and APsA's Holmes Commission preliminary report details how BIPOC candidates nationwide struggle in training analyses more than white candidates¹.

SPSI's list of approved training analysts does not match the diversity of the current candidate population, let alone that of potential applicants.

Aside from this, the waiver process for a candidate to work with a non-training analyst needs updating given changes in committee structures at SPSI² as well as evolving national standards³.

The CAAO has openly considered how SPSI can best ensure that candidates have deep, thorough, and trustworthy analyses during training. We appreciate the role that SPSI can play in preparing/screening graduate analysts to serve as analysts of candidates, and as the list of approved training analysts expands we hope that it will meet the needs of the majority of candidates. We suggest that the institute draft a written recommendation for candidates to work with a SPSI training analyst that explains the unique qualities of training analyses and qualifications of those appointed. It should also acknowledge that there may be individual circumstances where a candidate determines that they would be best served by a different analyst. For equity reasons, the confidentiality and privacy of candidate analyses should be preserved in these circumstances, and the process should not include unnecessary administrative burden. We believe that it can operate under the same "honor system" that candidate analyses function within now.

Proposal: Update the waiver procedure for candidate analyses during training to the following, which will be housed in the Progression Committee Policies and Procedures.

¹ The Holmes Commission Preliminary Report states the following, on page 5:

"Experience of Race and Racism in Training/Personal Analysis

Statistically significant differences between BIPOC and white candidates were found in several domains. BIPOC candidates felt less free than white candidates to: choose their analyst, discuss sexual orientation, discuss religion, to discuss race and ethnicity, and to discuss language differences. More BIPOC candidates than white candidates reported an "uncomfortable" relationship between themselves and their analyst in their personal/training analysis. Although the numbers for BIPOC candidates were small in this study, a reflection of the low numbers in the field at large, this finding coincides with historical reports of BIPOC clinicians who reported similar experiences-- an example being the famous analysand/analyst dyad of Ellis Toney and his analyst Ralph Greenson. The impact of candidates feeling "uncomfortable" secondarily influences the cohort experience and impacts recruitment of potential applicants. Last, BIPOC Candidates, who usually had non-BIPOC analysts, were also less likely than white candidates to regard their analyses as the most important aspect of their psychoanalytic training.

The above findings drew our attention to the effects of not having a diverse faculty including and especially in the training/personal analysis situation that is an aspect of vulnerability and intimacy, with vastly different positions of power between the training/personal analyst and the candidate analysand. Across interview topics, the negative impacts of differential power were raised multiple times by many respondents regardless of racial identity and these findings will be elaborated in detail in the full report."

² The Training Analyst Committee was dissolved and transitioned to a Consulting Analyst Committee in February 2022. Training analyst appointment criteria and procedures have been modified under the Pilot Project.

³ APsA's current *Standards and Principles for Psychoanalytic Education* includes the following point, under the section on qualifying analysts of candidates, page 13:

"To provide candidates a greater choice of analysts, institutes may qualify a candidate's analyst even if he or she does not fully meet the 5-year postgraduate or immersion requirements. This includes recent graduates who have a matriculating candidate in an established analysis."

Waiver Process for Candidate Training Analyses

If a candidate has a particular interest in working with an analyst who is not on SPSI's list of approved training analysts, the candidate may request a waiver. Reasons for this may include, but are not limited to: continuation of an established treatment or a diversity need that is not met by the current list of training analysts. Approval of the waiver shall be based on the following factors:

- The requested analyst must have graduated from an *APsA or IPA affiliated institute*.
- The requested analyst must hold an applicable professional license.
- Frequency requirements remain the same as other candidate analyses.
- In addition to the Training Analysis Report Form, the candidate must complete a brief Training Analysis Waiver Request [sample attached].
- The candidate requesting a waiver must acknowledge a statement written by institute leadership describing the benefits of working with an approved training analyst.

Waiver requests will be submitted to, reviewed, and approved by the progression committee chair. If the progression committee chair's decision is anything but outright approval of the waiver, the chair will assemble an ad hoc committee to review the waiver request. The ad hoc committee will consist of the institute director, progression chair, and diversity committee chair. The ad hoc committee may request additional information from the candidate, and will return a decision on approval/denial of credit for the analysis in writing within 60 days of submission. If credit is denied, it will include written explanation and steps for appeal.

In order to maintain as much confidentiality as possible about the analysis of the candidate requesting a waiver, comparable with the confidentiality afforded other candidates, the candidate requesting a waiver will not be required to identify their requested analyst unless a particular concern arises. The progression committee chair and members of any ad hoc committee assembled shall keep confidential the request for a waiver, including the identity of the requestor and the analyst they are requesting for their training analysis.

The waiver procedure would apply only to the applicant candidates' analysis, and is separate from procedures to become a recommended training analyst at SPSI.

Attachments:

- (1) Current Training Analysis Report Form
- (2) Sample Waiver Request Form



**ANNUAL CLINICAL ASSOCIATE REPORT FORM
TRAINING ANALYSIS**

Date Analysis Started: _____

Interruptions: Yes [] No []

If yes, list dates analysis was interrupted and resumed:

Changes in frequency: Yes [] No []

If yes, list dates when frequency was less than 4x/week:

Date Analysis Terminated: _____

Unless otherwise stated, I am currently in analysis with a SPSI training analyst and my psychoanalysis has been conducted at a minimum of 4 times weekly during the year.

Printed name: _____

Signature: _____

Date _____

[Sample]

TRAINING ANALYSIS WAIVER REQUEST

Name of Candidate:

Candidate has reviewed the potential benefits of working with a SPSI training analyst

Candidate has confirmed that the requested analyst holds applicable professional licensure

ApsA or IPA affiliated institute the requested analyst has graduated from:

Optional brief statement of explanation for waiver request:

Candidate Signature:

Date of application:

SIGNATURE OF PROGRESSION

CHAIRPERSON: _____