

Seattle Psychoanalytic Society and Institute
Faculty Meeting Agenda
Wednesday, October 11, 2023
Via Zoom

1. Call to order.
2. Vote on minutes from September Faculty meeting.
3. Director Report. C. Keats
4. Board Report. R. Hushka
5. Nomination of Julie Wood to Director of SPSI, effective July 1, 2024. C. Keats
6. Nomination of Jacob Markovitz to the Ethics Committee. A. Buchinski
7. Nomination of Rosemary Kelly to the Faculty. A. Buchinski
8. Committee Reports
 - a. Admissions Committee. M. Pauly
 - i. **Motion for revision of Distance Learning Policy.** Details in attached document.
 - b. Curriculum Committee. K. Lippman
 - i. **Curriculum Committee Motion.** Prior to graduation, candidates will complete an Infant Observation program of at least one academic year, either at SPSI or another program at least 9 months at length. A candidate may choose to complete infant observation before applying, concurrent with their didactics or after didactics and before graduation. This provides flexibility for candidates, particularly those who choose to schedule infant observation so it does not overlap with their pregnancy or welcoming a baby into their family (as is recommended). Candidates who enter and have already completed an Infant Observation of at least 9 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). More details in attached document.
 - c. Diversity Committee. E. Jordan
9. Review of Committee DEI Reports.
10. Announcements
11. Adjourn

SPSI Distance Learning Policy Proposal - 2023

Introduction

The current Distance Learning Policy was approved by the faculty in February 2020. In the subsequent months Covid changed the way in which we all communicate and necessitated adaptations to in-person learning. The current policy is out of step with current SPSI operations and is in need of revision. We will refer to it moving forward as the previous policy.

SPSI's capacity to provide education from a distance has improved. This is true in terms of instructor and candidate competence and comfort. It is also true with respect to the technological infrastructure allowing for quality stable connection and communication. This capacity we believe can be balanced with the desire for maintaining a critical mass of in-person learners.

While being mindful of the importance of facilitating class cohesion, modifying the previous policy will make it less burdensome for those in our region to train at SPSI and will enrich our community and augment our efforts to train psychoanalysts.

To help clarify the changes, we have listed the main categorical elements under discussion and have listed the differences between the previous and proposed policies.

- Designation of the distance marking a Local from a Distance Learner
 - o Previous Policy: 150 miles
 - o Proposed Policy: 70 miles
- Percentage of in-person attendance expected of a Distance Learner.
 - o Previous Policy: 100% of the fall trimester of both first and second years of training. 50% of all subsequent trimesters.
 - o Proposed Policy: 25% of the first trimester of the first year of training and at least one class per trimester in subsequent trimesters.
- Distance Learners will comprise no more than one-third of a cohort
 - o This is not a change from the previous policy.
- The Hybrid Learning policy (Curriculum Committee) delineates classroom expectations for candidates and faculty who are in-person and those who are virtual, whether or not they are local or distance learners. The overall aim is to have in-person candidate attendance at any given class be greater than half.

Proposed Distance Learning Policy

- Designation as a Distance Learner is *available* to those applicants and candidates who live more than 70 miles from Seattle Psychoanalytic Society & Institute (SPSI).
- Distance Learners are expected to attend in-person for approximately 25% of the first trimester. Distance Learners are expected to attend in-person once per trimester for the remainder of their education.
- The proportion of Distance Learners in a cohort should be no more than one-third of the total cohort at the time of cohort class formation.

- Exceptions to the in-person attendance requirements can be sought on a case-by-case basis and will be decided in collaboration as needed with the Progression, Curriculum, and the Diversity committee.
 - o On rare occasions, a strong applicant may be considered for admission whose life-situation prohibits meeting the above stated in-person expectations. This may be considered especially in the circumstance of SPSI finding itself in an admission cycle with an anticipated smaller class size. The overarching goal of in-person candidates comprising greater than half of any given class is to be considered while making such an exception.

Motion from the Curriculum Committee:

We are offering a motion to adjust the way Infant Observation is handled in the adult psychoanalytic didactic curriculum beginning with the cohort entering in 2024.

Infant Observation:

Infant observation supports the growth of an analyst's ability to recognize and emotionally metabolize infantile aspects of the patient-analyst dynamic in the treatment situation. Nuanced observation, that is, seeing and remaining curious about what is unfolding, rather than looking for what one expects or hopes to see, is an essential skill for psychoanalysts. Infant observation stimulates and hones the development of an observing mind.

Observing an infant with its primary caregiver(s), weekly, from birth to approximately one year, also allows for a unique opportunity to learn about early child development. The evolution of the earliest relationships with parents, siblings and others can be seen in all their complexity and unique variety. The baby's experiences – its efforts to hold itself together, to develop trust, to struggle with instinctual responses to both good and bad objects in their most rudimentary forms, and to develop symbols, can all be seen. Growth of the infant's internal world can be inferred in the process.

In 2017, SPSI moved to using the Tavistock model for Infant Observation. This model emphasizes deep observation without much concurrent didactic reading. The class is both a process class (learning a process skill essential to the analytic endeavor) and a development class (learning about infancy and early relating). This significant shift from the prior format, which blended didactic reading with observation, was well received by candidates. Candidates have commented about how the class has deepened their work with adult patients, particularly how they notice and work with affect and countertransference.

Rationale for Motion:

The Curriculum Committee's current proposal to change some aspects of Infant Observation (timing/location in the curriculum, flexibility about when and where it can be done prior to graduation) stems from our review of many 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 from Ann De Lancey, and the available curricula from every APsA affiliated institute. After reviewing these materials, we utilized the feedback and information to make updates to the curriculum. In doing so, we were able to incorporate almost all requests made by candidates and faculty over the past several years.

Motion Text:

Prior to graduation, candidates will complete an Infant Observation program of at least one academic year, either at SPSI or another program at least 9 months at length. A candidate may choose to complete infant observation before applying, concurrent with their didactics or after didactics and before graduation. This provides flexibility for candidates, particularly those who choose to schedule infant observation so it does not overlap with their pregnancy or welcoming a baby into their family (as is recommended). Candidates who enter and have already completed an Infant Observation of at least 9 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).

The Math:

Each year will be shortened by two weeks under the 9-4-9-9 model (three 9 week trimesters and one 4 week intersession). This is the equivalent of six fewer 90-minute classes per year or a total reduction of twenty-four 90-minute classes. The Infant Observation class placed in the morning adds thirty-one 90-minute classes. ***Within the new curricular structure (9-4-9-9), Infant Observation in the morning would add seven 90-minute classes to what candidates now experience in the current curricular structure (11-11-11).*** The Curriculum Committee believes the other changes to the curriculum supported by this shift are well worth these additional seven 90-minute classesⁱ.

Current schedule (11-11-11) = 594 hours classroom time

New schedule (9-4-9-9) = 558 hours classroom time

New Infant Observation (AM, flexible timing for candidate) = 46.5 hours

$558 + 46.5 = 604.5$ total hours classroom time (difference of 10.5 hours added to the curriculum resulting from the move of Infant Observation to the morning time and the flexible structure).

Cost:

Please note: The Curriculum Committee knows it is not in any way involved in setting tuition. We are offering this information as an example because the idea of significantly increased cost tuition arose at the last meeting. We looked at the numbers and did some math and wanted to share what we learned.

Length of Academic Yr (weeks)	CURRENT 33	NEW 31
DIDACTICS		
Hours per week	4.5	4.5
Hours per year	148.5	139.5
Hours per 4 years (450 required)	594	558
Tuition (\$20 per hour)	\$11,880	\$11,160
INFANT OBSERVATION		
Hours per week		1.5
Hours for that year		46.5
Tuition (\$20 per hour)		\$930
TOTAL HOURS	594	604.5
INCREASED HOURS		10.5
TOTAL TUITION (\$20/HR)	\$11,880	\$12,090
INCREASED COST		\$210

ⁱ The new Curricular Structure (9-4-9-9) and Curriculum results in:

- Fewer didactic hours per year (31 vs. 33) and one week breaks between each term.
- 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
 - more clarity in process/technique classes
 - more ethics and DEI integration
 - group process
 - community PSA
 - writing
- Analysts will be able to teach intersession special topics even if they have a clinical conflict with a particular cohort or cohorts. (2 courses can be offered concurrently to avoid clinical conflicts and provide elective choice for candidates). Ideas and input from candidates and faculty will be sought and encouraged when the CC develops special topics.
- Case conference schedule will be more cohesive (one CAAO meeting for one whole class session rather than partial disruption to two sessions)



**SEATTLE
PSYCHOANALYTIC
SOCIETY AND INSTITUTE**

**2022-23
DIVERSITY, EQUITY,
& INCLUSION
REPORTS**

ACADEMIC TRAINING PROGRAM

(No report filed.)

AD HOC COMMITTEE: CONSULTING ANALYST PILOT PROJECT

(No report filed.)

ADMISSIONS

During the last academic year the Admissions Committee was asked by the Diversity Committee to meet and discuss the DEI Listening Circles Report and generate a report of action items. Due to the important operational policy-related matters taking precedence during faculty meetings the presentation of committee reports were tabled.

We feel, particularly given that we are entering into a recruitment year for both the two and four-year training programs, it is worth sharing with you our report now as it includes action items that we can collectively take to ensure that we are taking steps towards creating a more diverse and welcoming organization.

Please take a moment to read through our one-page report (below). If you feel you are able to help us as an organization achieve these action items please reach out to me.

Considered four areas of committee function and areas of interfacing with the next generation of analysts.

Committee Membership

- Ideally the committee would reflect the level of diversity we aim to attract, engage, and retain.
- Encourage any faculty or candidate member who feels they can bring a diversity lens to the admissions process to please consider joining.

Recruitment

- Encourage those faculty who have contact with diverse mental health organizations to please contact us as soon as possible to facilitate our awareness and capacity to engage and build a relationship to a broader community.

- Strengthen our presence and relationship with our two-year program which often has greater diversity reflected in its student body.

Applicant Experience of the Process

- Application
 - o Candidate & Faculty members available for consultation for assistance with case formulation and analytic writing and answer questions about training.
- Interviews
 - o The committee is going to have discussions to bring more conscious intentionally about our interview process and to clarify:
 - How we set the tone of the interview.
 - What we are looking for within an interview.
 - What we are unknowingly communicating during our interview process.
- Open House
 - o Assist in formation of a representative candidate-panel.
 - o Transparent discussions regarding financial burden of training and available resources.
 - o Request Collective Grant Committee be Involved.

Newly Accepted Applicant Support

- Recommend formation of a Candidate Assistance – Support Committee
 - o One umbrella for CAMs and a revamped advisory system
 - o Coordinate with an Equity Team (DEI, Ethics, DC collaboration with outside Holmes Committee) to support candidate experience and communication with faculty
 - o Generate support process about identifying one's analyst and initial consultant(s)

**Respectfully Submitted,
Michael Pauly, MD (Chair)**

CHILD PSYCHOANALYTIC AND CHILD PSYCHOTHERAPY PROGRAMS

(No report filed.)

COLLEAGUE ASSISTANCE

DEI Focus and Recommendations for Actionable Items Toward Racial Justice Spring 2023

Discussion of DEI Issues

Following the May 2022 DEI report in Faculty Meeting, Reflective Spaces spent the Spring and Fall focusing on the community's response to the DEI Report of April 2022, the role of unconscious racism, systemic racism, and the forces of the social unconscious. The most common and central points concerned the prevalence of racialized enactments similar to that reported in the Holmes Commission and our tendency to use one person express or contain the group's dissociated affects and prejudices, hide behind that person while not owning the white supremacist part of ourselves, not seeing we have been brought up in that same white supremacist culture and analytic hierarchy, and then centering on the white person. These discussions generated two long written visions of ideas for creating a more cohesive and containing environment. Analysis followed closely along Fakhry Davids's ideas about the internalized racist organization.

As the fall wore on and affect around this issue faded so did attendance. Following the explosion on the APsA Listserv after March 22, 2023, discussion focused on the relative roles of the presence of a racialized enactment and racism, the roles and responsibilities of governance/authority, the presence of anti-Semitism versus anti-Zionism, the question of the effects of a basic assumption group overtaking the community. There was concern that again we were centering on the white experience rather than that of the persons of color.

Recommendations

- Continuation of Reflective Spaces (Unanimous Recommendation)
 - o Which generates ideas toward a psychoanalytic educational community that fully examines the presence of systemic racism in our theories, thinking, education.
 - o Which generates ideas about how to create a more optimal environment.

- o Which offers a place to process any racialized enactments.
- Recommendation for the creation of a body composed of people of color to address and support the growth and specific needs of individuals of color going through analytic training and doing analysis. (Ann De Lancey)
 - o This body would become a separate independent committee of SPSI.
 - o This body would also address any racialized enactments occurring at SPSI

CONSULTING ANALYSTS

Ideas for DEI in the aftermath of Listening Circles Report

We granted a waiver allowing a candidate to be analyzed by an external TA in her native language. Other steps were discussed including:

- 1) bring DEI into case conferences, teaching and consultations to set the tone more explicitly at the beginning and throughout, including acknowledging our own racism, classism, homophobia, etc.;
- 2) create a safer climate and collective ethos in our learning culture by continual sensitivity to DEI matters, without microscoping it;
- 3) continue conversations after uncomfortable events/enactments, as Martin and Taryn exemplified at their recent scientific session;
- 4) suggest adding a person of color, or at least more consideration of issues of color, in SPSI's Ombuds and/or Colleague Assistance committees;
- 5) support consultations with external DEI experts who can be resources when needed;
- 6) Practice radical openness.

**Respectfully Submitted,
S. Case
CA Committee Chair**

CONTINUING EDUCATION

(No report filed.)

COORDINATING

(No report filed.)

CURRICULUM

Actions:

- Every trimester, we will inform/remind cohorts and instructors both verbally and by email what resources are available to them if they need consultation/support on an issue in the classroom.
- Each trimester, we will facilitate a meeting about teaching (and provide CEUs). Ideally instructors will attend at least two meetings per year.
 - Possible Topics
 - What does “weave in DEI” mean?
 - Teaching techniques
 - Leading discussions and responding effectively when talking about DEI in classroom
 - Processes of repair when classroom ruptures occur
- Work with other committees on clarifying/strengthening the CAM role and procedures.
- Revise and clarify Case Conference procedures and email to case conference instructors.
- Clarify resources available to and expectations of instructors and Curriculum Committee when difficult situations arise.

Recommendations:

- Provide teaching stipend or dues reduction for APT instructors.
- Have DEI Consultant on retainer.
- Provide periodic DEI training to CAM, Ethics, Colleague Assistance, and Ombuds. Include consultation with DEI Consultant when necessary.

Future:

- Support community-based work and education.
- Support group process education/learning.
- Participate in Holmes Commission Liaison Program.
- Clarify syllabus expectations, including integration of DEI.

EDUCATION

The Education Committee did not meet in 2022-2023 and so it has no DEI response.

ETHICS

The Ethics Committee did not find aspects of its defined or de facto procedures that are in conflict with the principles of Diversity, Equity, and Inclusion. In ethics deliberations there is always a possibility that racist, classist, sexist, or other unconscious or conscious elements contrary to best ethical principles may enter. The defense against such a possibility is reference to the ethical guiding principles of professional competence, respect for persons, mutuality and informed consent, confidentiality, truthfulness, avoidance of exploitation, scientific responsibility, protection of the public and the profession, social responsibility, and personal integrity; along with humility, self-examination, listening, and a low threshold for peer consultation.

**Respectfully submitted,
Paul Roberts, Chair**

FACULTY APPOINTMENT

(No report filed.)

NOMINATING

(No report filed.)

OMBUDS

(No report filed.)

PROGRESSION

The Progression Committee is grateful for the Diversity Committee, SPSI leadership, and the SPSI community for engagement with DEI issues. In our last three committee meetings, we have dedicated time for reflection on the DEI Listening Sessions Summary Report. We expect that this will become a regular area for work in the Progression Committee and we look forward to sharing our ideas with the SPSI community.

We have no immediate action items to recommend within the Progression system. But we have begun to identify two areas for ongoing consideration.

The first is at the level of the clinical and conceptual development we see in candidates, and that we want to promote. This might be very broadly expressed also as “where, how, why to address ‘the social’ within psychoanalysis.” We fairly consistently see that issues of race and racism, ethnicity, class, nationality, language, even sexual orientation and gender, are often under-discussed or invisible in both candidate writeups and consultant reports, with some exceptions, and when they are included, they tend to be “apart from” psychodynamic and psychoanalytic themes, including in the intersubjective experience of the analyst and the patient. We cherish the value expressed by K. Leary (2000) that “psychoanalytic...forms of care require a therapists’s attunement to the presence of sociocultural dynamics.” We also know that candidates strive to learn and grow in multiple domains. These domains are conceptualized as psychoanalytic competencies, including assessment and diagnosis, formulation, facilitating a psychoanalytic process, analytic listening and attitudes, working-through skills, interpreting, working in the transference, ability to evaluate the process, and more, across multiple theories and approaches. How to encourage the necessary awareness and attunement Leary names, how to assess this within training, and how to integrate it meaningfully in a Progression context is one ongoing challenge that we are glad to take up.

The other area we have focused on is the historical, systemic nature of the Progression system itself. The DEI report includes multiple references to Progression being viewed as secretive, overly subjective, inconsistent and more, all qualities that, whether in reality or perception, may perpetuate inequities and lead to enactments. We acknowledge that the Progression system is among other things a socially defined structure, and as such, is a location that may transmit hierarchical ideas, power dynamics, claims of objectivity, and pressures to conform. We are committed to addressing this by continuing to develop Progression guidelines and processes that are clear, consistent, and responsive. We believe that our efforts in this direction over the last few years have been encouraging; responding to the DEI report will help add structure to our efforts.

**Respectfully submitted,
Matt Brooks, MSW LICSW (Chair)**

REFERRAL

(No report filed.)

TWO-YEAR PSYCHOANALYTIC PSYCHOTHERAPY CERTIFICATE PROGRAM

(No report filed.)