

Seattle Psychoanalytic Society and Institute
Faculty Meeting Agenda
Wednesday, June 14, 2023
Via Zoom

1. Call to order
2. Vote on minutes from May Faculty meeting
3. Director Report. C. Keats
4. Board Report. R. Hushka
5. Nomination of Jim Basinski to the faculty. M. Bullard
6. Vote on accepting Committee Chairs annual reports.
7. 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.
8. The Curriculum Committee Proposal to reconfigure the Infant Observation. K. Lippman
9. Announcements
10. Adjourn

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: _____

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).

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)

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 • Thinking analytically about medication (to be addressed throughout process classes) 	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