

Seattle Psychoanalytic Society and Institute
Faculty Meeting Agenda
Wednesday, September 13, 2023
Via Zoom

1. Call to order.
2. Vote on minutes from June Faculty meeting.
3. Director Report. C. Keats
4. Board Report. R. Hushka
5. Nomination of Jim Basinski to the Ethics Committee. M. Bullard
6. Committee Reports
 - a. Curriculum Committee. K. Lippman
 - b. Diversity Committee. E. Jordan
7. Change in Term Limits for SPSI Director. C. Keats
8. Implementation of New Procedures re Consulting Analysts and Analysts of Candidates. K. Lippman
 - a. MOTION. The Ad Hoc Pilot Project should sunset and the revised pilot project polices related to appointment of consulting analysts and analysts of candidates, which are now in alignment with the APsaA Standards, should be implemented as an ongoing process for appointment of those roles.
9. Announcements
10. Adjourn

Ad Hoc Committee
Consulting Analyst Pilot Project Final Report
September 2023

The Ad Hoc Committee was convened in February 2021 to create a consensus proposal for a pilot project to increase the number of local consulting analysts available to candidates. The committee developed a proposal, which was presented and approved by the faculty with two amendments in May 2021. In developing the proposal, the committee considered input from faculty and clinical associates who responded to the faculty chair's invitation to provide feedback and ideas. In addition, the committee examined the consulting analyst appointment process used by other institutes, the then existing APsA guidelines and the demographic needs and realities of the SPSI community.

After May 2021 the committee solicited panel members and applications. The committee also reached out beyond current SPSI faculty to encourage applications (and therefore reengagement as faculty) from former SPSI faculty members who were five-years post-graduation.

Between May 2021 and June 2023, eight adult consulting analysts were approved by the pilot project, seven by a panel and one by application because she was a CA/TA at an APsA affiliated institute. The project's purpose was to increase the number of local consulting analysts available to candidates, and by 2023, the project was responsible for almost doubling the available consulting analysts (from 11 to 19).

In 2022, the faculty determined that there was a need for additional analysts of candidates, particularly for the entering class of candidates. The Consulting Analyst/Training Analyst committee proposed and the faculty approved a motion that CAs appointed through the pilot project who had chosen the option of presenting their own clinical work could also be designated analysts of candidates, if they chose to accept that designation. A portion of the CAs appointed through the pilot project who met that criteria chose to accept the designation of analyst of candidates (not all were interested in doing so).

As the project proceeded, the Ad Hoc Committee learned some things about the process. Initially the process offered three options from which an applicant could choose for their panel discussion process. They could either:

- a) Discuss how they conceptualized an analysis of their own, which they had independently conducted or
- b) Discuss clinical material from an analysis which provided by the panel/committee or
- c) Discuss material from their work as a consultant on a psychodynamic therapy or analysis, including how they conceptualized the case and their interactions with their consultee.

We learned that while both A and B worked well, option C did not provide the same level of detail and, as a result, we do not recommend continuing with that option.

When APsA updated and published its Standards and Principles for Psychoanalytic Education in 2022, the pilot project became slightly out of standard. As a final act, the Ad Hoc Committee is making a proposal to adjust the pilot project procedures to bring the process in line with the APsA Standards. We are also recommending that the adjusted/updated process, which would be in compliance with

APsA Standards, move from status as a pilot project to an ongoing process for appointment of Consulting Analysts an ongoing process to exist alongside the developmental option for becoming a consulting analyst.

Respectfully submitted,

Ad Hoc Pilot Project Committee

Cecile Bassen

Kelly Lippman

Michael Pauly

Maureen Pendas

~~Consulting Analyst Pilot Project~~ **Process for Appointment of Consulting Analysts**

The **Faculty Chair Elect** will administer the process for appointment of Consulting Analysts with the assistance of the **SPSI Administrator**. ~~Ad Hoc Pilot Project Committee will monitor and evaluate this two-year pilot project. Any ongoing analytic consultation begun with a Consulting Analyst (CA) approved under the pilot project will continue to meet progression requirements if the Pilot Project ends.~~

Qualifications for appointment as a Consulting Analyst:

1. The analyst is a graduate of an institute of the American Psychoanalytic Association (APsaA), the International Psychoanalytical Association (IPA), or has had substantially equivalent psychoanalytic training. In order to consult on child analytic cases, the analyst must have graduated from an APsaA, IPA or substantially equivalent child psychoanalytic training program.
2. The analyst is 5 years post-graduation.
3. The analyst has shown evidence of clinical immersion and has experience conducting at least 3 independent post-graduate analytic treatments at a frequency of a 3-5 times/week, with a minimum of 1800 hours. If applying to consult on adult cases, immersion must be with adult patients. If applying to consult on child cases, immersion must be with child patients. If applying to consult on both adult and child cases, the analyst has shown evidence of clinical immersion and has experience conducting at least 2 independent post-graduate adult analytic treatments at a frequency of a 3-5 times/week and at least 2 independent post-graduate child analytic treatments at a frequency of a 3-5 times/week, with a total minimum of 3000 hours.
4. Two of the analyst's cases must have been in treatment for at least three years and two cases must have started post-graduation.
5. The analyst must have experience with the process of psychoanalytic termination. This can include analytic cases started during candidacy.
6. The analyst should demonstrate experience analyzing different genders post-graduation. Experience with other aspects of diversity (i.e. gender identity, race, ethnicity, sexual orientation, immigration status, socioeconomic class, ability, age) is strongly encouraged.
7. The analyst should have experience conducting psychodynamic psychotherapy consultation or supervision.
8. The analyst must be in good ethical standing with their state's licensing board and practice consultation within their scope of practice and areas of experience.
9. The analyst must be a faculty member in good ethical standing at an APsaA or IPA or equivalent analytic institute and provide evidence of malpractice insurance commensurate with SPSI requirements.
10. The analyst must have actively participated in psychoanalytic teaching and organizational or committee work within the psychoanalytic community.
11. The applicant will fill out an application that includes a summary of immersion and experience doing psychodynamic consultation. ~~The Ad Hoc Committee~~ **Faculty Chair Elect**

- will review the application and, if the applicant meets the objective qualifications, convene a peer review panel.
12. Current CA/TAs who are faculty in good ethical standing at IPA or other equivalent institutes must meet these requirements but are not required to complete the peer assessment process.
 13. Current CA/TAs who are faculty in good ethical standing at APsA institutes do not require approval.

Peer Assessment of applicants:

1. The applicant will meet with a panel of four SPSI faculty members: ~~two CA/TAs appointed through the traditional pathway, and two faculty members who are at least five years post-graduation and have at least 1800 hours of post-graduation analytic experience;~~ **at least 2 of the 4 faculty members will be Consulting Analysts.** (including but not limited to CAs appointed through the pilot project). ~~For the period of the Pilot Project, the Ad Hoc Committee will form panels from the list of CA/TAs and the list of qualified faculty as CA applications come in.~~ It is expected that panelists will recuse themselves as necessary.
2. For panels to assess applications for consultation on child treatment, the panel will be comprised of any two CA/TAs (adult or child) and two child faculty who are at least five years post-graduation and have at least 1800 hours of analytic work post-graduation.
3. ~~Presentation to the assessment panel will include the applicant's choice of one of the following.~~ Applicants will:
 - a) ~~Discuss how they conceptualize an analysis of their own, which they have independently conducted or~~
 - b) Discuss clinical material from an analysis which we provide or
 - c) ~~Discuss material from their work as a consultant on psychodynamic therapy or analysis, including how they conceptualize the case and their interactions with their consultee.~~~~For the selected option, the applicant will write a brief orientation (maximum 3 pages) to the material they will be presenting or to which they are responding.~~

Applicants will also prepare and submit in advance a brief written description (maximum 3 pages) about their experience as a consultant and/or how their experience using consultants informs the way they approach their work as a consultant.
4. Applicants applying to consult on both an adult and child cases will ~~present~~ **respond to** both adult and child material **provided by** to the assessment **the peer review** panel and meet with the panel two to four times.
5. If the ~~assessment~~ **review** panel does not support approval, the applicant may reapply after one year.
6. If an applicant wishes to appeal the decision of the assessment panel, they may do so in writing within three months from the date of the assessment decision. A second assessment will then be done by a newly convened panel. The applicant may request and the ad hoc committee may consider inclusion of a panel member from the Oregon Center for Psychoanalysis (OCP), if available. Applicants may also appeal to the SPSI Education Committee if they believe policies and procedures were not adequately followed. The Education Committee may decide to return the application to the **Faculty Chair Elect** for further consideration but may not proceed with an independent evaluation.

At the end of the 2-Year Pilot Proposal:

- 1) The Ad Hoc Committee will evaluate the Pilot Proposal and report to the Faculty.
- 2) If the Pilot Proposal is successful:
 - a. The process of appointing Consulting Analysts by this process will continue and CAs will have the option of continuing indefinitely in this role, as long as they continue to be in good ethical standing with their state's licensing board and remain a faculty member in good standing at an APsaA, IPA, or equivalent analytic institute.
 - b. As the pilot period progresses, the Ad Hoc Committee will formulate a way for CAs appointed using this process who are SPSI faculty members and have clinical immersion comparable to current CA/TAs to become permanent CAs without further vetting, and to join the TA Committee as full members. This process will be presented to the faculty for a vote prior to implementation.

Recommendations to Support the Functioning of all Consulting Analysts:

- 1) SPSI will compile a list of all Consulting Analysts, including those approved under the pilot project (along with contact information for non-SPSI faculty), to assist Clinical Associates in choosing Consultants for their control cases.
- 2) The Progression Committee will provide the following information to each newly appointed Consulting Analyst:
 - a. How to assist Clinical Associates with 6-month reports
 - b. Guidelines for determining when a case is creditable, and
 - c. Guidelines regarding when cases can be considered terminated.
- 3) Any Consulting Analyst with a question or concern that arises in the course of doing consultation is encouraged to contact the Chair of the TA Committee. If the Chair of the TA Committee needs to recuse him or herself, the Chair and the Consulting Analyst will identify another Consulting Analyst who can be helpful.
- 4) We recommend that SPSI develop ongoing ways for existing and new Consulting Analysts to study and discuss consultation together.
- 5) The Ad Hoc Committee recommends that SPSI implement a developmental model which facilitates SPSI graduates learning about consultation for anyone interested in becoming a Consulting Analyst. We would also recommend that SPSI implement a developmental model for anyone interested in becoming a Training Analyst. Interested individuals could pursue either or both tracks.

Approved by the faculty April 14, 2021

Amended by the faculty May 12, 2021

~~CA Pilot Project Committee—Peer Review process~~
Process for Appointment of Consulting Analysts
Peer Review Panel Procedure

Peer Review Panels

Panelists will be chosen at random (by the **Faculty Chair Elect**) taking into account panelist scheduling availability. Panelists are expected to recuse themselves if they have a clinical or other clear conflict with the applicant. Applicants will be informed in advance of the panelists and can request that a panelist be removed due to a clinical or other clear conflict. Panelists will receive applications in advance so that they have an overview of the applicant's background, but the **Faculty Chair Elect** ~~Pilot Project Committee~~ will have already screened the application to ensure criteria are met. Panel meetings with the applicant will be 90 minutes in length. Following the meeting, the panelists will confer. Panels will occur at mutually acceptable times and will take place on Zoom unless the applicant requests otherwise.

Peer Review Criteria for Consulting Analyst Applicants:

The APsA Standards and Principles for Psychoanalytic Education specify that Consulting Analysts should have education and experience in consultation/supervision, including skills in teaching psychoanalytic technique, case formulation, and writing about cases. The purpose of the peer review process is to allow each applicant to demonstrate clinical and supervisory competence and pedagogical skill and knowledge relevant to consultation, including the ability to conceptualize and effectively articulate the theory and technique of psychoanalysis. Each applicant should also demonstrate knowledge of how to work with issues of cultural identity and social position in the clinical and consultation context. The peer review panel should also explore with applicants their ability to establish and maintain an appropriate consultation relationship.

Applicants will have the choice to discuss ~~of one of the following~~ for their peer review.

- ~~1. An analysis of their own, which they have independently conducted, or~~
2. ~~M~~material from an analysis which the committee provides at the time of the peer review session, ~~or~~
- ~~3. Material from their work as a consultant on psychodynamic therapy or analysis, including they conceptualize the case and their interactions with their consultee.~~

~~For options one or three, applicants will prepare and submit in advance a brief written orientation (maximum 3 pages) to the material they will be presenting. For option two,~~ Applicants will **also** prepare and submit in advance a brief written description (maximum 3 pages) about their experience as a consultant and/or how their experience using consultants informs the way they approach their work as a consultant.

Consultants serve an essential function in helping candidates hone their analytic writing skills. Each applicant will bring a different level of experience in writing and teaching writing. If the analyst's skill in this area is not apparent from their application, please inquire about how they would approach working with candidates to develop their analytic writing skill. For example, the panel could choose to ask the applicant about their experience with analytic writing, with coaching

consultees on writing, or how they might work with a consultee who was struggling to write up a case.

During the peer review process, the following criteria should be used by the panel. These categories show *possible* areas of clinical **and consultation** capacity. We acknowledge that not every assessment will capture all these areas and that other examples of clinical **and consultation** capacity will likely arise during peer review discussions.

- Empathy. **Attunement to the candidate's developmental process.**
- Understanding of analytic frame
- Capacity to form working alliance
- Ability to hear and work clinically with dimensions of the unconscious
- Understanding of transference and ways of working with transference clinically
- Understanding of countertransference, containment of countertransference, and ways of working with countertransference clinically
- Understanding of defense and ways of working with defense clinically
- Understanding and ability to work with issues of identity and sociocultural context as they arise clinically.
- Capacity to assist consultees with deepening analytic understanding. Able to adjust consultation strategies to meet consultees' needs.
- Understanding of analytic ethics and of the importance of the analyst's ethical behavior

Panel Meeting Instructions

- Panelists will be provided with a notetaking sheet with the peer review criteria in order to facilitate consistency. Panelists are encouraged to individually reflect on the criteria before beginning the group discussion.
- If all panelists are in favor of approving the applicant after the first meeting there is no need for the second meeting.
- The panel has the option of scheduling a second meeting with the applicant in order to reach a decision. If a second meeting is scheduled, the panel is encouraged to let the applicant know what they would like to focus on in that second meeting.
- The goal is consensus but if 3 of the 4 panelists agree to approve or turn down the applicant, that is acceptable. The panel has the option of scheduling a second meeting with the applicant in order to reach a decision. If a second meeting is scheduled, the panel is encouraged to let the applicant know what they would like to focus on in that second meeting.
- If after the first meeting, a panel anticipates being divided with 2 in favor of approval and 2 opposed, the panel should request a 5th panelist to be present for the second peer review session. This person will be chosen at random by the committee from both the TA and non-TA faculty panelists.
- Each peer review panel will fill out a brief form together which lists the applicant's name, panel members, the number of meetings, the type of material discussed (an analysis conducted by the applicant; material from an analysis provided by the committee; or material from applicant's work as a consultant), as well as the reason(s) for the panel's decision if an applicant is not approved. The Ad Hoc Committee will keep this information confidential, but will include a composite of the outcome of all peer review panels in their

report to the faculty at the end of two years. Each panel should also designate someone to provide feedback to the applicant, and should collaborate in deciding what the designated person should communicate to the applicant about strengths, and (if not approved) areas the applicant is invited to work on before reapplying.

- Panel proceedings and materials should be kept confidential by the committee and panelists. This includes whether someone has applied, the contents of their application, what is discussed during the peer review process, whether there are one or two meetings and any decision of non-approval.

Process for Appointment of Analysts of Candidates

The Faculty Chair Elect will administer the process for appointment of Analysts of Candidates with the assistance of the SPSI Administrator.

Qualifications for appointment as an Analyst of Candidates:

1. The analyst is a graduate of an institute of the American Psychoanalytic Association (APsaA), the International Psychoanalytical Association (IPA), or has had substantially equivalent psychoanalytic training. In order to consult on child analytic cases, the analyst must have graduated from an APsaA, IPA or substantially equivalent child psychoanalytic training program.
2. The analyst is 5 years post-graduation.
3. The analyst has shown evidence of clinical immersion and has experience conducting at least 3 independent post-graduate analytic treatments at a frequency of a 3-5 times/week, with a minimum of 1800 hours.
4. Two of the analyst's cases must have been in treatment for at least three years and two cases must have started post-graduation.
5. The analyst must have experience with the process of psychoanalytic termination. This can include analytic cases started during candidacy.
6. The analyst should demonstrate experience analyzing different genders post-graduation. Experience with other aspects of diversity (i.e. gender identity, race, ethnicity, sexual orientation, immigration status, socioeconomic class, ability, age) is strongly encouraged.
7. The analyst should have experience conducting psychodynamic psychotherapy consultation or supervision.
8. The analyst must be in good ethical standing with their state's licensing board and practice consultation within their scope of practice and areas of experience.
9. The analyst must be a faculty member in good ethical standing at an APsaA or IPA or equivalent analytic institute and provide evidence of malpractice insurance commensurate with SPSI requirements.
10. The analyst must have actively participated in psychoanalytic teaching and organizational or committee work within the psychoanalytic community.
11. The applicant will fill out an application that includes a summary of immersion and experience doing psychodynamic consultation. The Faculty Chair Elect will review the application and, if the applicant meets the objective qualifications, convene a peer review panel.
12. Current faculty in good ethical standing at IPA or other equivalent institutes who have been approved as Analysts of Candidates at those institutes must meet these requirements but are not required to complete the peer assessment process.
13. Current faculty in good ethical standing at APsaA institutes who have been approved as Analysts of Candidates at those institutes do not require approval.

Peer Assessment of applicants:

1. The applicant will meet with a panel of four SPSI faculty members who are at least five years post-graduation and have at least 1800 hours of post-graduation analytic experience; at least 2 of the 4 faculty members will be Analysts of Candidates at SPSI. It is expected that panelists will recuse themselves as necessary.
2. Applicants will discuss how they conceptualize an analysis of their own, which they have independently conducted. For the selected option, the applicant will write a brief orientation (maximum 3-5 pages) to the material they will be presenting.
3. If the assessment review panel does not support approval, the applicant may reapply after one year.
4. If an applicant wishes to appeal the decision of the assessment panel, they may do so in writing within three months from the date of the assessment decision. A second assessment will then be done by a newly convened panel. The applicant may request and the ad hoc committee may consider inclusion of a panel member from the Oregon Center for Psychoanalysis (OCP), if available. Applicants may also appeal to the SPSI Education Committee if they believe policies and procedures were not adequately followed. The Education Committee may decide to return the application to the Faculty Chair Elect for further consideration but may not proceed with an independent evaluation.

Peer Review Panel Procedure

During the peer review process, the following criteria should be used by the panel. These categories show *possible* areas of clinical capacity. We acknowledge that not every assessment will capture all these areas and that other examples of clinical capacity will likely arise during peer review discussions.

- **Empathy toward the patient**
- **Understanding of analytic frame and management of the frame**
- **Capacity to form working alliance**
- **Ability to hear and work clinically with dimensions of the unconscious**
- **Understanding of transference and ways of working with transference clinically**
- **Understanding of countertransference, containment of countertransference, and ways of working with countertransference clinically**
- **Understanding of defense and ways of working with defense clinically**
- **Understanding and ability to work with issues of identity and sociocultural context as they arise clinically.**
- **Understanding of analytic ethics and of the importance of the analyst's ethical behavior**

Process for Appointment of Faculty Members Interested in Becoming Consulting Analysts and Analysts of Candidates

Anyone interested in applying for both roles will indicate this on their application.

The applicant will meet with a panel of four SPSI faculty members who are at least five years post-graduation and have at least 1800 hours of post-graduation analytic experience; at least 2 of the 4 faculty members will be both Consulting Analysts and Analysts of Candidates at SPSI.

They will follow the process described for peer assessment of applicants for the role of Consulting Analyst, then meet with the same panel following the process described for peer assessment of applicants for the role of Analyst of Candidates.

The appeal process is the same.