

Seattle Psychoanalytic Society and Institute
Faculty Meeting Agenda
Wednesday, November 08, 2023
Via Zoom

1. Call to order.
2. Vote on minutes from October Faculty meeting.
3. Director Report. C. Keats
4. Board Report. R. Hushka
5. Nominations to Ethics Committee. M Bullard
 - a. Diane Wolman
 - b. Julie Wood
6. Committee Reports
 - a. Curriculum Committee. K. Lippman
 - b. Diversity Committee. E. Jordan
7. Discussion DEI Reports and issues. E. Jordan
8. Professional practice pages on SPSI website. Question of linking member websites.
9. Proposal: Change name of this meeting from “Faculty Meeting” to “SPSI Business Meeting.”
10. Announcements
11. Adjourn



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

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)**

CAAO

In order to address concerns with the attention given to DEI at the Institute, the CAAO decided to implement several practices. We decided to:

- Include time in each CAAO meeting to check-in on DEI concerns.
- Dedicate one Symposium per year to a topic that centers DEI (aim for all to include DEI considerations).

We also developed suggestions and requests to faculty and administration at various levels to help enhance diversity at the Institute.

Director/Progression:

- Expand diversity in list of approved consultants/analysts of candidates by inviting TA/SA's, and possibly other analysts from other Institutes to be analysts of candidates and consultants to SPSI.

Consulting Analyst Committee:

- Generate a policy to assist candidates with setting consultation fees—list standard fees for candidate case consultation, cap them at the fee candidate receives for one session

Curriculum Committee and instructors:

- Maintain a list of DEI-rich readings for instructors to use in courses. Teaching faculty could be asked to add annotated citations as they use them. Candidates are happy to contribute as well, with reminders at CAAO meetings.

Director/Faculty:

- Hold “Breaking White Silence” or similar groups

Formal proposal to Faculty:

- Waiver for candidate analyses.

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

Respectfully submitted,
Ann De Lancey, PhD
Ronald Levin, MD
Kisha Clune, MD (on leave)

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**

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.

**Respectfully Submitted,
Kelly Shanks Lippman (Chair)**

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**

OMBUDS

We have reflected on the DEI Listening Circles Report and have generated the below actionable items:

- 1) Work with the Curriculum Committee to actively inform and remind 2YP and 4YP students as well as faculty of the function and availability of the Ombuds as points of contact for all grievances, disputes, or complaints brought to or coming from within the institute including racialized enactments and systemic racism.
- 2) Support the Curriculum Committee's action item to remind students and instructors each trimester of the Ombuds as a resource for consultation/support for issues that occur in the classroom as well as in other SPSI domains.
- 3) Meet with each entering cohort at start of their 1st academic year so that new candidates can put faces to names in the hopes of making Ombuds feel more available and accessible. Ideally, Alternate Ombuds would also be in attendance at this meeting.
- 4) Seek faculty approval for the addition of a second Alternate Ombuds in order to widen the pool of resources in the case of dual relationships and/or conflicts of interest. This second Alternative Ombuds will need to be nominated by the Nominating Committee and voted upon by the faculty for a three-year term as per the most recent P&P (5/13/2020).
- 5) Aim to expand the diversity of Ombuds to include a person(s) of color to better reflect the diversity that SPSI seeks to engage and include in its institution and community.
- 6) Consider the presence and forces of systemic racism and other unconscious hierarchical sociocultural dynamics (e.g., class, ethnicity, nationality, gender, sexual orientation, age, physical ability, religion, and language) in all matters presented to Ombuds.
- 7) Participate in DEI trainings to be offered by the Curriculum Committee and other resources to continue to learn and expand our sensitivity to DEI matters and increase our awareness of our own dissociated affects and prejudices in the hopes of offering students and faculty (and any other members of the community who reach out to Ombuds) a more attuned and containing environment.
- 8) May consult with the Diversity Committee and other relevant bodies (e.g., CAM, Director, Curriculum) when a systemic, institutional issue is presented and needs redressing at the organizational level, at which point the identities of individuals involved will be protected.

Respectfully submitted,
Alexa Albert, MD and Don Schimmel, PhD (Co-Chairs)

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)

TWO-YEAR PSYCHOANALYTIC PSYCHOTHERAPY CERTIFICATE PROGRAM

Responses to the DEI Report are embedded in the changes we made to the program, with rationale for those changes explained.

In Fall, 2022 we admitted 12 students into the revised two-year program. In Spring, 2022 a host of graduate/graduating analysts from SPSI, ICP, NIP, and SPSI's prior Two-Year graduates gathered to think about the mission of this program: **We aim to train therapists for deeper psychodynamic work in their private practices, but also to engage thinking about the impact of culture and community on groups and identity. This fits with the broader mission of keeping psychoanalysis clinically relevant in all settings and to all people.**

The curriculum was revised such that students would attend Case Conference on Monday nights along with their other classes instead of having to come to SPSI on a 2nd weeknight. We believe this moved helped address DEI issues, not particularly about color but socioeconomic issues, attracting people from outside the metropolitan area, and life circumstances (women/mothers/young fathers). We also added 2 classes on Groups and Identity – one taught at the beginning of the program, and one taught at the end of the program. All classes are co-instructed and held in-person, attending to SPSI's Hybrid Learning Policy.

We feel fortunate that our students represent a diverse gender and sexuality varied group, as well as a mixed ethnic group. We regret that we do not have any black students yet in our program. We also lack diversity of race and sexualities in our faculty. This is an aim for 2024-2025 for both students and instructors.

All students were assigned a mentor though I do not think they have availed themselves of this relationship which deserves further follow-up.

There has been greater integration of the Chair of the 2YCP into other committees, namely Curriculum and Admissions. We will be coordinating with both for our next admissions cycle. The community of 2YCP has also gathered for social events with students and faculty leading to greater cohesion and knowing of one another. We aim to continue these events throughout the 2nd year.

There is a great lack of senior SPSI faculty in the 2YCP, and this leads to a unintentional siloing of the program. I would encourage leadership to attend more of our social and organizing events.

**Respectfully Submitted,
Karen Weisbard, PsyD (Chair)**