

Education Committee and Faculty Meeting Minutes

May 3, 2023
7:30 pm- 9:00 pm

EC Members:

Acting Director of Training –David Parnes
Progression – Esther Karson
Curriculum – David Rasmussen
Admissions – Dana Blue

Psychotherapy Program – David Parnes
TA Committee – rotating - Barb Sewell
Candidate Group – Ambre Lane
(Candidate President)

Present (alphabetically):

Dana Blue, Julie Hendrickson, Amber Lane, David Parnes, David Rasmussen, Rikki Ricard

I. Call to Order at 7:30pm

- A. Barb Sewell, not Don Ross in rotation TA Committee; not in attendance tonight
- B. Reviewed Minutes from April- approved with 'minor' changes, those changes were not shared in recording.
- C. Thanks and gratitude to Dave Parnes for his good work as Director of Training AND Acting Director of Training

II. Committee Reports

- A. Acting Director of Training- Report by David Parnes
 - a. Tonight is Dave Parnes' last meeting as DoT and will be his last EC meeting to Chair. His role will be complete at the end of May 2023.
 - b. Julie Hendrickson to Chair next meeting (June)
 - c. Dana Blue to step into the role of Acting DoT in June and of DoT after completion of special ballot vote May 26, 2023
 - d. Dave Parnes to remain chair of Fundamentals program
- B. Progression Committee Report by Esther Karson
 - a. no report submitted
- C. Admissions Committee Report by Dana Blue
 - a. Discussion about a potential Candidate who had applied and was accepted on contingency. She began Fundamentals as a place to start her studies. She is to be admitted in the next cohort. She has withdrawn from Fundamentals for a family situation. She is considering Infant Observation course

2023/2024. She has approached Admissions about alternative ways to access training hours and pre-didactic training. Committee suggestion is that she continue her involvement (Scientific Meetings, EBOR, consider completing Fundamentals in 2024). Dana Blue to follow up with her with these suggestions.

D. Curriculum Committee- Report by David Rasmussen

- a. The teaching assignments are almost filled.
 - i. Dream Class; to be taught by Maxine Anderson & Elie Debbane
 - ii. Esther Karson and David Rasmussen to teach Klein II in Winter 23/24
 - iii. Marianne Robinson is teaching Infant Observation all year
 - iv. Stan Case is teaching Child Psychoanalysis
 - v. Melissa Stoker is teaching Freud in the Fall 23 she needs two meetings covered while she's away. Possibly Rikki Ricard to cover.
 - vi. Openings in Clinical: two in Winter, one in Spring but Fall is "pretty well filled"
 - vii. Caron Harrang to teach one seminar in Spring 2024

E. TA Committee Report by Don Ross

- a. Don Ross to take 2023/24 faculty openings to TA meeting

F. Candidates' Report- a synopsis of a written Report by Ambre Lane

- a. "Shortly before our March candidate meeting, an emergency meeting was held for the candidates after class. At this meeting, we were informed that our institute was no longer viable. As it stood then, because essential leadership positions could not and had not been filled, we were told there was a real possibility that we may have to join another institute in order to continue our training. That was quite distressing. At our March meeting, we were informed that our institute would continue because three faculty, Rikki, Dana, and Julie, stepped up to take the vital positions of President, director of training, and Dean of Students. And we were told that the training to become analysts would be the primary focus of the institute. Following this announcement, Dana, in conversation with Rikki and Julie, sent me an email posing a number of questions for candidates to consider and answer. In this, reimagining of our institute focused on training moving forward. So we dedicated our April candidate meeting to think together about these questions, and with the exception of four people, all were in attendance. We continued the discussion in a group email to include those who could not attend and to extend the time and space to think together as a group. Two of the missing four participated, and others elaborated on what we had already talked about. Dana Blue had written some really thought provoking questions to us."

Dana Blue's questions and inquiry to Candidates: "I hope it was clear from my message that we feel you all belong with us and all have what is needed to become thriving future psychoanalysts, and we are committed

to supporting that effort. Rikki (Ricard), Julie (Hendrickson) and I are keen to know what kinds of skills each person wants to develop in relation to the institute. Do you want to be a future analytic writer, learn to teach or become a better teacher? Be a community organizer? Become involved in the IPA and the larger psychoanalytic world? Or we're interested in structuring our committees in service of helping candidates and analysts meet goals that interest them in evolving analytic careers. To that same end, we wonder what people would like to contribute to NPSI. Do you want to work on our brief task force to consider hybrid training? Are there folks in your networks who might be interested in helping support our development? Dana particularly thinks we need help with communications technology. What about inclusivity initiatives, beginning with consideration of our own foggy lenses on issues of race, gender accessibility, and so forth? What else do you think we need to thrive as a community of learners in the future?"

Ambre continues: "First, we plan to refocus our energies on the Institute and to figure out how to work to keep that front and center. And second, we intend to work in teams, not to have everything fall on one or two tired people. With that, as a starter, we created a working document of our discussion, really thinking about our training to become creative psychoanalysts both for ourselves and within our Institute. So we had that meeting on March 21, and here is a summary.

We observed that candidates may not know what kind of analysts they want to be, that training is a state of differentiation, growth, and a developmental experience. Some said, and I'm giving you quotes, my identity as an analyst is teeny tiny. I'm just a baby in diapers. Sadly, several said they didn't even know if they would graduate. The group felt it was important to recognize different phases of training. They agreed it was important during the Didactic years that there be no expectations to do anything apart from being students. One person voiced, we need to feel freedom to take our time without any pressure to contribute to the Institute. Many candidates do not know in what capacity they want to participate in to support the Institute.

Some expressed interest in teaching, introducing speakers. Some are tech savvy and think, oh, maybe they could help facilitate the zoom things. No one expressed interest in leadership, but candidates did have questions about, well, what are the possible trajectories teaching, writing, becoming a training and supervising analyst and thought it might be helpful to develop the curriculum that might foster these different pathways some programs have.

Comment: we had no knowledge of how much institutes rely on graduates to be self-sustaining. Comment: it would have been helpful to know at the outset that this is part of our culture.

Many people said repeatedly, it feels like there's a lot of pressure to be active in the organization. Some wish that had been more explicit. Some candidates said they did know prior to being accepted into the program that analytic institutes are self-sustaining.

Many candidates get hung up on completing their final paper. I don't want to leave out the other voices of a few candidates who seem to be having growing analytic identities and are eager to join the faculty. They hear it really as an invitation, not a demand.

Some complained it takes too long to graduate. Some would say there are particularly high standards for graduation.

It was suggested that for those more interested in teaching than writing, teaching and Fundamentals could be their final project instead of requiring a graduation paper.

It seems there's a conflict between a focus on the candidate experience that fosters the growth and development of one's own analytic mind and the institute's need for lively faculty engagement to maintain a vital, self-sustaining institute that ensures the continuity of training future analysts.

The conversation kept getting steered back to most about the organizational structure of the institute has significant limitations that make it difficult to be self-sustaining. And some thought, would it make more sense to join other organizations or pivot in some other direction for our longevity? “

end of report summary

Discussion followed

G. Fundamentals Report- Report by Dave Parnes

- a. Sent a questionnaire to Fundamentals I students seeking feedback about experiences of classes: ie. online vs in-person vs. hybrid. So far mostly in favor of online and possibly hybrid.
 - i. An in-person open house/meet/greet possible- for interested candidates and Fundamentals students specially invited. To be discussed with Admissions Committee
 - ii. Dave P to attend the last Fundamentals class meeting to discuss their online/hybrid/in-person experiences and get feedback, in general, on the course.

The meeting was adjourned at 8:55 pm.

The next Education Committee Meeting is scheduled for Wednesday, June 7, 2023, from 7:30-9:00 pm.