

October 1, 2014

Officers:

President –David Jachim, PhD, FIPA
Acting Secretary, President Elect-
Caron Harrang, LICSW, FIPA
Treasurer – Marianne Robinson, PhD,
FIPA, LICSW

Directors:

Maxine Anderson, MD, FIPA
Dana Blue, LICSW, FIPA
Maxine Nelson, LICSW, FIPA
Adriana Prengler, LMHC, FIPA
Candidate Representative – Julie
Hendrickson, LMHC

Administrative Staff:

Recording Secretary - Hollee Sweet

Present: Maxine Anderson, Margaret Bergmann-Ness, Dana Blue, Margie Bone, Lynn
Cunningham, Jeff Eaton, Judy K Eekhoff, Caron Harrang, David Jachim, Patrick
Nalbone, Maxine Nelson, Adriana Prengler, Oscar Romero, Barb Sewell, Hollee
Sweet, Franz Wasserman

Absent: Julie Hendrickson, Marianne Robinson

- I. Curriculum Committee. Barb Sewell reporting:
In the past year the Curriculum Committee has been extremely busy in
the following eight areas:
 1. Receiving faculty and candidate feedback regarding classes;
 2. The NPSI Academic Calendar has been completed for the next four
years;
 3. Compiled tasks for the Committee and established Policies and
Procedures guidelines;
 4. Contributed to dialog regarding auditing classes at NPSI;
 5. Working out guidelines for who should be approved as a visiting
instructor;
 6. Developing Learning Objectives for each year (the first two years have
been completed);
 7. Creating a library folder for a reference for faculty to create Learning
Objectives; and
 8. Recommended that the Academic Year be changed to include a break
to replace the Good Friday break.

- II. Education Committee. Maxine Anderson reporting:
In the past year, the Education Committee has continued its monthly
meetings, co-sponsored the symposium with SPSI, the ACPE application
fell heavily on the Education Committee, and they addressed the ongoing
training issues.

- III. Publication Committee. David Jachim reporting:
Two major projects that the Publication Committee covers are Selected Facts and the NPSI website. Maxine Nelson will now be replacing Caron as the Managing Editor of Selected Facts. Caron has also been overseeing the NPSI website. David extended an invitation for individuals to assist in these endeavors.
- IV. Progression Committee. Dana Blue reporting:
The Progression Committee rewrote the candidate handbook and standardized tracking of the progress of candidates through training. The Progression Committee is undergoing a transition and now consists of Dana Blue, Judy Eekhoff, and Barbara Sewell.
- V. EBOR Committee. Caron Harrang reporting:
The EBOR Committee has been meeting monthly for the past year-and-a-half, and Co-Chairs Dana Blue and Caron Harrang have been meeting weekly. In addition to the typical conference elements, there are new innovations this year including inviting the general public to the two-evening portion of the conference called, "The Art of Reverie," and video recording of plenary presentations by Giuseppe Civitarese, MD, FIPA (Italy) and Clara Nemas, MD, FIPA (Argentina). Additionally, the Co-Chairs were successful in organizing an EBOR fundraiser in June 2014 featuring Julliard trained pianist Ari Livne and obtaining donations from a number of individuals and corporations. The conference budget was also enhanced by a travel grant from the International Psychoanalytical Association and application for another grant from PEP WEB for video recording of the plenary presentations, the results of which will not be until December or early January 2015.
- VI. Board Member Nominations
Maxine Anderson has been nominated Director-of-Training. The Board unanimously re-elected Maxine, along with the proxy-emails David received.

Maxine Nelson has been nominated Secretary-Treasurer. The Board unanimously elected Maxine, along with the proxy-emails David received.
- VII. NPSI's New President
David introduced NPSI's new President, Caron Harrang.
- VIII. Third Annual Outstanding Community Service Award
Caron awarded Patrick Nalbone with the Third Annual Outstanding Community Service Award.

Appendix to Annual Meeting Minutes Committee Reports

Education Committee

Maxine Anderson, MD, FIPA (Chair and Admissions)
Dana Blue, LICSW, FIPA (Dean of Students and Admissions)
Julie Hendrickson, LMHC (Candidate President)
Barbara Sewell, LMHC, FIPA (Curriculum)
Marianne Robinson, PhD, FIPA (Progression)
Esther Karson, PhD, FIPA (Faculty Development)
Mirta Berman Oelsner, LMHC, FIPA followed by Maxine Anderson, MD, FIPA
(Training Analysts)

During this past year the EC has continued its monthly meetings where the Chairs of Curriculum, Progression, Faculty Development, Training Analysts, Admissions, Dean of Students, Director of Training, and Candidate President meet to discuss relevant training issues. Topics addressed over the past fiscal year include the Deborah Cabaniss Faculty Development Workshop co-sponsored with SPSI focused on teaching and learning objectives for psychoanalytic education. In addition, the committee discusses training issues involving the sub-committees whose chairs comprise EC.

Admissions Sub-Committee

Maxine Anderson, MD, FIPA (Chair)
Dana Blue, LICSW, FIPA

The Admissions Committee comprised of Dean of Students and Director of Training has been open to accepting applications for psychoanalytic training to begin, if there are an adequate number of qualified applicants, in the fall of 2015.

Curriculum Sub-Committee (including Appendices A-D)

Josh Cohen, LMHC (Candidate Representative)
Maxine Nelson, LICSW, FIPA
David Rasmussen, PhD, FIPA
Barbara Sewell, LMHC, FIPA (Chair)

The Curriculum Committee has been active in the past year (2013-14) in the following areas.

1. Receiving faculty and candidate feedback from classes and utilizing this feedback to inform faculty how candidates perceive the classes. Responding to faculty requests for quicker feedback evaluation forms are now scanned and sent via e-mail after the committee has met.

2. Academic Calendar

Teachers for the didactic calendar for the newest NPSI candidate class has been filled, although of course there may be changes as some of the classes are 4 years out. (Appendix A)

3. Policies and Procedures

A compilation of the tasks of the CC has been established in a Policies and Procedures format as requested by the Education Committee in order to comply with the accreditation guidelines. (Appendix B)

4. Auditing Classes

The CC has contributed to the policy and dialogue regarding individuals auditing classes at NPSI. (Appendix C)

5. Guidelines for who shall be approved as visiting instructors are being developed in collaboration with the overall Education Committee. Guidelines for orienting visiting instructors are also being discussed.

6. Learning Objectives

Following a suggestion of psychoanalytic education consultant Deborah Cabaniss, MD, FIPA the CC is working to develop learning objectives for each year. We have currently written learning objectives for the first two years and plan to develop learning objectives for years three and four in the fall.

7. Formulating Learning Objectives

The CC is in the process of creating a folder to be placed in the library as reference for faculty who are interested in looking at methods and guidelines for creating learning objectives. (Appendix D/draft)

8. Academic Calendar Year

The Curriculum Committee has recommended to EC that the Academic Year be changed as of 2015-16 so that there is a one-week break between the Winter Quarter and Spring Quarter, replacing Good Friday as the spring break. This was approved and will be changed as of March 2016.

Appendix A

NPSI Teaching Schedule 2013-2017*

*Please note that teaching assignments for 2014-15 and beyond are, in some instances, provisional and may change depending on faculty availability. Final teaching assignments will be provided to candidates closer to the time of each course. Candidates or faculty are invited to contact the Chair of the Curriculum Committee for additional details.

Didactic: Year 1

Fall 2013 through Spring 2014: Infant Observation taught by Judy Eekhoff and Barbara Sewell

Fall 2013: Process and Technique taught by Judy Eekhoff, Rikki Ricard, and Adriana Prengler.

Winter 2013-14: Process and Technique taught by Dana Blue and David Rasmussen

Spring 2014: Freud I taught by Caron Harrang and Oscar Romero.

Didactic: Year 2 (two didactic courses per week)

Fall 2014: Infant Observation taught by Judy Eekhoff and Barb Sewell

Freud II taught by Shierry Nichol森 and Adriana Prengler

Winter 2014-15: Klein I taught by Rikki Ricard and Esther Karson

Spring 2015: Klein II taught by Judy Eekhoff and Barb Sewell

Child Psychoanalysis taught by Stan Case and guest speakers

Didactic: Year 3

Fall 2015: Trauma and Narcissism taught by David Jachim and Maxine Nelson

Middle School taught by Jeff Eaton and Barb Sewell

Winter 2015-16: Trauma and Narcissism taught by Esti Karson and Rikki Ricard

Bion I taught by James Gooch and Dana Blue

Spring 2016: North American Psychoanalysis taught by Caron Harrang and Oscar Romero

Meltzer taught by Jeff Eaton and Esti Karson

Didactic: Year 4

Fall 2016: Introduction to Contemporary British Object Relations taught by David Jachim and Maxine Nelson

Neurosis/Freud taught by Adriana Prengler and TBA

Winter 2016-17: Bion II taught by Jeff Eaton and Barney Kaplan

Borderline/Psychosis taught by Dana Blue and Caron Harrang

Spring 2017: Introduction to French School taught by Shierry Nichol森 and Josh Cohen

Psychosomatic/Perversion taught by Mirta Berman Oelsner and Maxine Nelson

Didactic: Year 5 (Due to the longer Infant Observation)

Fall 2018: Adolescence, Development, and Gender taught by Stan Case and TBA
Dreams taught by Maxine Anderson and Dana Blue

Clinical Seminar Schedule

Fall 2013: Mirta Berman Oelsner and Adriana Prengler Marianne Robinson and
Caron Harrang

Winter 2013-14: Elie Debanne and Adriana Prengler Maxine Anderson and
Caron Harrang

Spring 2014: Mirta Berman Oelsner and Esther Karson Maxine Anderson and
Sharon Green

Fall 2014: Mirta Berman Oelsner and Rikki Ricard Marianne Robinson and
Dana Blue

Winter 2014-15: Cecile Bassen and Maxine Anderson Ann Glasser and Judy
Eekhoff

Spring 2015: David Rasmussen and Avedis Panajian Jeff Eaton and Marianne
Robinson

Appendix B

Curriculum Committee Policies and Procedures

I. Establish a core curriculum for each new class

Procedure: Form a committee to discuss the overall psychoanalytic training curriculum

A. Committee Tasks:

1. Discuss what has worked, what might we want to change, who will investigate other ways of teaching (as for instance Freud), talk to other institutes, research teaching methodology.
2. Write up a curriculum format.
3. Submit to EC and TA committee.
4. Take suggestions and make changes.
5. Submit another curriculum and format.
6. Implement the new curriculum with new candidates.

II. Select instructors for didactic courses and clinical seminars

Procedure:

A. Discuss in Curriculum Committee and brainstorm possible instructors taking into consideration Ted Jacobs and Brian Robertson's suggestion that we include local and distance faculty.

B. Send out an invitation to NPSI faculty to determine interest in teaching.

C. Consider who has volunteered and who has not and send out personal invitations paying close attention to IPA guidelines that require a TA to anchor clinical seminars and to candidate feedback regarding instructors.

D. Develop guidelines to vet potential instructors.

III. Helping Instructors Plan for Classes

Procedure:

A. The Chair of the Curriculum Committee will contact each instructor regarding the dates of teaching and the need to have a written syllabus (didactic) and written learning objectives.

B. When the learning objectives and class syllabus have been formatted the instructors will forward these to the Chair of the Curriculum Committee, who will then forward these to the committee for discussion and feedback. Suggestions and/or comments will be passed on to the faculty and may result in a subsequent proposal with changes.

C. When the class syllabus and learning objectives have been examined and approved by the committee the course is considered vetted and will proceed.

D. If the instructors in either the didactic or clinical seminars have dates when they will be out the Chair of Curriculum may aid in finding faculty to cover the seminar.

IV. Evaluations and Feedback: The Curriculum Committee processes candidate feedback regarding clinical seminars and didactic seminars and distributes this information to instructors.

Procedure:

A. The NPSI Administrator distributes guidelines to the instructors at the beginning of the classes.

B. On the week of the second to the last class the Chair of the Curriculum Committee sends all instructors a reminder to give the class the evaluations and ask them to bring them back at the last class or to give them 5 minutes at the beginning of class to complete the evaluations. Evaluations should then be placed in a sealed envelope and put in the box of the Chair of Curriculum.

C. The Curriculum Committee will look at these at their next meeting which will be as soon as is feasible. If the feedback is negative or is deemed by the committee sensitive enough to be delivered personally then it will be

discussed and someone will be assigned to talk to the instructor. If the feedback is deemed appropriate for immediate transmission it will be scanned and sent out to the instructors immediately.

V. Other: When issues arise at NPSI that have to do with the Academic Training (schedule, auditing classes, fee for classes) the Curriculum Committee will meet to discuss and make recommendations to the EC.

Appendix C

NPSI Policy for Auditing Didactic Courses (June, 2014)

After collaboration with NPSI candidates and the Curriculum Committee, the Education Committee recommends the following policy for auditors of NPSI didactic courses.

Criteria for auditing psychoanalytic training didactic courses:

The applicant must be a candidate or graduate analyst in an IPA Institute;

The applicant agrees to prepare for classes by reviewing course required readings and actively participate in class discussion;

The applicant agrees to pay full tuition.

The faculty of the course will be consulted and the cohort informed about potential auditors prior to the beginning of the course.

There will be no more than 1/3 ratio of auditors to candidate course members (this ratio may be adjusted by Curriculum on an as needed basis).

There will be no auditors for first year courses.

The Director of Training will serve as contact for review and approval of auditors.

Process for prospective auditors

1. Contact Chair of the Curriculum Committee
2. Chair will consult with Instructor(s) and Director of Training, and faculty of the course to be audited.
3. Chair of Curriculum will communicate the Committee's decision in collaboration with the Director of Training and course faculty to prospective auditor.

Appendix D

Suggestions for Creating Learning Objectives from Deborah Cabaniss, MD, FIPA

Deborah described the concept of "Backwards Design" to teaching. The first step is to formulate a valid Learning Objective (LO). The next step is to think of what the

class design (including teaching activity) will consist of. The final step is to come up with a way to measure whether the students are meeting the LOs. The 3 steps, in the recommended order of design:

1st Design Learning Objective(s)

2nd Design Teaching Activity(s)

3rd Design Measurement(s)

Deborah points out that we often go the other way: we design a class with readings and only later think of what to come up with for our learning objectives, frequently without much consideration for measurement. After becoming a faculty member in her institute, she conducted a survey of Clinical Associates. She discovered that they worried about how they would be evaluated, which seemed to characterize a passive process. At best, they thought that the evaluations would be benign; at worst, there was some paranoia. One big problem that appeared to be contributing to this was that LO were not carefully thought about in her institute, thus, the CA's didn't know upon what or how they would be evaluated. She stressed that learning activity is not learning passivity. She provided one strategy to examine this more closely within an institution: a system could be developed in which, after each learning activity (e.g., for one or more classes), there would be an exit poll to determine what students got out of the learning activity, and then to see if this matched the LO.

Types of LOs:

1. Knowledge
2. Skills
3. Attitude

In defining LOs, one or more of the following characteristics can be utilized by instructors:

1. Knowledge objective

This type of objective, as the name implies, focuses on the imparting of knowledge. Examples of this type of objective could be: *'the student will demonstrate an understanding of primitive mental states,'* or *'the student will understand negative therapeutic reaction.'* Deborah stated, however, that the word "understand" is too big and vague a word, as well as being difficult to measure. Perhaps for *'the student to be able to list characteristics of primitive mental states'* (or *'be able to define negative therapeutic reaction'*) would be easier and more accurate to measure and to demonstrate knowledge.

We often tend to focus on knowledge objectives as a way to make good theoreticians.

2. Skills objective

This is the *'be able to do'* type of LO. The question to ask is: what skill do you want someone to know after a particular seminar? It helps to hone down a larger concept into something smaller and focused on a skill the student at their stage of training can realistically be able to perform. For example, a larger concept such as the *'knowledge about the therapeutic frame'* could be pared down to: *'to be able to talk about the fee.'* If this is the LO, then what kind of activities might lead to this? An example raised was role-playing. Deborah encouraged us to be creative, to *'think outside the box.'* The more the LO is operationalized, the more likely we can accomplish it. The wording of the LO, thus, becomes very important.

3. Attitude objective

This is the way we want someone to shift following a learning activity. Here the focus would be on process and not the end goal. For instance, *'the student will see Projective Identification as helpful instead of as a problem,'* shifting a student from fear and condemnation to openness and acceptance. A larger objective in this category concerns the student having an attitude of being interested in learning rather than learning being a burden/task that one must simply *'just get through.'* Deborah emphasized that every valid and effective LO must be measurable. With *Backwards Design*, the LO is established first, then the teaching activity, and finally how it will be measured.

Teaching Activity <----- Learning Objective

This approach can assist in our goal to make the LO measurable. The TA's are the tools necessary to accomplish this.

Teaching Activities

Examples of teaching activities:

Role-playing to implement understanding of psychoanalytic concepts.

An occasional small quiz related to the course content.

The candidate will report the following week on how they implemented a particular concept in their clinical work.

Candidates may be asked to bring in a case example from the week that illustrates a particular concept being studied.

As a tool, having students write can be particularly important in facilitating an active learning process. By placing what the candidate has heard/read into written words facilitates integration of learning and formation of a psychoanalytic identity.

Examples:

Bring in 5 sentences next time about [a particular concept].

Write down 2 ways you utilized the concept of, for example, projective identification in your clinical work with patients.

Write a summary of the group discussion in this class to share with the group next week.

Deborah emphasized that if your means of measurement is a discussion of a concept, then you must come up with an activity where everyone is going to speak. Broad questions such as: *'what do you think of the article?'* can often lead to excessive inhibition. More targeted questions, after elaborating the importance of the article to a specific theory or theorists, frequently generates a more active discussion. Additionally, most candidates, particularly new candidates who do not know what the salient points or purposes of an article might be, benefit from an introduction to the article(s).

In analytic training, papers are typically assigned. Deborah believes that it is helpful to consider our objectives in assigning the material and to state what they are to the candidates. Knowledge-based LOs for assigned papers might be: to familiarize the candidate with specific analytic literature, to read about clinical material within the paper(s), to get people to think about a topic, to have shared knowledge and to have some core knowledge base (which is very important to be able to discuss analytic concepts). Examples of skills-based LOs for assigned papers could be: to be able to construct an interpretation based upon a particular concept, or to identify different defense mechanisms in clinical material presented in a paper. When the objective is to increase skills, it can be quite useful to do an activity in the class, followed by a discussion of it.

Training Analysts Sub-Committee

Maxine Anderson (Chair)

Cecile Bassen, MD, FIPA

Mirta Berman Oelsner, LMHC, FIPA

Judy K Eekhoff, PhD, FIPA

Ken King, MD, FIPA

Robert Oelsner, MD, FIPA

Oscar Romero, MD, FIPA

Adriana Prengler, LMHC, FIPA

Marianne Robinson, PhD, FIPA

The TA committee has continued its nearly monthly dinner meetings where the variety of topics, which is relevant for TAs to consider, are discussed and then recommended to the EC. Mirta Berman Oelsner began the year as Chair but resigned mid-year. Maxine Anderson accepted the position as the only TA willing to serve at this time.

Scientific Meetings Committee

Jeffrey Eaton, MA, FIPA (Chair)

Barbara Sewell, LMHC, FIPA

In 2013-2014 the SM program offered 8 presentations. The average number who attended was 16 per meeting. The committee generated gross income of \$1600 and contributed a net income of \$1340 to the organization after expenses for refreshments. An average of \$32 was spent per meeting on refreshments.

In 2014-2015 four meetings will be offered:

Jeff Eaton (September 2014)

Maxine Anderson (December 2014)

Shierry Nicholson (February 2015)

Judy Eekhoff (April 2015)

This year outreach meetings sponsored by the Education Committee (Maxine Anderson and Adriana Prengler) will be held in November, January, March, and May. These meetings are not part of the SM program but are designed like SM to include community members in dialogue about dreams and other analytic themes.

Jeff would like to acknowledge Barb Sewell who coordinates volunteers to help set up and clean up after each meeting. He would like to acknowledge all those who help out and attend the meetings.

Jeff will be stepping down as Chair of this committee at the end of this 2014-2015 season. It is hoped the meetings will continue under the guidance of some other (as yet to be named) NPSI member. Interested members are invited to contact Jeff at <mailto:jleaton@nwlink.com>.