

Roundtable: The Future of Psychoanalytic Education

A Conference December 1st and 2nd, 2007 at the Lycee Francais, 505 East 75th Street, New York, NY (December 20th, 2007 version of document)

CONTEMPORARY PSYCHOANALYTIC EDUCATION: ANALYZING THE CHALLENGES AND PROPOSING SOME CHANGES (December 20th, 2007 version)

To the Chairs and Program Committee: Jane Hall, LCSW, FIPA, Arnold Richards, MD, Lewis Aron, Ph.D., Jennifer Harper, MDiv, LP, NCPsyA, Samuel Herschkowitz, MD, Kenneth Eisold, Ph.D., James L. Fosshage, Ph.D., Arlene Kramer Richards, Ed.D., and Joann K. Turo, MA, FIPA.

Purpose: The purpose of this Roundtable is to create a lively exchange of ideas between and among the presenters with the audience about contemporary challenges and proposed changes in psychoanalytic education.

Our goal is to achieve a respectful dialogue and create an ecumenical platform with representatives from some of today's most important psychoanalytic organizations. These include The American Psychoanalytic Association (APsaA); The American Psychological Association (APA), Division 39-Psychoanalysis; The American Association for Psychoanalysis in Clinical Social Work (AAPCSW), formerly NMCOP; The National Association for the Advancement of Psychoanalysis (NAAP); The International Federation for Psychoanalytic Education (IFPE); The Confederation of Independent Psychoanalytic Societies (CIPS); The International Federation of Psychoanalytic Societies (IFPS); and The American Academy of Psychoanalysis and Dynamic Psychiatry (AAPDP), and the Association of Autonomous Psychoanalytic Institutes (AAPI).

We hoped to find analysts of all stripes to focus on our multiple experiences and points of view. We have done our best to suggest breadth and depth from more conservative to more radical points of view.

We believe that we can cover the psychoanalytic waterfront quite well. We plan to highlight for discussion the entire continuum of psychoanalytic perspectives because of the combined knowledge, backgrounds, and ongoing experience of our presenters.

Three major challenges for us are:

1. How do we inspire and influence — attract more candidates and support our members — when we value inclusivity?
2. How do we retain our independence while we emphasize collaboration?
3. How do we maintain our standards and remain all-inclusive?

Roundtable Participants (brief bios – complete CVs will be sent on request). Please note that all participants are experienced teaching, supervising, and practicing psychoanalysts with many years of experience.

Moderator/Coordinator: Judith Felton Logue, Ph.D., Founding Board Member, Faculty/Supervisor Institute for Psychoanalysis and Psychotherapy of NJ; Board Member, Division 39 (Psychoanalysis), American Psychological Association; APsaA Task Force on Psychoanalysis in Undergraduate Education (10,000 Minds Project) and Task Force on Psychotherapy; APsaA Joint Committee on Psychoanalytic Psychotherapy Training Programs; publications.

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Presentation Order:

1. Lynne Moritz
2. David Ramirez
3. Carola Mann
4. David Downing
5. Sherry Katz-Bearnot
6. Drew Clemens
7. Judy Ann Kaplan
8. Rick Perlman
9. Estelle Shane
10. Douglas Maxwell
11. Nancy McWilliams

Lynne Moritz, M.D., President, American Psychoanalytic Association; Board Member, International Psychoanalytical Association; former Director and Training and Supervising Analyst, St. Louis Psychoanalytic Institute; Clinical Professor of Psychiatry, St. Louis University School of Medicine; Distinguished Life Fellow of the American Psychiatric Association. Formerly, she was President of her District Branch, American Psychiatric Association; Delegate from American Psychiatric Association to American Medical Association; Member, Executive Council, Missouri State Medical Association; President, St. Louis Metropolitan Medical Society.

David Ramirez, Ph.D., ABPP, Past-President, Division 39, APA; graduate, Philadelphia School of Psychoanalysis; Director, Swarthmore College Psychological Services; Adjunct Faculty, Widener University Graduate School of Professional Psychology.

Carola Mann, Ph.D., ABPP, Deputy Secretary General, Member of the Executive Committee: The International Federation of Psychoanalytic Societies (IFPS); Training and Supervising Analyst, Fellow, Director of International Outreach, Member of Executive Committee, Member of Training Committee, former member of Appointment and Promotions Committee, Faculty: William Alanson White Institute; Co-Editor, *Handbook of Interpersonal Psychoanalysis*; Co-Editor: *Pioneers of Interpersonal Psychoanalysis*. Associate Editor, *Contemporary Psychoanalysis*; Editorial Reader, *International Forum of Psychoanalysis*; Honorary Member, Institutt for Psykoterapi, Oslo, Norway; Invited Guest Lecturer and Seminar leader in Germany, India, Japan, Mexico, Norway, Switzerland; Author of papers on Adult Development. Presentations on cultural issues in Psychoanalysis.

David Downing, Psy.D., President, International Federation for Psychoanalytic Education (IFPE); Co-Executive Director, Center for Psychoanalytic Study, Chicago; Co-Chair, Education and Training Committee, Division 39; President-elect, Section V, Division 39 (Psychologist-Psychoanalyst Clinicians), Past-President, Section IV, Division 39 (Local Chapters) and Representative to Division 39 Board; Director, Graduate Programs in Psychology; Associate Professor, APA doctoral program, University of Indianapolis School of Psychological Sciences; two decades in academic life, including as Director of Clinical Training and Professor, Illinois School of Professional Psychology (ISPP).

Sherry Katz-Bearnot, M.D., President, American Academy of Psychoanalysis and Dynamic Psychiatry; Assistant Clinical Professor of Psychiatry, Columbia College of Physicians and Surgeons; Senior Supervisor, Division of Consultation-Liaison Psychiatry, Dept. of Psychiatry, Columbia University Medical Center; Faculty, Columbia University Center for Psychoanalytic Training and Research; former Director of Psychiatric Services, Oncology Division, Columbia University Medical Center; former Director of Psychiatric Services, Renal Transplant and Dialysis Services, Nephrology Division, Columbia University Medical Center.

Norman A. ("Drew") Clemens, M.D., Candidate for President-elect, American Psychoanalytic Association (APsA); Fellow and former candidate for Chair, Board on Professional Standards, American Psychoanalytic Association; Training and Supervising Analyst and Past-

President, Cleveland Psychoanalytic Center; Chair, Joint Committee on Bylaws of APsaA; Chair or Member, several APsaA Committees; Clinical Professor of Psychiatry, Case Western Reserve University School of Medicine; American Psychiatric Association Past Speaker of the Assembly, Past Area Trustee, Chair, Past Chair of the Commission on Psychotherapy by Psychiatrists; Editor, bimonthly column on psychotherapy, *Journal of Psychiatric Practice*; author of numerous publications.

Judy Ann Kaplan, L.C.S.W., B.C.D-P, FIPA., Past-President, former National Study Group member, AAPCSW (formerly NMCOP): Distinguished Practitioner in Social Work; Faculty Member and Supervisor, Institute for Psychoanalytic Training and Research; Faculty Member, Training and Supervising Analyst and Senior Member, National Psychological Association for Psychoanalysis; IPA Fellow; Member of CIPS; Past President, Council of Psychoanalytic Psychotherapists; author of numerous articles; contributor to the *PDM*; co-editor and contributor to the forthcoming *Freud at 150: 21st Century Essays on a Man of Genius*.

Fredric T. Perlman, Ph.D., F.I.P.A., President, Confederation of Independent Psychoanalytic Societies (CIPS); President, New York State Psychoanalytic Confederation (NYSPAC); CIPS representative to California Psychoanalytic Confederation (CAPSAC); Chair, CIPS Public Policy Committee; Faculty, Institute for Psychoanalytic Training and Research (IPTAR). Former faculty at Postgraduate Center for Mental Health, Horney Institute for Psychoanalysis, Manhattan Institute for Psychoanalysis, and NYU Doctoral Program in Social Work. Author of professional articles and numerous papers on psychoanalysis and the professions, especially regarding licensing laws. Former candidate for Secretary General of IPA.

Estelle Shane, Ph.D., Past President, Association of Autonomous Psychoanalytic Institutes; Clinical Faculty, UCLA Department of Psychiatry; Past President, Founding Member, Training Analyst and Faculty, Institute of Contemporary Psychoanalysis, Los Angeles; Training and Supervising Analyst and Faculty, The New Center for Psychoanalysis, Los Angeles: author of books and professional articles.

Douglas F. Maxwell, NCPsyA, LP, JD, President, National Association for the Advancement of Psychoanalysis (NAAP): 2008 President, International Federation for Psychoanalytic Education (IFPE); Senior member, Training Analyst, Faculty and Board member, National Psychological Association for Psychoanalysis (NPAP); Member and Faculty, Institute for Expressive Analysis (IEA); Arts Editor, *Psychoanalytic Review*; and Adjunct Assistant Professor of Arts, New York University (NYU).

Nancy McWilliams, Ph.D., President, Division 39 (Psychoanalysis), American Psychological Association; Professor of Psychology, Rutgers University; Honorary Member, APsaA; author of three professional books; Associate Editor, PDM; Associate Editor, *Psychoanalytic Review*. Awards include Gradiva, Rosalie Weiss Practice Award by APA Division of Independent Practice, and Robert Wallerstein Visiting Lectureship.

Format:

Our roundtable members will each present for only five minutes on their areas of expertise and topics of interest (described in a separate section of this proposal). Inclusivity, collaboration, and democracy are the central theme. We support and affirm the necessity to reorder our priorities from intra-institute conflict to cooperative interaction and discussion about the best forms and methods to educate our future psychoanalytic clinicians, researchers, and teachers.

Time: 120 minutes. 85 minutes for Introductions and Presentations. 35 minutes for audience comments, questions, and contributions. The moderator will do brief introductions and require strict adherence to 5 minute presentations.

Abstracts/Summaries of Each Participant:

Dr. Moritz: Dr. Moritz will place the future directions of psychoanalytic education in the American Psychoanalytic Association within the context of mainstream education and training trends in the world.

Dr. Ramirez: Dr. Ramirez will address “The Experiential Aspects of a Psychoanalytic Education.” He will outline classroom opportunities to introduce experiential methods to teach the core concepts of psychoanalysis.

Dr. Mann: Dr. Mann will focus on some of the reasons that keep graduates of doctoral clinical psychology and of psychiatric residency programs from pursuing intensive psychoanalytic training. While some of the reasons may be obvious (cost, length), she will suggest some fundamental deficiencies in our psychoanalytic curricula which do not take sufficient account of cultural changes, changes in understanding

development, changes in thinking about gender issues, about mind/body interactions, etc.

If psychoanalysis is to regain some of its relevance both among its potential students and among the culture at large, it must foster an analytic attitude vis-à-vis much that is new in the world of ideas and culture. Institutes could foster an attitude of inquiry, an attitude of “not knowing,” of creativity, of thinking “outside a theoretical box,” and of being open to apply psychoanalytic understanding in a variety of areas where analytic skills can be useful.

Dr. Downing: Dr. Downing will discuss some of the same dilemmas and vicissitudes that are the premise of this conference, and upon which IFPE was founded. He will also touch upon his experience working at the doctoral level of educational transmission of psychoanalytical thought and practice, and the attendant dangers of accreditation/licensure. He has relevant experience because all programs with which he has been affiliated have been accredited by the American Psychological Association.

Dr. Katz-Bearnot: Based on her career as a consultation-liaison psychiatrist in the general hospital, working with physicians and trainees, Dr. Katz-Bearnot will talk about the critical importance of the contribution of Psychoanalytic Principles to the education of physicians at the earliest stages of their training, as their socialization to the doctor-patient relationship is occurring.

She will emphasize that the understanding of transference and countertransference and the establishment of collaborative treatment relationships are best taught and understood using the psychoanalytic model. In addition, she teaches that the aspects of solid attachment between doctor and patients are best explored using psychodynamic principles. While it may be most gratifying to teach the most advanced students and “preach to the choir” — psychoanalytic candidates — she urges us to stop marginalizing ourselves by this practice and demonstrate the elegance and relevance of our point of view to the unconverted and to the public.

Dr. Clemens: Dr. Clemens will review the current challenges to the By-Laws of the American Psychoanalytic Association and the Board on Professional Standards (BOPS). BOPS is charged with establishing and implementing standards of psychoanalytic training and practice and oversees the accreditation of the APsaA psychoanalytic institutes and the certification of individual members. Through its extensive program of site visits to APsaA institutes, it works in collegial consultation to enhance the quality of psychoanalytic education and assist institutes in meeting the standards.

Current challenges arise from controversy about the implementation of the charge to maintain these standards. Critics oppose the Board's commitment to national standards as opposed to Local Option for the qualifications of training and supervising analysts (TSA), particularly the requirement of certification as a precondition for this appointment. Some members advocate for eliminating the designation of TSA altogether.

The process of certification based on the assessment of clinical presentations has been fiercely criticized as invalid, unreliable, and open to bias related to presumed theoretical orientation. The unusual situation of having an accrediting and certifying body housed in a membership organization has raised serious concerns about interference with the independence of these functions, so that serious proposals for separation into an autonomous organization have now emerged.

Underlying all of this are issues such as: what is the essence of psychoanalysis, how can it be best conveyed in the training of psychoanalysts, how can competence be assessed, and how can candidates be meaningfully exposed to a variety of theoretical orientations without losing the essence or developing a cohesive approach to clinical analysis.

Although Dr. Clemens does not have an inflexible position about externalizing the accrediting and certifying functions of APsaA and understands the principles that underlie the proposal, he does not want APsaA to abdicate these historic functions. He believes that APsaA should represent quality in psychoanalytic training and practice while remaining a membership organization, consistent with IPA expectations. As Chair of the Bylaws Committee, he is working with the Fellows of BOPS and the Executive Council to assure basic compliance with the New York Non-Profit Corporation Law without creating a structure that would be unacceptable to the BOPS or provoking an exodus.

Ms. Kaplan: Ms. Kaplan will address the issue of psychoanalysis as an independent profession and as a specialty of a mental health discipline. She believes there is room for both, but that we must educate and train non-mental health professionals, as well as some mental health professionals, with the necessary psychoanalytic mental health education and clinical skills. Regarding accreditation of psychoanalysis, she will express her hope that we might soon agree on high enough standards for evaluating and accrediting psychoanalytic training programs in the United States, and for promoting excellence in psychoanalytic education.

Dr. Perlman: Dr. Perlman will argue for the organization of psychoanalysis as an independent profession with training programs open to aspirants from the mental health professions as well as the arts and sciences, and with high minimum educational standards for

graduation, certification and state licensing. He will discuss the importance of balancing the nurture of creativity as well as the promotion of rigor in psychoanalytic education, both of which are critical to good education and the future of psychoanalysis as a profession. He will conclude by noting the specific obligations of professional education and certification in comparison to education in the arts or sciences

Dr. Shane: From the perspective of a research analyst and education specialist, Dr. Shane will address her longstanding concern with what constitutes an adequate curriculum for training institutes. She will address her commitment to remain sufficiently sensitive to both the history of psychoanalysis and Freudian concepts, and the contemporary pluralistic world, including findings from relevant areas such as infant observational research, neurobiological studies, and complexity theory.

Mr. Maxwell: Mr. Maxwell will present the position that psychoanalysis and training should be open and inclusive, and that the restrictiveness of the past has been divisive and damaging to the profession at large. He will emphasize that no particular group or orientation has exclusive right to the title of Psychoanalyst.

Dr. McWilliams: Dr. McWilliams will present a rationale in favor of open systems but will also spell out the downsides of such approaches. She will talk specifically about insider/outsider dynamics and top-down versus bottom-up structures, and their respective impacts on past and present psychoanalytic education. Referencing Otto Kernberg's article on models of psychoanalytic education, she will explore the implications of moving toward his suggested paradigm of a mix of university and art-school models of training.