

**Minutes—Integrated Curriculum and Teaching Committee (ICTC)**  
**October 2, 2019 12:00 noon EST**

**Members present:** Michelle Kwintner, IIPT  
Suzanne St. John, Clinical Consultants  
Patrizia Pallaro, Diversity Committee  
Sheila Hill, Psychoanalytic Psychotherapy  
Lorrie Peters, Core  
Jill Scharff, Combined Child, original member of Curriculum Committee  
Carla Trusty-Smith, Couple Therapy  
Ana Maria Barroso, an original member of the Curriculum Committee  
Jim Poulton, current chair of the ICTC

**Members absent:** Nancy Bakalar or Karen Mohatt, Infant Observation

Members introduced themselves and shared their role on the given committee.

Jim Poulton discussed the **primary mission of the ICTC:** to make recommendations for integrating and streamlining teaching efforts in order to reduce duplication, economize on faculty time/energy, recognize commonality among the programs, and increase cooperation and mutual support among IPI membership.

Another goal would be to present programs in a much more understandable manner, would help with recruitment. Jim mentioned potential bewilderment looking on the website at the multiplicity of programs—  
Where does each stand in relation to the others? Is the CORE still the introductory program?

Committee recognizes the detail and complexity of the task.

**Questions raised:**

Would applications to all programs have a common platform? (Patrizia)  
This would be another way to streamline efforts/ address silo effect. (Jim)  
Already doing this in some cases (Jill)

Improvement needed to clarify clear program expectations, as they are not always clear. There are organizational and legal implications. (Sheila)

Caroline suggested that another strength of our program that should possibly be considered part of foundational/ theoretical scaffolding is our distance- learning platform. It might be valuable to consider developing a technology course—intro sampler relative to technological competence as pre requisite for all students.  
Sheila noted that other external programs are moving in a similar direction. We should keep tech element in mind in all of our planning.

**Committee has two main tasks** (Jim)

- 1) Pragmatic—how to integrate and streamline
- 2) Content—what do we consider to be foundational across programs?

Content should always consider:

- Ethics
- Diversity
- Evidence-based research

Michele K. suggested ethics as a separate pre-requisite course/event  
Bears repeating in every course, as well (Jill)

Patrizia: While PPP program requires core or equivalent pre-requisite, most of the many participants do not meet this. Also, many are from around the world, outside of U.S. Is the success of the PPP because of the digital platform?

Jim: The Every Day course also has largest representation from outside U.S. This class was meant to be an intro to the basic ideas—like a pre-core, core.

Sheila: What are the basics, from where are we starting? When we began there was a base, similar vocabulary. At some point weekend guests joined and developed new ways of thinking—all followed along in their own ways. By now we are all working in a variety of different ways. What are the repercussions of not circling back around to our own basics?

IIPT and PPP compared curriculum at one point in time, these were active conversations that have been difficult to carry on with the rapid growth in programming. Need is to identify common and overlapping concerns –subject matter/ theory/ application.

Suzanne: In supervision course, several applicants had no CORE program, but this doesn't mean they have no foundation.

Jill: But many do not have a foundation; that was the original purpose of the Every Day Terms course.

Jim: This pre-core/core was meant to be a very basic introduction to concepts such as the unconscious, anxiety, defense mechanisms. No detail, no jargon—everyday terms. Maybe need this pre-core course to include ethics, research, tech and basic concepts.

What constitutes the basics may be controversial once we get into the weeds. So many theorists etc. daunting yet exciting. Intro class might just be classes, basics.

### **Do we want to invite student reps? How to invite students? How many?**

Too many wouldn't work, maybe one or two. Might represent implicit vision/ mission/ affect marketing and outreach.

Caroline: Might help avoid blind spots. Continuity would be important.

Sheila: This committee has 5 analysts and the rest are experienced people.

What level of sophistication in the student makes sense?

Michele: Maybe there are other ways to include students.

Caroline: Maybe it is premature to invite student for now, possibly integrate later when we are more established.

Jim is of two minds: 1) Student should be in from the beginning 2) but can't have one from every program, so their perspective wouldn't have breadth. Maybe we could have a focus group with reps from all programs?

Jill: Maybe when we have a better idea of our direction.

Patrizia—What about using graduates who are not currently in a program?

Tabled idea of student participant for the time being.

### **Action Steps**

- 1) Jim asked all programs to supply up to date curriculum to get a sense of common themes. Email this to all members of committee.**
- 2) How does each program deliver content? Seminar, on line, by phone? Are there pre-requisites?**

**Jill agreed to talk about this committee/topic to faculty at the October weekend (tomorrow).**

**Future committee meetings will be held on the first Wednesday of the month at noon EST**

**Next meeting: Wednesday November 6, 2019 Noon EST**

**Minutes respectfully submitted by: Carla Trusty-Smith**