

Charles Ashbach, Ph.D
E-mail: cashbach1@verizon.net

ICTC Minutes (9-2-20)

Attendees: Jim Poulton, chair; Charles Ashbach, Nancy Bakalar, Jill Scharff, Suzanne St. John, Carla Trusty Smith, Ana Maria Barroso, Michele Kwinter, Lorrie Peters.
Absent: Patrizia Pallaro.

Jim: our goal for ICTC: develop a method for establishing core concepts for the various programs. How do we make our overall list more focused and more concentrated?

Our task today is consider combining the 2 models: a) where 2 teachers (psychotherapy & psychoanalysis) come together for 2 different populations or b) where 2 groups come together for a combined teaching experience. [In this model the programs could arrange for either one teacher to teach a course to students from multiple programs (i.e., an IIPT teacher teaches about projective identification to students from IIPT, PPP, etc.), or for two or more teachers (one from each program?) to do so]

One question: should we have a pilot project to test the models?

SSJ: Our consultation course has faculty from both PPP & IIPT and in this way the students will experience both modes of teaching. There are 5 faculty in all.

Jill: in the Core program it's my understanding that both students and teachers from both programs come together.

Jim: Is the Core program something that should be expanded to be taught in more detail?

Jill: We have the problem that a number of students are becoming involved with various classes without having done the Core.

Michele: Is there a requirement for PPP students to take the Core?

Jim: Not for the didactic program but yes for the clinical program.

Michele: The overlap: we're teaching them at the basic level but they don't have to commit to 4 weekend conferences.

Jim: some of those students move from the didactic to the clinical track.

Michele: We're saying that we need to go from the Fundamental track to the basics and

then onto the Advanced.

Nancy: People by-pass the Core program to be able to take certain courses, for example with I/O we take students without having had Core training.

Lorrie: I think about all the pressure to have a Core program at all costs and wonder about that.

Nancy: The admission committee was founded 7 yrs ago because of the competition between programs. We've diluted our overall training tracks because of this. We had the Fellows program but PPP and I/O and IIPT came on line and muddied the basic expectations of standards. I think we need to ask: what do we do with students who've had 2 yrs of experience (in training and/or therapy) from other institutes?

Jim: Allowing students into various course has the effect of undermining the Core. Couples program has an introductory course and there is an introductory class for psychoanalysis.

Michele: The Introduction to psychoanalysis is used a bridge to further courses. The Core program is not a requirement to the Introduction to psychoanalysis course.

Lorrie: Why are we scared to make people wait?

Jill: If they wait we'll lose them.

Michele: If you keep them in the program does that justify diluting the Core program?

Carla-Trusty-Smith (CTS): The Core gives a sub-set of basic ideas through the 2 summer institutes and through the weekend conferences. If that's the hub (center) why couldn't there be a group of programs to dip into to further their learning? Somewhere we need to have a more flexible structure to support students where they feel they need more development/growth. When you think about it, we don't know what students get from PPP by semesters.

Michele: It seems we're very ambivalent about requiring the Core group experience.

CA: My experience has been that over the years there has been a slap-dash quality to providing the foundational elements of the Core. The teaching has shifted because there isn't a clear curriculum and it hasn't been used to design the teaching. It's always catch-as-catch-can, especially with the conferences.

SSJ: Intensive programs don't necessarily guarantee the skill set for advanced programs. With the supervision courses the level of experience with the students varies greatly across various groups.

Jim: A discussion at a faculty retreat revealed that the Core program doesn't provide the foundation that was expected.

Nancy: The assignment of additional articles takes a lot of learning.

CA: My experience has been that over the years the ability to learn the symbolic function of psychoanalytic thought has occurred in group experience. We need to help the students learn the ability to move from a "fact" to a "symbol." Object relations is understood by the revelation of the symbolic order of the groups and in the clinical discussion of cases and the associations of the large group members.

Paul Koehler used to run groups between the conferences to help students develop an ever deeper and more complex experience of integrating theory with observed clinical experience.

Jim: Perhaps we're moving toward making the Core Program more of a core "reality."

Jill: Lorrie doesn't get the kind of support that Paul had for his seminar teaching.

CA: The faculty is fragmented now so getting a group together is more of a challenge and puts more stress of Lorrie to collect a working-faculty group. Suzanne has been able to do something like this with the Consultation program.

Nancy: I hear the complex of courses creating a competition with the Core program.

CTS: Without a Core experience you have groups of people not sharing a common foundational experience, both cognitive and emotional.

Nancy: Outline this discussion with "bullet points" and send it to Caroline in order to get the students what they really need.

Jim: Now this talk about structural and policy changes needs to be looked at from the perspective of how IPI structuralizes itself. All of IPI needs to think about the consequences and implications of all the expansion that is underway and is being planned.

The sub-committee of ICTC is meeting Sep 15th with the task of establishing the foundation of the core concepts of the Core program.

Nancy: The goal is to establish these basic options and elements and pass the ideas onto the total IPI faculty.

Minutes, breathlessly submitted by Charles Ashbach.