

**OREGON PSYCHOANALYTIC INSTITUTE**  
**CURRICULUM COMMITTEE POLICIES AND PROCEDURES**  
(Revised April 2024)

### **Purpose**

The Curriculum Committee has responsibility for developing, organizing, and overseeing all didactic learning experiences, including seminars, courses, tutorials, and individually designed academic programs for students (candidates) of the Oregon Psychoanalytic Institute from the time of their acceptance to the institute's training program in psychoanalysis to the time of their graduation. The Institute has the following categories of psychoanalytic candidates: Full-time Candidacy includes Clinical and Academic candidacy. (Academic Candidacy also has a track for clinicians.) Hereafter "OPI Candidates" include Full-time Clinical Candidates and Full-time Academic Candidates.

### **Structure**

1. Appointment of Chair: The Chair of the Curriculum Committee is appointed by the Director of the Oregon Psychoanalytic Institute Executive Committee (OPI EC) to a four-year term at the beginning of a new Director's term. The Chair of the Curriculum Committee may be reviewed for additional four-year terms, but may not serve consecutive terms, ie may not succeed him-or herself. The Chair may be any full member of the faculty. The Chair will occupy a position as a regular member of the OPI EC.
2. Responsibilities of Chair: In the organizational structure of the institute, the Chair of the Curriculum Committee reports to the Chair of the OPI EC. The Chair's duties include appointing members with the advice and counsel of the OPI EC, organizing and scheduling meetings, and supervising the execution of the functions of the committee described below. The Chair is also responsible for setting the agenda, convening the meeting, and making sure that the information for the meeting has been sent to the members of the committee. The Chair is responsible for the scheduling of regular meetings from September to June. Minutes of the meetings are forwarded to the OPI EC Director and Administrator of OPC.
3. Membership: The members of the committee are appointed by the Chair for four-year terms, with the advice and counsel of the OPI Director and EC and consists of both TA and non-TA faculty. Ordinarily, there will be at least four members plus the chair, but there are no limits to the number of members.

### **Functions**

- The Curriculum Committee plans, develops, implements, and evaluates all candidates' seminar curricula, and other academic activities, such as tutorials and individually designed academic programs for candidates in the post-seminar portion of the curriculum. The curricula for all OPI candidates are revisited from year to year for periodic updates, modifications, and revisions. It assigns faculty to teach seminars. It oversees the candidate evaluation of faculty teaching in seminars.
- The Curriculum Committee works with other institute committees to develop individualized curriculum adjustments for students where necessary or useful, such as students who make up seminars because of leaves of absence, or have attended too few seminars to get credit, or whose analyst taught a required seminar. Those accepted as transfer students from other institutes may be required to take certain seminars before assignment to an already existing class. In all such instances, students may be added to existing classes at the discretion of the committee.
- The Curriculum Committee makes decisions concerning the selection from the faculty for teachers in each academic year; makes decisions concerning the development of and changes in the curriculum and assignment and reassignment of faculty; and collects evaluations from candidates on faculty and courses that it uses in the ongoing assessment of faculty and curriculum and provides feedback to faculty.
- The Curriculum Committee works with the Faculty Development Committee to facilitate its goal of fostering the highest level of continual development of all faculty members.
- The Curriculum Committee works to develop, implement, and evaluate curricula for educational pilot projects (such as the 2016 Open Course) that are developed within OPI to expand psychoanalytic educational offerings to non-candidates and explore features of a university model.

## Goals

The curriculum is designed to function within the traditional tripartite model of psychoanalytic education. Simultaneous course work, supervision of analytic cases, and personal analysis foster optimal analytic growth and development, and the integration of theoretical concepts with clinical practice. The continually evolving nature of psychoanalytic knowledge and relevance of multiple perspectives is central.

## Faculty Selection

1. Faculty members are encouraged to contact the committee to express interest in teaching a particular course and in pursuit of individual teaching goals.
2. Courses may be taught by an individual teacher or sometimes as a team. Team teaching may be the preference of an instructor or recommended by the CC. Team teaching may be used for recent graduates who are new to teaching to facilitate the introduction of recent graduates into teaching roles. The committee attempts to facilitate the best situation for each member of the faculty. Both local and visiting faculties are used in various combinations.
3. Advanced candidates may serve as co-instructors in didactic courses in the four-year core curriculum, but not in continuous case seminars.

## Evaluation

1. Feedback from Candidates: Written and verbal feedback for instructors and courses are essential to inform both the curriculum committee and the faculty development committee to better plan future classes, educational events, and to make necessary changes regarding teaching and the course work itself. Therefore, written feedback about instructors and courses at the end of a course are required to receive credit. In addition, the class liaisons meet with the class at the beginning of the year and at the end of each trimester to discuss all aspects of training. Class liaisons submit a report summarizing this meeting to the Curriculum Committee and the Executive Committee. The committee also encourages candidates to inform the class liaisons, the chair, or any committee member of problems while the course is underway so that issues may be addressed, and problems resolved while the course proceeds.
2. Feedback to Faculty: Evaluation of faculty is from multiple sources. These include candidate evaluation forms and reports from class liaisons collected and summarized after discussion by the curriculum committee. There is also verbal feedback from co-instructors regarding each other, as well as issues that emerged between them, based on open collaborative discussion between them. Course content, instructor effectiveness and style, and process factors are among the important variables. The intent is to open dialogue and feedback at all levels, so that significant issues or problems can be worked on and worked out in an atmosphere of mutual growth and learning. In addition, such open communication among instructors and committee will facilitate consideration of reasonable changes to courses or the curriculum. Feedback from all of these sources will be provided to faculty on an individual basis, via meetings with members of the committee, ordinarily at the end of each trimester.

## Analysts Teaching their Analysands and Tutorials

Training Analysts may not teach a class with an analysand present. Tutorials will be arranged by the Curriculum Committee as an alternative to taking a course where participation by the candidate is not workable. This will not be limited only to TA/analysand conflicts but to any situation where it is determined that issues of confidentiality are a factor.

The Administrator will send out a list of class instructors to the candidates in February of the year preceding the academic year in question and candidates will be asked to identify if their analyst will be teaching any of their classes for the year. If the candidate has a conflict, they will alert the Administrator who will inform the Curriculum Chair. The Curriculum Committee will then assign a tutor to the candidate and the Chair will inform the candidate about the selected tutor. If the candidate prefers to select their own tutor they may do so and may select

someone from the OPI faculty or they may select someone outside of the Institute who is willing to function in that role and follow the requirements for the successful completion of the tutorial. Eligible tutors would include analysts who have graduated from an APsA or IPA institute and are on faculty. If the candidate wishes to select their own tutor they must submit this request in writing to the Curriculum Committee for approval by April 1st prior to the academic year in question. The candidate is responsible for making all arrangements with the tutor including any payment that may be involved. Once a candidate has a tutor, either provided by the Curriculum Committee or through their own selection, they and their tutor must provide a tutorial plan to the Curriculum Committee at least one month prior to the start of the tutorial. It is required that the tutor contact the course instructor to discuss the plan for the tutorial.

The requirements for successful completion of a tutorial are:

1. The candidate will read all of the required readings for the course as assigned by the instructor.
2. The candidate and tutor will meet for a minimum of half of the number of hours of the missed course. For example, if a course is eight weeks long, the tutor and candidate will meet for a minimum of four sessions. These meetings can be 45 or 50 minutes in length.
3. The candidate will write a paper (several pages) summarizing the main themes of the articles in order to demonstrate comprehension of the material.

At the end of the tutorial, the tutor will provide an evaluation of the candidate's participation including documentation of the dates met and satisfactory completion of the paper.

### **Attendance Requirement**

Candidates are expected to attend 100 percent of their classes. Frequent absences will be regarded as an educational issue and referred to the Progression Committee for discussion with the candidate. In order to get credit for a course, the candidate must attend a minimum of 80 percent of the classes. If the candidate misses more than 20 percent of classes, the candidate must arrange a make- up assignment from the course instructor at the instructor's discretion. If the candidate misses 50 percent or more of the course, they will not receive credit for the course and the course will need to be made up at a future date. If the candidate receives no credit for a course, the instructor will notify both the Curriculum and Progression Committees. Candidates are expected to attend the entire time of the class.

An example of such a make-up assignment might be a written summary of the missed readings including the candidate's own thoughts and/or a discussion with the instructor about the readings. Whatever the assignment, if the instructor agrees that the make- up assignment has been satisfactorily completed, the instructor will inform the Curriculum and Progression Committees.

Due to the special nature of continuous case seminars, it is very difficult to arrange a make- up assignment. Candidates are expected to attend all continuous case seminars. The candidate will receive credit for the continuous case seminar as long as they attend at least 80 percent of the seminar during each trimester. If the candidate attends less than 80 percent of the continuous case seminar, but more than 50 percent during a trimester, the candidate might be able to arrange a make- up assignment at the instructor's discretion. The make-up assignment must be an equivalent experience in a case conference format. Examples of possible make ups would be to attend a case conference (the two day case conference would work at the APsA meeting) and writing up the discussion, or presenting clinical material at a Clinical Moments and writing up the discussion. If the make-up assignment is presenting clinical material at Clinical Moments, it will be the responsibility of the candidate to arrange this with the coordinator of Clinical Moments. It is emphasized that the make- up assignment must be approved by the instructor and the instructor will inform the Curriculum and Progression Committees as to whether or not the make- up assignment has been satisfactorily completed. If there is more than one instructor for the trimester, the instructors will work in coordination to approve a make-up assignment. If the candidate misses 50 percent or more of a case conference during a trimester, the candidate will not receive credit for the course.

## Virtual attendance

In general: OPI is an in-person psychoanalytic institute, and meeting in-person is an important part of our educational program. Our expectation is that Candidates will attend classes in person. We encourage instructors also to meet with the class in person whenever possible. If the instructor is not able to travel to Portland, they may teach remotely.

A special circumstance may arise that prevents the Candidate from attending in person. OPI provides the option to attend virtually in certain instances. It is the responsibility of the Candidate to communicate with instructor(s) and program administrator well in advance to arrange this option.

**Reasons for one-time remote attendance:** Candidates and instructors may attend remotely if they feel there is a risk of communicable disease by attending. This would need to be discussed in advance with the instructor/class. The administrator will need to be informed if the Candidate or instructor is opting to attend remotely. Remote attendance is not used as simply a more convenient alternative. If a Candidate or instructor has symptoms of a contagious illness, they should opt to attend remotely if they feel healthy enough to participate. If they test positive for Covid-19, students will inform their instructors and the administrator; if an instructor is ill they will inform the administrator. The administrator will inform the class members. No names will be used in compliance with privacy laws. The Candidate or instructor will not return to class until CDC quarantine guidelines have been fulfilled.

Rarely, an instructor or Candidate may need to attend remotely for a reason other than illness. An instructor should contact the Curriculum Committee chair to discuss the best plan for the class (remote, make-up class, or substitute instructor). A Candidate would need to discuss this in advance with the instructor and the class. This exception should be rarely utilized as we prioritize in-person learning.

In rare circumstances (i.e. pandemic, dangerous road conditions due to inclement weather or other natural disaster), virtual attendance may be used for all class members until a time when it is safe for all to attend class again in person.

If in-person classes are cancelled for one of these reasons, staff will email candidates and teachers and post a notice on the website. Generally, we follow the lead of Portland State University when deciding whether to cancel classes due to inclement weather and dangerous driving conditions.

If in-person class is cancelled, every effort should be made to either hold class virtually or have it made up at a different time, either in person or virtually. The instructor and the class will decide together what makes the most sense for them.

**Long-term remote attendance:** A circumstance may arise that could require long-term attendance via the virtual option. Such conditions might include a move out of state, or a medical condition that prevents travel but not participation in class. In these cases, the Candidate must submit a written request, following discussion with their Advisor, to the OPI Progression Committee for approval. Should this option be approved, the Candidate will notify the instructor(s) and program administrator to coordinate this option.

**Credit for remote attendance:** In both of the above circumstances (short-term and long-term), it is the responsibility of the instructor to sign the CME attendance sheet on behalf of the Candidate indicating participation of the virtual participant for the specific date(s). Candidates attending virtually are expected to announce when they are signing off, and the instructors should document if less than a full class period was attended. Candidates attending virtually are expected to be in a quiet environment and alone while participating to ensure confidentiality to fellow Candidates.

It is an APsA requirement that all Candidates have the following statement for each session of class.

**IMPORTANT DISCLOSURE INFORMATION FOR ALL LEARNERS:** None of the planners and presenters of this CME program have any relevant financial relationships to disclose.

By clicking the email link provided to join the class virtually, the Candidate is validating participation, including acknowledgement that the Candidate has read the disclosure provided in the email.