

**AMERICAN PSYCHOANALYTIC ASSOCIATION  
DEPARTMENT OF PSYCHOANALYTIC EDUCATION  
COUNCIL FOR EDUCATION ENCOUNTER DIALOGUES (CEED)**

**Mission**

The mission of the DPE Council for Education Encounter Dialogues (CEED) is to provide a forum for collegial enhancement of quality psychoanalytic education through dialogic exchange of educational ideas and practices between APsA institutes and between APsA and IPA institutes.

**Philosophy**

The philosophy of CEED is to move from oversight and top-down assessment to a collegial exchange of educational ideas and practices in a forum for dialogic exchange among colleagues. In collaboration with the IPA's Psychoanalytic Education Committee (PEC), the DPE has established a center for implementation of a collegial enhancement of quality psychoanalytic education. The model of dialogic exchange represents an innovative means for reviewing and enhancing policies and procedures for educating psychoanalytic candidates and increasing understanding and self-reflection within and between institutes. It invites reflection on the advantages and limitations of one's own institute's programs of psychoanalytic education in preparation for meeting with colleagues from other institutes. The encounter dialogues then provide a forum for exchanging information about elements of training and governance, learning and benefiting from one another's practices and organization, both within APsA and IPA institutes.

**Structures**

The DPE Council for Education Encounter Dialogues reports to the DPE Steering Committee. The director of CEED is a member of the DPE Steering Committee. A group of facilitators, consisting of APsA and IPA members, co-ordinates, implements, and moderates Education Encounter Dialogues. CEED collaborates closely with the Meetings of Societies program of PEC.

The structure of CEED is inspired by the IPA's program Meeting of Societies on Education, created by PEC. Four to five members from three institutes meet to exchange ideas and discuss their models of psychoanalytic education during two consecutive half days. The participants ideally consist of a director of training, the president of the institute, a senior analyst, a recent graduate analyst, and a candidate. The meeting is organized and moderated by facilitators from PEC and/or members of CEED. In addition, one or two observers from PEC and/or DPE might be present. A follow-up meeting is planned six to eight months after the encounter. If the initial meeting is virtual, the follow-up meeting will be in person, and vice versa.

**Implementation/Encounter Dialogues**

Three institutes/centers, initially two APsA institutes and one IPA institute, meet virtually or in person during national conferences, to discuss governance structures and education procedures. For two days they reflect on the institute's history, their current situation relative to the other institutes, and consider how they might address issues in the future. The

discussions are moderated by a member of DPE and/or PEC. In preparation for the meeting, the participating institutes are provided a “toolbox,” from which they can choose topics most relevant to them.

1. History and development of the institute
2. Governance structure
  - a. Structure of authority and eligibility for positions and committees
  - b. The role of candidates in governance
  - c. The composition and role of the Board of Directors
  - d. Institutional diversity
3. Organization and principles/practices of psychoanalytic education
  - a. Requirements and development of analysts of candidates
  - b. Requirements and development of supervisors of candidates
  - c. Requirements and development of faculty in didactic training programs
  - d. Curriculum
    - i. Integration of child and adult education
    - ii. Combination of psychotherapy and psychoanalytic education
    - iii. Integration of diversities in curriculum
    - iv. Community involvement in training
    - v. Values and issues regarding teleanalysis and teletraining.
  - e. Professional development
  - f. Assessment of competencies and progression
  - g. Graduation requirements
4. Concerns of candidates
5. Administrative aspects
6. Strengths of the institution
7. Challenges and areas of concern

A written summary of the themes of the education encounter is distributed to the participants of the encounter. Granted permission from institutes CEED will begin building an archive of useful psychoanalytic educational practices.

### **Follow-up**

Six to eight months after the initial encounter a follow-up meeting is organized with the participants of the encounter. The objective of this meeting is to assess how useful the encounter exchange has been for the institute; whether and how the ideas exchanged were taken up and discussed at the home institute, and whether they contributed to any changes in practices, procedures, and planning. Did the preparations for the encounter provide helpful reflections on the local practices, and did the “look from the outside” on their own institute make a difference in the functioning of the institute.

### **Listserv**

CEED might follow IPA’s/PEC’s lead and create dedicated education listservs with time-limits, and provide final summaries of the discussions. This is a good educational use of listservs and a

useful tool for exchanging ideas on a specific topic and creating community among analytic educators. An example of the topic of such a list serve could be Aspects of Supervision, including qualifications to be a supervisor, development of supervisory skills, such as teaching psychoanalytic technique, case formulation, and writing about clinical cases. Such a list serve might be open for two or three months, a final summary would then be available, and a new educational topic, perhaps on Professional Development, would follow.