

## Re: Institute for Contemporary Psychotherapy and Psychoanalysis



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**Founder, Vision for Equity LLC**

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Our team of facilitators is composed of leaders in psychiatry and psychoanalysis who have previously offered individual and organizational expertise on diversity, inclusion, implicit bias, social justice, health equity and multi-level racism through involvement with various stakeholders including health care professionals, medical educators and community members. We believe strongly that our combined training in the health and mental health fields, leadership in medical education and diverse facilitation experience make us a uniquely tooled team for your organization's needs. As change agent champions, we recognize the essential nature of intervening on both hearts (e.g. motivation & urgency) and minds (e.g. understanding and capacity building) to reach individual and organizational goals. We offer an approach that is rooted in compassionate transformational learning that calls on participants to hold themselves accountable for creating a more inclusive, equitable and just culture. As with any transformative experience, the psychological and emotional toll can be a barrier to progression. Thus, we rely heavily on the principles of transformational learning, psychological safety and a trauma-informed approach to ensure we have prepared the individual and organization for the road ahead.

Our goal at the end of each consultation, a process we are honored to be involved in, is that we leave you with the tools necessary to effectively do the in depth processing work we believe your organization has the capacity to accomplish. To that end, for Institutes early in their journey towards a more diverse and inclusive institution, specifically around addressing structural racism, we often propose first conducting an audit of the current landscape and then selectively offering training to address identified opportunities for growth. This structured process is essential for progressing beyond the stagnation of difficult conversations that can delay progress despite motivations for change. Thus, we propose for your Institute the following steps to move the process forward.

### **Audit of Curriculum and Syllabus, Remedies and Metrics for Success**

#### **Rationale:**

- The historical omission of ethnicity and race (and other issues of difference) during the development of psychoanalytic theory disavowed the powerful undertow of resistance and havoc created by racism in society and in clinical care. This disavowal is most concretely reflected in the traditional omission of scholarship by Black and brown psychoanalysts and other thought leaders in the field. The body of work by psychoanalysts William Bradshaw, Hugh Butts, Anton Hart, Dorothy Holmes, Narendra

Keval, Kimberlyn Leary, Dionne Powell, Beverly Stoute, Kirkland Vaughans, Frances Cress Welsing, and others are routinely excluded from the curricula of most psychoanalytic training institutes. Equally important are the work of Frantz Fanon, Sander Gilman, and others who have focused on the influence of culture, race and ethnicity and political social events on the practice of psychoanalysis and psychodynamic treatment.

- Because training institutes have historically omitted the contributions of those who have experience working with issues of difference, clinicians and instructors have not had the opportunity to develop fluency and comfort with language which capture the issues that manifest in society and in treatment. These issues exacerbate health disparities and undermine health equity and of course, diminish treatment outcomes. Because society is ever evolving, this language, understandably, changes over time.
- This audit will conclude with the provision of a contemporary glossary of terms and suggestions on appropriate use of these terms with colleagues and learners.

### **Audit Objectives:**

We will conduct a two part audit with diversity in mind and respect for inclusion that encompasses a review of the following in Stage 1:

#### **Exploring the Current Landscape of Diversity, Equity, Inclusion and Belonging (3 months)**

- 1) Vision, Mission and Goals - <https://icpeast.org/> <https://icpeast.org/schedule-capp/>
- 2) Curriculum -
  - a) Review each of the training institute's curriculum and syllabi (website and print) for the three most recent years. (Note: review of diversity resources do not include racism <https://icpeast.org/collaborative-knowledge-base/> ).
  - b) Review entire curriculum for presence of cultural variables and nomenclature used to identify "difference" such as race, ethnicity, sexual identity
  - c) Review classes aimed at covering diversity for historical to date readings, to include race-ethnicity and intersectionality literature
  - d) While we appreciate suggestions for including the added events that enhance membership exposure, these activities are not assessed in this audit as they are not as structured in your training. These activities include: conferences (unless these are annual and required), short courses, study groups, social events, membership and outreach)
- 3) Instructors - a review of CVs to determine diversity of faculty and instructors.
- 4) A summary of current strengths, weaknesses, and opportunities (from SWOP = strengths, weaknesses, opportunities and plan) which will include initial recommendations on how to address the blind-spots in the curriculum and course offerings.
- 5) Identify the prioritization of current needs with leadership and stakeholders (**note:** this would be a formal report presentation to leadership and staff followed by a discussion).

After reviewing the results of Stage 1 of the audit, we will shift to Stage 2:

#### **Supporting the Organization on Preparing Members for Addressing Diversity, Equity, Inclusion and Belonging. (Duration determine based on needs)**

- 6) Conduct an assessment (questionnaire including case vignettes for assessment of skills) on the knowledge and comfort levels with addressing the topic of racialization, racism and interracial encounters. This generally is relatable to other “isms.”
- 7) Identify priority findings for intervention post-assessment (**note:** this would be a formal report presentation to leadership and staff followed by a discussion)

After finalizing Stage 2, we can shift our focus to the organizational leadership for Stage 3:  
**Supporting the Leaders in Becoming a Multicultural Antiracist Organization**

8) Conduct a board training focused on developing racial literacy, applying a racial equity lens and building resilience for the road ahead. This addresses the request to work-through the white fragility, colorblind racial ideology and white supremacy culture pervasive within nearly all organizations.

9) Provide multimodal resources for building a frame for discussing, understanding, applying, and taking action on how to begin the journey of *becoming* an anti-racist organization.

10) Provide continuing education resources and requirements for development and maintenance of skill.

11) Metrics for progress and success with a suggested timeline

### **Cost Estimate**

Stage 1:

Collection, review and report on curriculum audit (\$12,500)

Stage 2:

Assessment of faculty and staff on racial literacy and identification of intervention priorities (\$5000)

Stage 3:

Board training (8 hours) on developing racial literacy, building resilience for race talk and

incorporating racial equity and antiracism into the organizational structure (\$7500)

**Total:** \$25, 000

**Consultation Team:**

**Jessica Isom, MD, MPH**, is a board-certified community psychiatrist and Clinical Instructor in the Yale Department of Psychiatry. She primarily works in Boston, MA as an attending psychiatrist at Codman Square Health Center as well as the Boston Medical Center Department of Psychiatry in the Psychiatry Emergency Services. She has continued to work with the Yale Department of Psychiatry residency program as a faculty track consultant leader for the Social Justice and Health Equity Curriculum. Her teaching highlights the history of racism, interpersonal challenges in interracial interactions, frameworks for health equity and provides a language for naming and responding to racism at multiple levels. She has been involved in teaching, coordinating and leading advocacy efforts in health care at the institutional, state-wide and national level. Dr. Isom currently serves as a member of the American Psychiatric Association Assembly representing Early Career Psychiatrists, where her contributions center on illuminating the need for health equity in organized psychiatry. She has also been elected to the Councilor Position for the Massachusetts Psychiatric Society where her focus on social justice and health equity provides an opportunity to improve the care provided to marginalized populations in the state. She is currently chairing an advisory group on Structural Racism for the Psychiatric Services Journal working directly with the Editor in Chief. She has also been recently appointed to the Editorial Board of the Community Mental Health Journal as a key stakeholder in their anti-racism efforts. Her honors include the residency Diversity & Inclusion as well as Medical Education awards and the national APA Area 1 Resident-Fellow Member Mentorship Award. She currently is working as a Diversity, Equity and Inclusion expert and facilitator at not for profit and for profit organizations. She received her MD from the University of North Carolina at Chapel Hill, where she also received her MPH with a focus on public health leadership. Dr. Isom is from North Carolina and was raised in a military family. Her professional interests include working towards eradicating racial and ethnic mental health disparities, mitigating the impact of implicit racial bias on clinical care, and the use of a community focused population health approach in psychiatric practice.

**Ebony Dennis, PsyD** is a licensed clinical psychologist, psychoanalyst and Adjunct Professor in the Howard University Hospital Department of Psychiatry and Behavioral Sciences. She is currently in private practice in Washington DC where she treats and supervises psychologists and psychiatrists with their clinical work. She currently consults with Ohio State University Administrators on Diversity and mental health issues and has created a Diversity and Inclusion

and Implicit Bias Curriculum for Student Athletes. Dr. Dennis has also been appointed to the Holmes Commission on Racial Equality in the American Psychoanalytic Association to address racism in the field of psychoanalysis. Dr. Dennis is a graduate of the Washington Baltimore Psychoanalytic Institute. She received her doctorate in psychology from the American School of Professional Psychology, and completed her Doctoral Internship at Johns Hopkins University. After receiving her Bachelors of Science degree in Psychology and African-American studies from Howard University while on a track and field scholarship, she worked community and school-based mental health with the DC Department of Mental Health (DCMH). For seven years while working with DCMH she served on the District's Crisis Team. She hails from East Lansing, Michigan, and proudly identifies as a midwesterner. She enjoys teaching about colonization, psychoanalytic theory and psychotherapy and supervising clinical work. Her interests include cancer survivorship, fertility concerns, sexual health, the challenges of being White in a growing ethnic society, gender and ethnic diversities, and health equity.

**Constance E. Dunlap, MD, DFAPA** is a board certified psychiatrist and psychoanalyst, who is actively engaged in clinical care, residency training, and advocacy to promote health equity by addressing structural racism in medical education and residency training. Dr. Dunlap is Clinical Professor of Psychiatry in the George Washington School of Medicine & Health Sciences' Department of Psychiatry and Behavioral Sciences. She has decades of experience working with diverse populations. She was educated at Wheaton College (MA) and Georgetown University School of Medicine (DC). She completed an obstetrics and gynecology internship at the Washington Hospital Center, psychiatric residency training at the George Washington University Hospital, and psychoanalytic training at the Washington Psychoanalytic Institute in Washington, DC. She is a former president of the Washington Psychiatric Society (WPS) Board of Directors and currently serves as a WPS Delegate to the Assembly of the American Psychiatric Association. Her honors include The American Society of Psychoanalytic Physicians' Henry P. and Page Laughlin Distinguished Citizen Award, The Washington Psychiatric Society's 2007 Psychiatrist of the Year Award, and membership in the American Psychiatric Association's Distinguished Fellowship and the American College of Psychiatrists. Dr. Dunlap was born in the American south and has spent most of her life in Washington, DC, where she lives and maintains a private practice. She is interested in the role of Intersectionality and the management of "difference" – race, gender, ethnicity, and sexual identity - in interpersonal relationships, group dynamics, and institutional structures.