



# Vision for Equity LLC

Date: June 6, 2022  
ICP+P Consultation (August 2021-May 2022)  
Closing Letter

## **Introduction**

We thank you for your engagement in our initial consultative process to support the antiracist transformation of the Institute of Contemporary Psychotherapy and Psychoanalysis (ICP+P) and its members. Your institution has embarked on a change process rooted in a thorough characterization of organizational strengths, weaknesses, opportunities and threats to a commitment to antiracism that will drive change efforts to create an inclusive space where everyone can feel they belong. We would like to offer the following summary guidance to support your successful transition into the next phases of this important work.

An expressed and demonstrated commitment to prioritized change ideas creates the space and resources needed for members across the organization to contribute their input and expertise. Many in the organization will be pleasantly surprised at the number of interested members who offer their time and skills to a change process after determining for themselves how authentically the change process will be undertaken--primarily calculated by the explicit investment of leadership. As with any change process, the overall vision informs each change idea and each of the phases of our collaboration with you will hopefully support your organization in its becoming an anti-racist teaching and learning space for all.

## **Consultative Summary**

We worked with ICP+P through three phases of work.

Phase one included assessing the landscape with regard to diversity, inclusion, inclusion and antiracism in the following training programs: Contemporary Approaches to Psychodynamic Psychotherapy (CAPP) Training, Couples Therapy Training, Fellowship Program, and Psychoanalytic Training. In so doing we conducted a Curriculum Vitae (CV) review and Syllabus review.



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The CV review highlighted potential opportunities for highlighting existing members of the faculty pool, and likely increased attraction of a faculty pool, who are primed to promote anti-racist values, successful recruitment of trainees and candidates that are seeking environments to prepare them for the 21st century needs of patients, and the promotion of environments that decrease the risk of complaints due to decisions influenced by bias, harassment, and discrimination - all ethics violations.

The Syllabus review highlighted use of terminology that inspires consideration of anti-racist, inclusive, culturally responsive and diverse readings, activities, images, and examples used in courses. One important highlight of the report is that many rubric components were apparent in >30% of submitted syllabi. This suggests a growing culture of attending to aspects of anti-racism, inclusivity, and belonging shaping course narrative descriptions and included resources.

Phase two focused on supporting the development of antiracist leadership. The leadership training included a review of racial literacy concepts including how racism manifests in institutions which are supported actively or passively by the individual. We engaged the leadership group in an organizational diagnostic assessment which summarized the organization's phases of antiracist development across a number of domains. The organizational leadership found ICP+P to be predominantly between Compliant and Affirming. We encourage use of this diagnostic tool institution wide to stimulate additional discussion and change ideas for continued antiracist transformation. Additionally, we introduced and applied Kotter's 8 step model of change which emphasized the need for leadership to set the tone and direction for members who would like to contribute to the change efforts and also emphasized the importance of proactively responding to change resistance in its many forms. To support leaders with these implementation ideas and suggested processes, we introduced and reviewed 6 C's of inclusive leadership which included Commitment, Cognizance, Curiosity, Collaboration, Cultural Intelligence, and Courage. Each of these will be important as space is created for antiracist transformation of the organization.



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We believe leadership would be most effective by first focusing on inclusive priority setting and creating an organizational structure that allows for accountability to the change process. There are often existing internal organizational structures that can be modified to include an anti-racist focus where members can be charged with implementing a number of change ideas. Thus, relying on an organizational chart to inform what new structures may be needed is essential to avoid reinventing the wheel. Finding a home for champions of antiracist transformation is important for building and sustaining momentum. We recommend the creation of a long term working group with cross-institutional representation, including from formal leaders, that can serve as a localized, stable and accountability focused source of change ideas to be implemented across the institution with supportive guidance. It is important that any working group also proactively seek out members who are most impacted by the institution's current stage of antiracist change, and, to respect offered boundaries around how much these members are willing or able to contribute at this time. We recommend all members read the Minority Tax by Dr. Kali Cyrus which we have attached to this emailed letter.

Phase three focused on collaborating with ICP+P faculty to support antiracism in the classroom. We were asked to address racial literacy in the classroom including skill building for faculty to be more equipped and comfortable in the classroom when addressing the evocative and rarely talked about topics of race, racism and whiteness. The training content included a discussion on race talk and its components, racialized scripts in the classroom offered by both learners and faculty, the relationship between levels of racial consciousness and faculty behaviors and a framework for approaching the classroom through an antiracist lens. We detailed that the stakes are high for everyone in the classroom and offered some framing-boundaries of engaging in such conversations-that included skills for responding to derailments of race talk through use of re-railing tactics in these conversations.



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Through this phase and the others, we consistently emphasized this is a long journey that the organization has embarked on and to have patience and persistence with battling such an ubiquitous element in our society, cultures, and organization.

## **Conclusion**

Antiracist transformation is very difficult to undertake as it requires members of the institution, no matter their roles and responsibilities, to question norms, practices and routine ways of being in the institution. This adds a significant level of stress to the culture and environment which represents the start of a transformative process that can ultimately bear welcomed fruit. For real actions to be taken in a sustainable way, there must be a shift in individual behaviors alongside a shift in the institution's functioning. For change to take hold and stick, maximizing opportunities to utilize psychoanalytic skill in the process of mourning and re-creation of a new multi-level dynamic will be essential. Throughout the information gathering and priority setting process, it is important to acknowledge the losses and gains represented by the organizational changes. Creating time and space for members to process their transition experiences every step of the way can keep resistance minimal and ensure long term engagement of the most committed members. In addition, psychological safety will be paramount in all organizational spaces to support authentic explorations of existing cultural norms and related pivots, and to discuss aspects of human difference that are often considered taboo.

To support this focus on both individual and institutional change efforts, we are prepared to offer interventions that will support the change process by discussing the foci of change, the context for change and the scale as well as the degree to which change is possible at this time. Recognizing that institutional leadership can support the vision and buy-in needed for the stretched aspects of leadership (inclusive of all who contribute to the ICP+P mission and vision) to engage in their own change efforts in the spaces they inhabit, we are prepared to offer continued leadership coaching and strategic planning support.



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With continued engagement across the organization, we will be leaning heavily into further articulating the stretching needed from all involved in supporting the ICP+P mission and vision to turn the tide on the status quo. We are excited about contributing to those discussions, educational opportunities and skill-building.

Suggestions for future consultation phases include:

- Educational opportunities, including experiential process groups, to increase racial literacy, support self-reflection, contribute to antiracist visioning and to strategically take antiracist actions
- Strategic planning with organizational leadership to identify the focus areas, scale and degree of antiracist transformation possible in the current organizational context
- Change management support in the form of individual and group coaching with an emphasis on managing antiracism resistance and implementation of change ideas

In closing, we encourage your organization to celebrate each and every one of your successes. This journey can be tiresome, and it is especially rewarding if you begin to see the fruits of your hard labor all along the way. We would like to reiterate our gratitude to the ICP+P leadership team, the consultation workgroup and all participants for their commitment to this organizational change initiative.

Warmly,

Jessica Isom, MD MPH  
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