

The Columbia Academy for Psychoanalytic Educators

A program of educational pathways for psychoanalytic graduates seeking to analyze, supervise, and teach trainees

12/18/18

I. About this document

This program description was developed by the Faculty Advancement Committee (Gloria Jean Stern MD and Robert Alan Glick MD, Co-Chairs) and Faculty Development Committee (Deborah Cabaniss MD, Chair) in consultation with the Steering Committee (Susan Vaughan MD, Director), Training Committee (Justin Richardson MD, Chair), and Executive Committee.

An earlier version of this document was then circulated for review by the entire Columbia Psychoanalytic community. Community members provided written feedback and participated in four discussion meetings in the month of December 2018. The Executive Committee reviewed the feedback received from the community and on 12/18/18 endorsed the program description in its current form.

The Faculty Advancement and Steering Committees are currently beginning the work of putting the first, pilot year of the program in motion.

II. Introduction

At Columbia we have a long-standing commitment to advancing the practice of psychoanalytic education. We have studied the impact of our training program on the careers of our recent graduates; the unique characteristics, aims, and effects of the training analysis; and the reliability of faculty assessments of candidate work as “mid-phase,” just to site a few examples.

We now look forward to adding to these contributions by creating two new training programs to help our graduates, and those of other programs, to develop their abilities as psychoanalytic educators. The Columbia Advanced Seminars for Psychoanalytic Educators (CAPE) will prepare psychoanalytic graduates to take on the core educational roles of analyzing candidates, supervising candidates, and teaching in the classroom.

We see these new programs as exciting additions to our current rich array of training programs. They will advance our mission to educate the educators and serve our goals of promoting the development and enriching the experience of our members in their postgraduate years. And they will benefit our candidates and faculty alike by adding a long absent piece of training and education for those seeking to become TSAs and teachers.

The Columbia Academy for Psychoanalytic Educators replaces the past system for appointing graduates to the role of Training and Supervising Analyst with a developmental pathway. It adds an educational component to the past system for inviting graduates to teach our didactic courses.

Of note, this program focuses solely on the postgraduate development of those seeking to work as psychoanalytic educators. Future proposals will address the interests of those seeking to advance their work and the field in other ways, including through research, administration, and scholarly writing.

III. Goals of this innovation

- A. To promote the career development of our graduates by providing them the training and mentorship to take on new challenges and responsibilities as educators.
- B. To provide the highest quality learning experiences for our students by investing in the education of their teachers.
- C. To grow our pool of Training and Supervising Analysts by creating a rewarding pathway to these positions that removes perceived barriers to assuming these key roles.
- D. To further establish the Center as a national hub for the training of psychoanalytic educators.

IV. The current professional context

A. A new opportunity

The practice of selecting a subset of analysts to supervise and analyze psychoanalytic candidates has a long and somewhat controversial history (see Appendix I). With the closing of the American Psychoanalytic Association's (APsaA's) Board of Professional Standards (BoPS), APSaA-approved institutes now have greater latitude to create their own processes for appointing Training and Supervising analysts. Each institute's

policies and procedures, like those presented here, are expected to meet APsaA's new Standards for Psychoanalytic Education (which are themselves consistent with IPA policies).

B. ApsaA Standards

These Standards call for the following criteria to be met by an analyst seeking to perform the functions of supervising or analyzing trainees:

1. The analyst is in good ethical standing.
2. The analyst has at least five years of postgraduate psychoanalytic clinical experience prior to the appointment.
3. The analyst has experience with the termination of a psychoanalytic treatment.
4. The analyst has shown evidence of clinical immersion through the conduct of analytic treatments after graduation. Control cases continued after graduation qualify toward immersion.
5. The analyst has demonstrated clinical competence by presenting clinical material to the appropriate group designated by the institute.
6. The analyst is an Active Member in good standing of the American Psychoanalytic Association.

Of note, APsaA does not call for or recommend the following:

- a) Certification by an outside body, such as the American Board of Psychoanalysis, or
- b) A specific number of patients treated or analytic hours conducted by the analyst.

With regard to supervisory functions, APsaA Standards call for the institute to “assess, using a work sample of supervisory

interactions, the analyst's pedagogical knowledge and skills relevant to supervision, including the ability to conceptualize clearly and effectively and to articulate well the theory and technique of analytic process, and to establish and maintain an appropriate supervisory relationship.”

APsaA does not presently suggest a method for selecting or training didactic teachers at member institutes.

C. A range of approaches

Many APsaA institutes are now in the process of developing their own new approaches to the selection of Training and Supervising Analysts.

The Spring 2018 Educational Forum of APsaA's Department of Psychoanalytic Education (DPE) was dedicated to exploring the range of views and practices across APsaA institutes regarding the Training Analyst system. Representatives of each institute took up several questions in a wide ranging discussion including, “What are the advantages and disadvantages of requiring that candidates be in psychoanalysis during their psychoanalytic education?” and “What are the advantages and disadvantages of vetting those analysts analyzing candidates for clinical competence?”

Attendees generated a wide range of responses, including:

- “Vetting is not unbiased; all depends on *how* the vetting is done.”
- “We should separate TA and SA. Distinguish vetting for clinical immersion and clinical competence.”
- “Why has TA become the pinnacle in analytic training?”
- “Let the market decide.”

- “Every institute wants to do a credible and excellent job in educating analysts.”
- “We should not reduce standards to a slippery slope of good and bad.”
- “Instead of vetting, we should encourage people to progress, i.e., we should have a developmental system.”

As APsaA institutes grapple with these and other questions, many have already begun to implement their own procedures for appointing and training faculty members. A variety of approaches have begun to take shape. Some, have hewed to the traditional BoPS requirements for TSA appointment (such as external certification and a specific number of months of analyses conducted). Others have used the greater latitude of the DPE guidelines to craft policies suited to their own unique circumstances and culture.

V. How this proposal will improve on our past practices

A. Inviting our graduates to grow with us and share their skills

One of the characteristics that unites our community members is our love of learning. The idea for this program has grown out of our appreciation of that love. It aims to substitute a process that has been experienced as primarily one of testing with one that will focus on teaching.

Moreover, some have described the traditional process of pursuing appointment as a Training and Supervising Analyst as solitary. CAPE will instead bring together a cohort of graduates to prepare together to assume these new responsibilities in an atmosphere of mutual support, building collegial relationships that we hope will be sustaining throughout their careers.

By creating a more rewarding pathway towards assuming the role of Training and Supervising Analyst, we hope to bring more of our graduates into those roles and build our program's capacity.

The need for such a change is great. While we are currently just able to meet our candidates' needs, our TSA numbers have been steadily declining over the years, and we will not be able to continue the way we have unless that trend reverses. A few key facts:

1. Over the past 15 years we have added 15 new TSAs to our faculty. Over that same time period, however, we have lost 21 TSAs and an additional 5 have reduced their availability to supervise to only one candidate, the equivalent of losing 24 total TSA. This is a trend that is not sustainable long term. It is essential that we find new ways to grow our shrinking TSA ranks.
2. It has consistently been the case for the past 30 years that approximately 20% of our graduates go on to become TSAs. This figure represents a small minority of those who on graduation plan to take on that role. The Columbia Postgraduate Analytic Practice Study (CPAPS)—the study helmed by Sabrina Cherry which has tracked our graduates' practice and career interests prospectively since 2003—found that 76% of our graduates from 2003-2009 expressed an interest in becoming a TSA. However, 90% also described barriers to meeting the requirements for that role.

3. Barriers to TSA status - These graduates identified several barriers, including the need to write up cases in order to apply for certification, to find what they imagine to be acceptable cases and terminations, and to maintain a robust 4x/wk analytic practice. These graduates do practice analysis—most had at least one patient in 4x/week analysis at most points of the study—just not at the level of the former BoPS immersion criteria.
4. Consequently, fully one third of graduates between 2003 and 2009 followed a common but concerning path. Shortly after graduation, they expressed interest in becoming a TSA. But over time, their interest waned and they devoted their energies to other pursuits. Ultimately, none went on to get certified. None fulfilled their initial desire to become a TSA.

We believe that we can build a larger pool of graduates who go on to perform these crucial teaching roles of supervising and analyzing candidates if we

- a) Remove the potential stumbling blocks of the certification exam and two write-ups,
- b) Replace them with a rewarding training program,
- c) Adapt the exposure requirement to better reflect and recognize the analytic work done by our graduates, and
- d) Invite graduate analysts into an educational pathway shortly after graduation while investment in the Center and interest in taking on training analyst and supervising functions remains high.

B. Better preparing our new faculty

The functions of supervisor, training analyst, and didactic teacher are the heart of our training programs, yet we have never trained our faculty members to perform them.

While our supervisors have been assessed for their clinical skills and theoretical knowledge prior to their appointment, and excellence in conducting a clinical analysis is a necessary foundation for providing supervision, the skills required for supervising candidates are unique and have not been taught in our program, except by example.

The role of analyzing candidates in training has unique challenges which can be profitably explored, examined, and prepared for prior to taking on this role. But we have not provided this preparation to our beginning Training Analysts.

Teaching trainees, like analyzing and supervising them, is a key function of our graduates and a cornerstone of the psychotherapeutic and psychoanalytic education we provide. Some of our trainees graduate with extensive teaching experience, while others have much less. Although our didactic teachers have typically been brought on through a process of apprenticeship (as Associate Instructors), we have never helped them develop their teaching skills by providing direct instruction in teaching techniques.

This program will supply this missing educational piece for our key teaching positions. We believe the result will be greater ability, comfort, and confidence among our new faculty members and an improvement in the quality of our instruction.

C. Establishing the Center as a hub for training the field's teachers

Finally, by opening this program to graduates of other institutes following a pilot phase, we hope to share our expertise with psychoanalytic educators from neighboring centers and further establish Columbia as a leader in the field of psychoanalytic education and training.

VI. CAPE for Supervising and Analyzing Candidates

A. Eligibility

1. During the pilot phase of this program, participants must be graduates of one of Columbia's psychoanalytic training programs (adult, adult and child/adolescent, or accelerated child). Following the pilot phase, we hope to open this program to graduates of other institutes, whether or not they wish to supervise or analyze Columbia trainees in the future.
2. Participants must have completed their training at least three years prior to entering the program (thus, on completion of this two year program, they will meet the APsaA standard of being at least 5 years out of training).
3. Entrance into the seminar program requires a demonstration of clinical competency. This can be met in one of two ways:
 - a) Participants may submit Senior Level Supervisory Assessment forms completed by two (past or present) supervisors each showing an average rating of "meets expectations" or higher on the Center's Senior Learning Objectives. **These assessments may be those completed during training or they may be completed by private**

supervisors (who are Columbia TSAs) in the years after graduation, or

- b) Participants may obtain certification through the American Board of Psychoanalysis

We hope that by creating two different routes to satisfying the competency entrance criterion we will increase the accessibility of the program. Each route has its own benefits.

Supervisory assessments have the advantage that they are based upon a deep appreciation of the individual's clinical work and thinking—in many cases drawing on several years of weekly supervisions. Since the evaluations may be completed during training, candidates whose work meets our definition of clinical competence will already have satisfied this key criterion with their final semester supervisory assessments. No additional step, which might act as a stumbling block, need be taken. And because the core competencies being assessed are our own Learning Objectives, they represent our faculty's consensus of the skills and knowledge necessary to conduct an analysis and can be modified by our faculty as we see fit.

External Certification through the ABP, alternatively, may appeal to others who wish to test their abilities by presenting work to those outside of our community. Graduates whose Senior supervisory assessments during candidacy did not on average show them as “meeting expectations” and who have not been in private supervision might choose to take this route to

demonstrate the skills they've acquired in the years following their graduation.

For the next several years, those who apply to the program will not have had these assessments completed during their training. They may either

- a) Identify two past or present Columbia TSA supervisors who are available to fill out the assessments on their behalf. This may require establishing a new private supervision of sufficient length that the supervisor(s) may assess the graduate's abilities, or
 - b) Obtain certification from the ABP.
4. Participants must be actively engaged in conducting analyses, supervising, and teaching.
- a) They must have two or more ongoing analytic cases at a frequency of three to five times weekly, at least one of which was begun after graduation (the other(s) could be continuing control case analyses).
 - b) They must have experience conducting psychodynamic psychotherapy supervision of mental health trainees, e.g. residents, interns, externs, MSWs, for at least 3 years and at least one current supervision.
 - c) They should also demonstrate that they have been teaching at the Center, a residency, or a doctoral psychology program.

This criterion ensures that participants will have ongoing analytic and supervisory process material that they can bring to the seminars for discussion, an essential part of

this training program. It also replaces the former exposure requirement of 3000 hours of analysis for TSA approval.

Of note:

- d) This change should be understood in the broader context of our program's shift from a process of approving graduates believed to have already acquired the experience needed to serve as TSAs to one of training our graduates to assume those functions through a two year program.
- e) In addition to the training they will receive, this requirement takes into account the fact that participants will continue to gain additional experience during the two year program prior to beginning to supervise or analyze candidates.
- f) It is more in keeping with our graduates' practices as demonstrated by the CPAPS study (see below), and we believe it will serve as less of an obstacle to the advancement of our graduates.
- g) Finally, while in the past Columbia has followed the BoPS exposure requirement, our former process has prioritized the importance of establishing competence above the meeting of specific numerical exposure requirements (see Appendix II for details on our past practices.)

5. Participants must be in good professional and ethical standing, as demonstrated by a letter from the Director.

B. How selective are these criteria?

In framing these eligibility criteria, we have sought to serve two crucial needs. On the one hand, we have selected parameters of admission that we believe will broaden the pool of those able

to serve as TSAs beyond the traditional 20% of graduates – a percentage that has resulted in a steady net loss of TSAs over the last 15 years. On the other hand, we have considered it equally important to choose criteria likely to yield program graduates in whom we will feel confident entrusting the treatment and education of our future trainees.

Data from the Senior Supervisory Assessments of our candidates and recent graduates and from Sabrina Cherry's CPAP Study shed light on how well the proposed eligibility criteria may meet those two needs.

1. Competency requirement

We analyzed all Senior Supervisory Assessments of candidates completed in the 2017-18 academic year. A total of 16 senior candidates and recent graduates had been assessed by one to four supervisors each. By averaging the scores of the two best assessments for each candidate or graduate we found that, based on their latest assessments, 63% (10/16) of those studied would meet the eligibility requirement of achieving a minimum average score of “meets expectations” or better on two supervisory assessments.

We expect that many of these candidates will show some improvement in their assessment ratings prior to graduation, resulting a somewhat higher percentage of eligible graduates. But it seems reasonable to conclude that approximately $\frac{1}{3}$ of our candidates would not meet the proposed competency entrance requirement upon graduation.

2. Exposure requirement

We also analyzed the data gathered by Cherry from CPAPS showing the actual postgraduate clinical experience of 47 Center graduates from 2003 - 2014 who have been followed over time.

The analysis found that 38% (18/47) of graduate respondents in their 3rd or 4th postgraduate year would have met the requirement of having two ongoing analytic cases (at a frequency of 3-5x/week) at least one of which was begun after graduation.

Alternatively, if we were to amend this criterion to require three ongoing analytic cases to enter the program, only 23% (11/47) of respondents would be eligible to participate.

Hence, requiring one more than the proposed two cases would likely reduce our rate of TSA development to roughly our traditional (and insufficient) 20% of grads.

C. Entering the program

To enter, a graduate will submit the above materials to the Faculty Advancement Committee.

There is no interview, essay, or other application process. Once ample time has been given to those who are interested to prepare their materials for submission, those who meet the eligibility criteria will be accepted.

In order to ensure the best educational experience for participants, class size will be capped at six to eight participants. Those who apply after the class is filled will be kept

on a waitlist and admitted to the following year's class. Should more than six to eight express interest in a given year, consideration will be given to grouping together participants with similar levels of experience.

D. Course of study

This two year program consists of three key components: didactic seminars, individual supervision, and a peer supervision group.

1. Seminars - seminars will meet monthly, 9-10 times each year (for a total of 18-20 sessions over the two year program) lasting 90 minutes each. Each meeting will combine the discussion of assigned literature with the exploration of case material presented by one participant. During the supervisory section of the course, one participant will assume the role of supervisor to the presenter. Following the case presentation, each participant will write a page of their reflections on the material presented. An important feature of the seminar process will be the participant's discussions as they share their written work and explore the clinical material together.

During the pilot phase, the first year of seminars will focus on the training analyst role. The second year will focus on the supervising analyst role. Based on the participant and faculty experience of the pilot, this course structure may be adjusted. For example, the two subjects might subsequently be taught simultaneously in two concurrent tracks.

As a significant focus in the training analysis seminars will be on those specific countertransference issues and

enactments that differentiate a training analysis from a non-training therapeutic analysis, it would be optimal if these presentations were of mental health professionals from the participants' private practices, or family members of these professionals.

Topics to be explored in relation to supervision include discussions of pedagogy, styles, and goals of supervision, and presentations of current supervisions. These seminars will have a particular focus on how to teach analytic thinking and the creation of psychoanalytic formulations that include theories of psychopathology, process, transference/countertransference enactments, and therapeutic action. In addition, discussions will address the particular vulnerabilities of candidates in the supervisory situation, parallel processes, split transferences, and boundaries. The seminars will emphasize how to give feedback (particularly for trainees who are having difficulty), how to operationalize the work, how to help with writing, and how to make a supervisory alliance.

The faculty, topics of study and reading list for these seminars is under development.

2. Supervision of participants - All participants will work with an individual supervisor to help further the teaching goals of the seminars. Supervision will be provided by the Center's current Training and Supervising Analysts with matches made in consideration of participants' choice of available supervisors. Participants will meet with their supervisor once monthly.

In supervision, participants will present clinical material from analyses and supervisions they are conducting. These meetings will help the program follow its participants' developing abilities and provide individual feedback regarding strengths and challenges, while also monitoring the effectiveness of the teaching.

3. Peer Group Supervision

To complement the seminar and individual supervision experiences, the cohort will also meet monthly in a peer-led group supervision.

This component is intended to foster the development of collegial relationships and peer supervisory skills which we hope will sustain the participants for years after their completion of the program. Encouraging the participants to supervise one another in the absence of a TSA faculty member is designed to promote the development of independence, authority, and mutual reliance among participants that are goals of the program.

Participants may elect as a group to meet more frequently than once a month.

E. Details

1. Cost - As the seminars prepare graduates to make a substantial contribution to the Center, this component of the program will be free for all Columbia Psychoanalytic graduates. Following the program's pilot phase, should members of other institutes choose to study with us, they will be charged a tuition for participation in the seminars. Participants will pay their individual supervisor a mutually agreed upon fee for their monthly meetings.

There is no charge for the peer group supervision.

2. Times and location of meetings

- a) Seminars will be held monthly in the private office of the instructor at the most convenient time for instructors and participants.
- b) Individual supervision will be held monthly in the supervisor's office at a time of the supervisor and supervisee's choosing.
- c) Peer group supervision will be held monthly (or more frequently if desired by the participants) in the private offices of the participants on a rotating basis at a time of the group's choosing. A lunch hour meeting on a weekday may be the most convenient time.

F. Teaching Goals

The program's faculty are presently delineating teaching goals upon which the curriculum will be based. We hope they will direct the participants' ongoing learning both during and after participation in the program.

1. Training Analyst Teaching Goals

In short, the chief goal of this component of the course is to give the participant a deep understanding of and familiarity with those aspects of conducting an analysis that are unique to the Training Analyst/Candidate dyad.

Participants will become familiar with the literature about analyzing candidates, particularly theories about the aims of the analysis of trainees (educational aims, modeling

etc.) And through supervision and class work they will develop their abilities, among others, to

- (1) work with specific countertransferences related to the “fishbowl” experience, having differing opinions from classroom teachers and/or supervisors, anxieties about the trainee’s abilities, etc.
- (2) make a treatment alliance with a soon-to-be colleague
- (3) support trainees through their training
- (4) work with trainees who decide through the course of analysis to end their training
- (5) treat trainees who require adjunct treatment with other types of psychotherapy and/or medication,
- (6) understand the relationship between termination and graduation, and
- (7) thoughtfully manage post-termination contact at the institute.

2. Supervising Analyst Teaching Goals

The overarching goal of the supervising analyst track is to train sensitive and skilled supervisors for our candidates. Course material and exercises will be selected to develop participants’ familiarity with the relevant literature as well as the following skills (among others):

- a) Formulating what may be useful to deepen supervisee’s knowledge and skill
- b) Helping the supervisee formulate their dynamic and clinical understanding of the patient and the process
- c) Providing written and verbal feedback to supervisees,

- d) Making a supportive supervisory alliance, including conveying an encouraging attitude, maintaining a non authoritarian stance, and communicating that the supervisee is a colleague.

G. Feedback

A key dimension of the program, frank feedback will be embedded in the pathway and will help graduates hone their skills and focus on areas which require more attention, supporting them in developing an approach to lifelong learning.

Participants will receive ongoing feedback throughout the program from seminar leaders, supervisor, and peer participants. In addition, at the end of each semester the supervisor will provide more formal feedback regarding the participant's achievement of the specific learning objectives of the program. The goal of this feedback is to develop the participant's awareness of his or her own areas of relative strength and weakness and to focus the participant's future learning.

Finally, participants will complete self assessments of their learning at intervals throughout the program. These self assessments will be designed to help participants develop a life-long practice of professional self-reflection in the service of continued learning and growth as well as awareness of challenges and limitations.

H. Course completion, assumption of training roles, and ongoing learning.

After completing the program participants will go on to assume the responsibilities of analyzing and supervising candidates.

Program completion entails:

1. full participation in the seminars,
2. full participation in the individual supervision, and
3. full participation in the peer supervision group.

After course completion, all participants will have the opportunity and responsibility to continue to develop their own skills, especially in particularly challenging areas identified through program feedback. The Faculty Advancement Committee can arrange supervision and mentoring to enhance continuing self-study.

Those who complete the seminar series may decide whether they wish to take on the functions of TSA (combined) or SA only. In order to ensure a sufficient number of supervisors to meet the Center's teaching needs, all those who wish to serve as training analysts must also supervise candidates. All will be expected to have two or three candidates in supervision at a time, and to prepare and discuss written educational assessments with the candidates twice yearly.

I. Ethics Committee and oversight

To address any concerns regarding the ethical behavior of the Center's members a new Ethics Committee is currently being formed with John Barnhill, MD as Chair.

As has long been the case, should a faculty member who has been approved to conduct training analyses and supervision not live up to the Center's expectations regarding those functions,

their work will be reviewed by the Faculty Advancement Committee.

Any changes to their approval for these functions, if necessary, could be appealed through the Center's appeals process (first to the Training Committee, then the Director, finally to the Department's Vice Chair for Education).

- J. Development of this program - The pilot phase of this program will be a subject of ongoing evaluation. Participant eligibility criteria, curriculum, and assessment will all be developed over time in response to feedback and outcome. After the pilot phase, this program can be opened up to graduates of other institutes who will pay a tuition.

K. Comparison of CAPE with former process of appointing TSAs:

	Old system	CAPE
Eligibility		
– Competence	External Certification	a) 2 Sr. supervisor assessments of “meets expectations” or above or b) External Certification
– Experience at 3 years out	-	Two ongoing 3-5x/wk analyses (at least one started after graduation)
– Experience at 5 years out	3000 hours of 4-5x/wk analyses	-
– Years of experience before TSA appointment	5	5
Process		
– Evaluation v. training	Evaluation of work by two TSAs in variable number of meetings	Two-year training program with multiple TSAs, supervision & peers
– Solo v. cohort	Applicant works alone	Participants work as a group
Training		
– Course work	-	Two years of monthly seminars in training analysis and supervision
– Individual supervision	-	Two years of monthly supervision with Columbia TSA
– Peer supervision	-	Two years of monthly meetings
– Written work	2 case write ups for external certification	Brief, monthly, in-class writing assignments

VII. CAPE for Didactic Teaching

This program will combine active teaching experience with seminars. For all graduates relatively new to teaching, participation in the program would precede or accompany taking on a didactic teaching position (such as Associate Instructor) at the Center. Participation is optional for those who currently or have previously provided didactic instruction at the Center as well as for those with extensive prior teaching experience elsewhere.

A. Program Goals

The goal of the course is not to teach participants one way of teaching, but rather to help them develop their own teaching styles and approach the task of structuring a single class or an entire course in a way that best serves their own goals.

Special attention will be given to learning the use of backwards design, in which teaching activities are developed based upon the goals the instructor hopes to achieve.

B. Eligibility

1. This program is open to all senior trainees (e.g. 4th and 5th year psychoanalytic candidates) as well as all graduates of the Center's psychoanalytic and psychotherapy training programs.
2. Following the pilot phase, the program will then be open to members of the broader psychodynamic psychotherapy and psychoanalytic community who have completed an advanced course of study similar to those offered at the Center.
3. Given the "lab" nature of this class and in order that they will have material to bring to the course, all participants will be required to be actively teaching during their time of participation in the seminar. These positions may include teaching graduate students, medical students, or residents. For those wishing to participate who do not have a teaching position, the seminar faculty will help the participant find an open teaching position (such as teaching Creedmoor psychiatry residents at PI).
4. Those who have already served as didactic instructors at the Center may participate in this program if they wish based on availability.

C. Faculty - the course will be taught by members of the Faculty Development Committee, including Drs. Deborah Cabaniss (Chair), Ruth Graver, Diana Moga, David Schab, and Anna Schwartz

D. Details

1. Cost - As the seminars prepare graduates to make a substantial contribution to the Center, this program will be free for all Columbia psychoanalytic and psychotherapy program graduates. Following the pilot year, should members of other institutes choose to study with us, they will be charged a tuition for participation.
2. Time and location of meetings - After a pilot phase during the first year, we envision offering this course at PI during the psychoanalytic training program's Monday elective slot to make it easily accessible to senior candidates (who would obtain credit for the course as a part of their analytic curriculum) as well as graduates.

E. Course of study

This course will be conducted as an active workshop designed to help the participants construct classes that they are actively going to teach.

There will be initial exercises in which participants will learn how to construct teaching goals and teaching activities, and about different types of teaching activities (group work, role play, pair share, reflective writing etc.). Then participants will begin to work on the actual lessons they will be teaching, both individually and in groups.

Participants will workshop their ideas, integrating feedback from the group over the course of weeks, culminating in an actual teaching experience. This can be in front of the group, with the group as their “lab class” or as an observed class with actual learners, or both. Finally, participants will receive feedback and have an opportunity to integrate that input and improve their work.

F. Teaching placement following program completion

1. The current practice of Curriculum Committee working with course chairs to select instructors they would like to join their course will continue.
2. In order to improve the transparency of how these teaching assignments are made and to make it possible for graduates to put themselves forward for consideration for these roles:
 - a) Course heads with an opening will contact Curriculum and Faculty Development with the particulars of the position.
 - b) Those committees will send out a broad announcement of the opening to the Center community.
 - c) All those interested will be asked to make their interest known to the Course head.
 - d) Course heads can also personally invite specific graduates to apply.
 - e) Course heads will then select among all of those interested through a process of their own devising, which could include informal conversation, interview, submission of a proposed class, etc.
 - f) If a Course head would like to bring on a faculty member who has not taken the teacher training, that

person will be expected to take the course during their first year of teaching, with the following exceptions:

- (1) Those who have previously provided didactic instruction at the Center will not be required to take this seminar, but their participation is welcome should they choose to join.
- (2) The seminar will also be optional for those with extensive experience teaching elsewhere.

Appendix I. History of the TSA system

G. Evolution of the concept and requirement

Following upon Freud's initial idea that self-analysis was key to being an analyst, an idea he later modified in favor of being analyzed by someone else, a training analysis was first established as a requirement for becoming an analyst in 1920.

Shortly thereafter, in 1922 the Seventh International Psychoanalytic Congress established that a trainee's analyst must be someone approved for that role by the analyst's Society.

Following on that requirement, a set of processes were established and maintained by the American Psychoanalytic Association and its member institutes to assess analysts and appoint them to the roles of training and supervising analysts. While those processes changed over time, the principle behind them remained the same, that given the importance to the education of a training analysis and the supervision of cases, institutes had a responsibility to vet those who would be performing those roles to ensure the quality of trainees' experiences.

H. Critiques and controversies

Setting aside the debates within the profession of the nature and function of the training analysis, the practice of designating some analysts as Training and Supervising Analysts (TSAs) has long been controversial and is not universally accepted.

Our own Otto Kernberg has been an outspoken critic of the system. Among many others, he contributed a chapter to the recently published book *The Future of Psychoanalysis: The*

Debate about the Training Analyst System, which is the basis of a forthcoming 2019 IPA panel discussion.

Contemporary concerns and criticisms regarding appointing TSAs to provide analyses and supervision for candidates during their training include:

- Questions regarding the reliability and validity of the system for evaluating and certifying those seeking appointment as TSAs
- Concerns regarding the creation of what some have experienced as a privileged subgroup of analysts, the TSAs, in whom much of the political power in institutional and academic psychoanalysis has traditionally rested.
- Criticisms that a lifetime appointment would be based on a one time vetting by a small group without any initial or continuing education or process related learning about the tasks to be performed.

Appendix II: Our recent past practices at the Center

Under the former BoPS requirements, Columbia's process of selection and training of TSAs entailed the following:

- I. External Certification - all those interested in serving as TSAs have been required to go through an external certification process meant to assess their clinical skills and knowledge. Currently this process is carried out by the American Board of Psychoanalysis (ABP). It involves:
 - A. Submitting for review two cases of different genders, one of which has terminated and one of which is in mid-phase, conducted at a frequency of three to five times weekly,
 - B. Sitting for an oral examination conducted by ABP members, "designed to assess an individual analyst's knowledge, skills, and attitudes necessary for providing competent psychoanalytic treatment at the postgraduate level" in which process notes for these two cases as well as a third case are discussed, and
 - C. Paying an application and examination fee totaling \$950 (\$1,700 for combined child and adult certification) as well as an annual fee of \$150 to maintain certification.
- II. Once certified, graduates must meet additional exposure requirements, established by BoPS, in order to apply for approval as a training and supervising analyst at Columbia:
 - A. having conducted 3000 hours since graduation of 4-5x/wk psychoanalysis of both male and female patients.
 - B. Two cases begun by the applicant after graduation that have been in 4-5x/wk analysis for a minimum of 3 years each.
 - C. Of note, Columbia's policy has clarified that "The requirements for number of years post graduation and number of patients in analysis during the previous five-ten years are guidelines, not inflexible requirements, for the acquisition and consolidation of analytic expertise and a firm analytic identity. In cases where

these numerical prerequisites are not met, but where competence conducting analysis and analytic psychotherapy are felt to have been demonstrated, the TSAC will proceed with the evaluation interviews.”

- D. Applicants have been strongly encouraged to have two to three years experience in providing psychotherapy supervision.
 - E. The applicant must also have graduated from training at least five years prior to applying.
 - F. Those having passed certification and having met these criteria then presented clinical material to two Columbia faculty evaluators over a series of meetings spanning several months.
 - G. The applicant’s work was discussed among members of the former TSA committee who made a recommendation to accept or reject the applicant. That recommendation was brought to the Executive Committee where it was discussed and voted on.
 - H. No training in the skills and knowledge required to provide supervision nor in the unique aspects of analyzing candidates was provided to applicants during or after their approval process.
- III. Our process of selecting and training classroom teachers has typically involved the following
- A. Course chairs reach out to graduates whom they would like to join their courses. At times this process has been coordinated and led by the Curriculum Committee.
 - B. New teachers often begin as Associate Instructors, an apprentice-like position in which they attend all classes and act as assistant teachers, providing administrative support to the faculty and promoting continuity for the students.
 - C. After one or more years as an Associate Instructor, the graduate typically begins to take on the primary responsibility for teaching one or more classes.
 - D. No formal instruction in the development of teaching skills has been provided to our graduates entering teaching positions.

