OVERVIEW OF THE ROLE AND RESPONSIBILITIES OF TRAINING AND SUPERVISING ANALYST

Why does the Center appoint training and supervising analysts?

The faculty appointment of training and supervising analysts (TSAs) represents the Center’s deepest concern with providing the best possible training in psychoanalysis to our candidates. By appointing an analyst to this position of responsibility, the Center is simply affirming that it has made an in-depth evaluation of the personal qualities and skills it feels are essential for the analyst to have in order to assume these functions. These include a superior level of clinical work as analyst and supervisor, an appreciation of the specific exigencies and stresses of working intimately in the training situation for both candidates and themselves, the highest standards of ethical integrity, a command of psychoanalytic knowledge and principles of practice, dedication to doing psychoanalytic work in one or another of its various aspects, and a solid professional identification as psychoanalyst. We take for granted that the analyst who applies for TSA appointment expects to comply with the attendant responsibilities of this position and feels that her/his analytic clinical and supervisory skill has reached a superior level of quality essential for these two functions.

Responsibilities of a training and supervising analyst

To a great extent the work of a TSA is a labor of love. The TSA is expected to be available to conduct a minimum of one training analysis and the supervision of up to three candidates. Supervision of candidates is done pro bono, and the fee for training analyses is set with consideration for the considerable cost of tuition and other associated training fees and the overall financial situation of the candidate. We feel that the candidate’s analysis during analytic training is one of the two most essential components in the development of an analyst. With the exception of informing the Center that the analysis is taking place, the training analyst keeps everything to do with a training analysis absolutely confidential, and the candidate’s progression throughout the course of training is kept entirely independent of the analysis. Supervisors, on the other hand, are required to submit assessments of candidates’ development and the quality of their analytic work to the Progression Committee periodically as well as to meet with the Progression Committee from time to time to discuss their candidates’ work. TSAs are also expected to serve as evaluators for applicants for TSA appointment and to attend TSA meetings to take up issues of concern.

The process for appointment as a TSA takes place in five stages:

I. Preliminary review of the application by the TSA Committee
   B. Selection of two TSA evaluation interviewers
II. Presentation and discussion of analytic and supervisory work with the interviewers
III. TSA Committee review of the entire application evaluation for determination for recommendation
IV. Executive Committee review of prerequisites and TSA Committee's recommendation for approval
V. Director’s report to the Committee on Institutes (COI) of APsaA

Review of Prerequisites
Current Prerequisites for Evaluation as TSA:
Active faculty appointment at the Columbia U Psychoanalytic Center
Active membership in APsaA
Certification by the Board on Professional Standards (BoPS) of APsaA.
Analytic experience:
As a general estimate, five years’ experience after graduation seems to afford the analyst the opportunity to consolidate and further develop her/his analytic skills, judgment, and identity.
Clinical immersion – either item 1 or 2 below. [The Center considers these to be optimal but not stringent prerequisites for appointment.]
1. four patients, male and female, in psychoanalysis at a four session per week frequency for the five years prior to evaluation
2. 3600 hours of analytic work with two or more patients per year
Experience with analytic terminations
Supervision of analytic psychotherapy for at least one year
Other analytically related activities
Teaching
Oral and Published Contributions; Study Groups
Research
Administrative: Center/APM/Other

I. A. Initiating the Application

Before the formal evaluation discussions can be arranged, the applicant should inform the TSA Committee Chair that s/he is considering applying for appointment and must provide the Chair with a current curriculum vitae and a record of psychoanalytic practice and analytic supervising for at least the preceding four years. The Chair or a member of the TSAC and the prospective applicant should meet to review this material and the upcoming evaluation procedure as well.

The record of psychoanalytic practice should show for each patient in analysis:
gender, age, diagnosis
month and year treatment began and ended
frequency of sessions during the course of treatment; changes in frequency should be indicated
number of years in psychoanalysis
analytic sessions per year and the total number of hours for the treatment

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1 Please note that these prerequisites, with the exception of the Columbia faculty appointment and supervision prerequisites, are in accordance with those of the Board on Professional Standards of the American Psychoanalytic Association.
This is most clearly and easily done in chart form. [Consult the APsaA TA-SA Application form, which can be obtained from Joan Jackson.]

List patients and frequency of primarily analytic psychotherapy for the past year. The record of supervision of analytic psychotherapy should include the number of years supervising and the institution(s) where supervision was done.

If there are any questions about the fulfillment of these prerequisites or about any other aspect of the application, the applicant and the TSA Committee Chair can discuss the matter and develop a course for future action. If the requirements are in order and there are no other reservations, the evaluation proper can proceed.

It is important to note that the main concern of the Center throughout this process is to ascertain that the prospective TSA is able to conduct psychoanalysis and analytic supervision with a superior level of competence, self-reflectiveness, comfort, and independence. The requirements for number of years post graduation and number of patients in analysis during the previous five years are guidelines and recommendations, not inflexible requirements, for the acquisition and consolidation of the necessary level 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 TSA Committee will proceed with the evaluation interviews.

I. B. Selection of TSA evaluation interviewers

It is the TSA Committee Chair’s responsibility to assign two of the Center’s TSAs to conduct a series of meetings with the applicant for discussion of the applicant’s character, motivations, range of professional activities, and work of psychoanalysis and psychoanalytic supervision. Applicants are given the roster of TSAs and an opportunity to request that particular TSAs not be considered for their evaluation team with no questions asked and no prejudice. The applicant's analyst, supervisors, and other TSAs with whom there is a close personal relationship should also be disqualified.

II. The Evaluation Process for TSA Appointment

The applicant is informed by written letter from the TSA Committee Chair of the TSAs who will be serving as her/his interviewers. S/he should then send written copies of her/his current curriculum vitae and record of psychoanalytic, analytic psychotherapy, and supervisory practice to both. On receipt of this material, one of the interviewers will contact the applicant to schedule their first meeting. The TSA Committee Chair is responsible for providing the applicant and the evaluators with this Guide description of the general structure and requirements of the interview process.

In general, a series of from four to seven interview meetings are set up and take place over three to six months. Each applicant and interviewer pair is unique and accounts for the variation in the number of meetings. The crucial aim of these meetings is to assess whether the prospective TSA is committed to practicing and teaching psychoanalysis, understands the responsibilities that come with appointment, shows integrity and reliable ethical standards, and is proficient in understanding and doing psychoanalysis and supervising analytic(ally oriented) work. The interviewers are also expected to discuss and explore the applicant’s understanding of the specific factors involved in doing analysis and supervision of candidates.
III. Completion of the Interviews and TSA Committee Recommendation

After the interviews are completed, the interviewers prepare a written report of the interview process and meet with the TSA Committee as promptly as possible after this written report has been submitted to the Chair. The application and report will be discussed in depth and with care by the TSA Committee, and a decision on recommendation for appointment will be made. Also at the completion of the interviews, the Chair will schedule a meeting with the applicant to take place after the TSA Committee has made its recommendation. The purpose of this meeting is to discuss the Committee's determination and to review the evaluation process.

In the event that the decision of the Committee does not favor recommending appointment, practical and realistic suggestions for the possibility of reapplying should be developed and conveyed to the applicant by the Chair or a designated Committee member. These suggestions might include specific ways to improve a re-application where indicated. In these situations there will be no report to the EC of the identity of the applicant nor about any stage of the evaluation process.

If the TSA Committee recommends appointment, suggestions for future development may be made to the newly appointed TSA.

IV. Executive Committee Review

The TSA Committee’s findings and recommendation are brought to the Executive Committee by the TSA Committee Chair for review and approval.

V. Director’s Report to the Committee on Institutes

With the approval of the Executive Committee, the fifth and final part of this process takes place. The Director of the Center submits the review and recommendation for appointment along with a description of the vetting procedure, to the Committee on Institutes for its review and confirmation. The prospective TSA must also complete the APsaA application form. The Director's presentation to the COI occurs at the semi-annual meetings of APsaA, and formal assumption of TSA responsibilities does not take place until this final approval.

Appointment as training and supervising analyst brings with it the responsibilities that have been mentioned above, which include accepting a candidate for training analysis at a reasonably reduced and mutually acceptable fee and supervising and providing periodic written evaluations of up to three candidates as a service to the Center and psychoanalysis.

THE TSA EVALUATION INTERVIEWS

The purpose of the detailed outline which follows is to orient the prospective TSA and to provide a guide and structural outline for the TSA evaluators to the evaluation interviews. It is an attempt to bring some uniformity and specificity to the evaluation process and at the same time to allow for the individuality and creativity inherent in analytic practice.

To repeat, when an analyst requests consideration for TSA appointment, the Center understands that psychoanalysis in the broadest sense occupies a preeminent place in her/his professional life and that
there is the desire and willingness to give the time and effort to supervise and conduct the analyses of
the Center’s candidates. We also understand that the prospective TSA feels substantially ready to
assume these responsibilities. Because we regard these two functions as formative and essential in the
development of our candidates as analysts, we have the responsibility to make as certain as we can that
the prospective TSA meets a very high standard of integrity and analytic and supervisory competence
necessary for this commitment and that we have an opportunity to discuss with the applicant the
appropriateness of their assuming these functions. For these reasons, we ask that the applicant meet
with two TSAs for a series of interviews, which we hope approach being collegial discussions and
which allow us to review these issues in some depth.

FOCUS AND OBJECTIVES OF THE INTERVIEWS

THE MAJOR FOCUS OF THE INTERVIEWS is on the applicant’s presentation and
discussion of recent analytic work – this will typically privilege presentation and discussion of session
process – of both male and female analysands and of the supervision of analytic psychotherapy.

Succinct description of the patient, sufficient to orient the interviewers to the salient issues of the
analytic experience, not an elaborate “objective” narrative of the patient’s life history, is expected. The
interviewers should give particular attention to the analyst’s ability to establish, maintain, and re-
establish when necessary an empathic rapport and sturdy relationship with the patient, to identify what
the patient is emotionally engaged with during sessions and to listen for, identify, elicit, interpret, and
engage with salient unconscious meaning and fantasy from the full range of the patient’s discourse,
emotions, or behavior. There should be ample and consistent demonstration that the analytic
relationship provides the experience both to analyst and patient of ongoing discovery, elaboration and
interpretation of these unconscious meanings and behaviors, and most importantly as it emerges within
the directly experienced give and take of the analytic relationship itself. We are especially interested in
illustrations of the analyst’s interactions with the patient and the ways the analytic dyad has grappled
with the inevitable difficulties and conflicts, e.g., aggressive and sexual, that arise within their
relationship.

In supervising, the applicant should demonstrate the ability to guide supervisees tactfully and
effectively toward an analytic mode of listening and understanding of the patient’s communications, to
become aware of his/her own experience of and responses to the patient – including the discovery of
countertransference where necessary – to suggest ways to develop and make more effective
interventions and to teach about overall psychoanalytic formulating. Here too, the applicant should
include examples of interchanges between supervisor and supervisee and their outcome.

We are not looking for examples of “success”, however that might be defined, but of how the
applicant thinks and works analytically with other human beings.

We also expect that prospective TSAs will have given thought and consideration to the specific and
unique aspects that supervising and analyzing candidate colleagues present, especially within the
Center’s community itself. We anticipate that there will be discussion of these issues with the
interviewers.

Although the prospective TSA’s theoretical predilections or orientation may be an aspect of the
discussion of the clinical material, they are in themselves not of major concern for appointment.
Differences in theoretical or clinical orientation between applicant and interviewers may require a period of adjustment. We recognize that clinical practice reflects the applicant’s theoretical orientation, articulated or not, and that theory affects practice, but ultimately the analytic elucidation of the unconscious sources of the troubling and troublesome aspects of the patient’s (and analyst’s) construction of their experience together is primary here.

EMOTIONAL PREPAREDNESS FOR THE EVALUATION

The committee fully appreciates that this sort of evaluation is fraught, raises all sorts of anxieties and resentments, and places the applicant in a psychically vulnerable situation. We strongly recommend that before and during the evaluation interviews the applicant choose a trusted colleague, preferably a TSA who has recently been vetted, with whom to consult about any concerns they may have. We realize that it is more difficult for the applicant in the midst of the process to feel comfortable introducing concerns about the way the discussions are proceeding with the interviewers themselves. Despite this expectable hesitation, we want to encourage applicants to be mindful of possible interferences in the process (analogous to observations in the analytic setting) and to utilize this option. We expect the interviewers to welcome any such communication for open discussion. If necessary, the Chair or other members of the Committee are available for consultation without prejudice.

It is expected that during the course of the discussions the evaluators will acknowledge exemplary areas of strength. In areas with which they have had difficulty evaluating the quality of the applicant’s work, the interviewers are expected to communicate in a timely, direct, clear, and helpful way what the applicant needs to bring in or address in subsequent meetings. As mentioned above, if the prospective TSA or the interviewers feel that a serious and persistent problem has developed which is interfering with the ability to demonstrate or evaluate analytic work, consultation with the Chair or another member of the Committee should be sought. This is without prejudice and, in the case of the applicant, will be kept private and out of the Committee’s discussion.

EVALUATION INTERVIEWS AND SUGGESTED AREAS OF INQUIRY AND DISCUSSION

Evaluation meetings ought to run approximately 1½ to 2 hours, and in general four to seven meetings will be necessary for the participants to establish an effective collegial dialog for a comprehensive and reliable evaluation.

The topics that follow, especially in section A, are potential subjects and areas of inquiry and discussion and should not be read as “required”; they couldn’t possibly all be included. They are offered as suggestions, and the evaluating team should tailor discussions around issues relevant to the individual applicant.

A. ORIENTATION TO THE EVALUATION MEETINGS

The first meeting should afford an opportunity for the prospective TSA and interviewers to become acquainted, review the forthcoming procedure and answer relevant questions that the applicant and interviewers may have about the application and the process. With this in mind, this first meeting is primarily aimed at reviewing issues pertaining to analytic identity and practice, and the readiness of the applicant for appointment.

1. Review of current life situation and professional practice
Motivations for becoming a TSA.
Understanding the responsibilities of appointment.
Focused review of analytic and analytically oriented practice.
Practice hours/week
Range of patient characteristics
Analysis of less- and more difficult-to-treat patients
Analytic frame (structure and boundaries) – fees, vacations, missed sessions, etc.
Traditional analysis [4 sessions a week, on the couch]
Analytic psychotherapy
Type and place of supervisory work
Relationship to psychoanalysis and to the Center
  Analytic teaching, writing, research
  Committees, e.g. Center and APM, other activities
  Study groups, meetings and organizational activities
Specific analytic interests

II. Special characteristics of training analyses and supervision of candidates
  Experience treating and supervising mental health professionals
  Potential countertransferences to colleagues, candidate analysands and supervisees
  Gaining information about other faculty, TSAs and candidates
  Handling the evaluation of supervisees – communications to the candidate and the
    Progression Committee
  Addressing unethical behavior
  Distinguishing supervision and analysis
  Contact with analysands before and after the analysis is ended

III. Integrity and ethical standards
  Confidentiality and the safeguarding of the analysis
  Use of personal supervision and collegial consultation
  Understanding the duties and responsibilities of a Center TSA

B. PRESENTATION AND DISCUSSION OF TWO RECENT ANALYTIC CASES
  Male and female patients
  Analytic process:
    Well-honed ability to listen, comprehend, and respond analytically to the evolving analytic
    process
    Superior quality of interventions and evaluating their relevance and usefulness.
  Making analytic use of the patient’s flow of associations, emotional tone, dreams, etc.

Inferring and making therapeutic use of unconscious fantasy
  Awareness of shifts in the quality of the engagement with the patient over time

Recognizing, tolerating and making use of varieties of positive and negative
  transferences
  Evidence of self-observation and self-reflection during and outside of sessions: recognizing,
    tolerating and using the analyst’s own responses for analytic gain
  Countertransference discovery and the use to which it is put
  Awareness and analysis of enactments

Ability to supervise oneself post facto (including with the interviewers during the
  evaluation dialog)
  Psychoanalytic formulating

Conceptualizing (not necessarily highly abstractly) and discussing coherently the
core difficulties, conflicts, unconscious fantasies, etc. as they have emerged in the course of the analysis.
Conceptualizing change in the course of analysis
Discussing alternative viewpoints and interventions with the interviewers.

C. PRESENTATION OF SUPERVISORY WORK IN ANALYTIC PSYCHOTHERAPY
   Level of experience
   Presentation of examples of supervisory work.
   Conceptualization of supervision: How do you supervise? What do you listen for?
   Teaching principles – how are supervisory sessions structured
   Problems encountered and how they are addressed
   Identifying transference and countertransference for the supervisee.
   Awareness of the boundary of supervision and analysis.

D. ON COMPLETION OF THE EVALUATION INTERVIEWS
   1) The evaluation interviewers should inform the Chair immediately after the final evaluation interview has taken place so that a meeting of the evaluators and the TSA Committee can be set. Both evaluators are expected to meet with the TSA Committee for discussion of the applicant’s qualifications and to participate in the Committee’s deliberation on recommendation for appointment.
   2) The written report: The evaluation team is responsible to provide a written report of their evaluation, which should be submitted in a timely fashion. It should include the dates of the meetings with the applicant and should aim at saliently summarizing the impressions of the evaluators in the aforementioned areas. It has been very helpful to the Committee for the report to include several brief descriptions of the applicant’s work, exemplifying strengths and weaknesses, as well as the quality of the interview discussions themselves.
   3) As a routine matter the TSAC Chair will schedule a meeting with the applicant to take place as soon as possible after the TSA Committee’s determination. The purpose of this meeting is to inform the applicant of the Committee’s determination, to review the entire evaluation process, and to discuss how to proceed.

E. PRESENTATION TO THE EXECUTIVE COMMITTEE

Until such time as a recommendation in favor of appointment is made, the applicant will remain unidentified to all with the exception of the TSA Committee. Only recommendations supporting appointment are presented to the Executive Committee. There will be no report to the EC of any aspect of an evaluation process in the event that the TSA Committee does not recommend appointment.

Following TSA Committee discussion, the Chair will present to the EC an essential summary of the report and the TSA Committee’s deliberations. These will include the qualifications of the prospective TSA and the reasons for the Committee’s decision to recommend. TSA appointment is contingent on the EC’s approval of the TSA Committee’s recommendation. The applicant will be informed of the action of the Executive Committee by the Director, at which time a formal APsaA application should be completed by the prospective TSA.
F. PRESENTATION TO THE COMMITTEE ON INSTITUTES

For each applicant recommended for appointment, the Director of the Columbia Psychoanalytic Center will report the findings of the Center’s evaluation to the Committee on Institutes (COI) of the APsaA for confirmation at their next meeting. Contingent on confirmation, the newly appointed TSA will be expected to assume full TSA responsibilities.

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In collaboration with the TSA Committee (Drs. Raymond Bernick, Stanley Coen, Roberta Jaeger, Lila Kalinich, Fred Lane, Richard Munich, and Dionne Powell) and Drs. Brenda Berger, Andrew Lotterman, Eric Marcus, and Juliette Meyer.