

. SURVEY INSTRUCTIONS:

1.1. SECTION I: Basic Information

Supervisor Name:

Dr. A

1.2.

Supervisee Name:

Dr. B

1.3. Supervisee Year:

Fourth Year ▼

1.4.

Year of Supervision:

Three Years ▼

1.5. Date of Evaluation:

today

2.1.

SECTION II: Assessment Instructions:

This assessment has been designed to help supervisors and trainees take stock of a **Senior Candidate's** progress towards meeting the Center's learning objectives.

No analyst, no matter how experienced, can meet all of these goals all of the time. Instead, in evaluating our trainees' work, we are looking for a candidate's ability to employ a widening repertoire of emerging skills with growing confidence and at increasing frequency.

This form combines two forms of assessment, allowing for both a detailed account of the trainee's specific skills and a more thematic description of the trainee's performance in several broad areas of analytic work.

In reporting on the trainee's progress toward meeting specific learning objectives, the supervisor may choose among five levels of achievement defined as follows:

Exceeds goal – The trainee has mastered this aspect of analytic work.

Meets goal – The trainee has developed the capacity to perform this skill and employs it most of the time when given an opportunity.

Approaching goal – The trainee is developing the capacity to perform this skill and has begun to employ it on occasion.

Emergent skill – The trainee has shown early signs of developing this skill.

Having difficulty – The trainee has not yet demonstrated the skill in question and may have a special challenge in this area.

Supervisors who do not have enough experience with a trainee to make an informed assessment of a particular goal may mark a sixth option - **Cannot assess**.

The Overview boxes that follow each group of learning objectives are the place to enter the narrative type of evaluations supervisors have been providing candidates in the past several years. These boxes have no word limit, and supervisors can use them just as they used past forms. Supervisors may also use overview boxes to refine or qualify the detailed scores given above. As always, we ask that comments entered here focus on the candidate's abilities rather than the patient's progress.

Prior to submitting this form, both supervisor and trainee must enter their names on the final page, indicating that they have reviewed the completed assessment together.

This survey does not include a save button, as **your responses are automatically saved each time you move to the next page**. You can complete part of the assessment, take a break, and then use the link we have provided to open it up again and pick up where you left off. When you have answered the final question and both you and your trainee have "signed" the form, it will be submitted to us.

Following the form's submission, the supervisor will receive the assessments of the trainee's other supervisors. Likewise, this assessment will be shared with the trainee's other supervisors once their assessments are complete. Copies will also be emailed to the trainee, the Chair of Training, and kept in the trainee's file.

If you have any problems or concerns about this form, including the listed learning objectives, the response options, or the process of filling it out, please do not hesitate to share them to me via email at jr195@cumc.columbia.edu.

Thank you for your help!

Sincerely,

Justin Richardson MD
Chair of Training
Senior Associate Director
Columbia University Center for Training and Research

[I confirm that I have read the above Assessment Instructions](#)



3.1.

SECTION III: Assessment/Diagnosis/Treatment Planning

The trainee independently assesses patients for psychoanalysis, making accurate characterological/structural diagnoses and evaluating suitability.

Exceeds goal



Meets goal



Approaching goal



Emergent skill



Having difficulty



Cannot assess



3.2.

The trainee independently identifies private patients for psychoanalysis, confidently discusses psychoanalysis as a potential treatment, and converts patients to psychoanalysis.

Exceeds goal



Meets goal



Approaching goal



Emergent skill



Having difficulty



Cannot assess



3.3. The trainee independently assesses potential analysands for mood, anxiety, and other psychopathology and confidently discusses treatment options.

Exceeds goal Meets goal Approaching goal Emergent skill Having difficulty Cannot assess

3.4. The trainee conducts ongoing assessment of psychopathology and suitability for psychoanalysis during an analysis and modifies treatment plan as appropriate.

Exceeds goal Meets goal Approaching goal Emergent skill Having difficulty Cannot assess

3.5. Overview:

[sample text] Dr. B has shown the following strengths in this area: • • • In the coming months I hope we can make progress towards • •

4.1.

SECTION IV: Establishing Treatment/Therapeutic Alliance

The trainee independently maintains the frame of the analysis and confronts/interprets resistances to it.

Exceeds goal Meets goal Approaching goal Emergent skill Having difficulty Cannot assess

4.2.

The trainee independently maintains the working alliance and interprets resistance to it.

Exceeds goal Meets goal Approaching goal Emergent skill Having difficulty Cannot assess

4.3. The trainee independently maintains a psychoanalytic stance/attitude that includes free floating attention, technical neutrality, and abstinence.

Exceeds goal Meets goal Approaching goal Emergent skill Having difficulty Cannot assess

4.4. Overview:

[sample text] Dr. B has shown the following strengths in this area: • • • In the coming months I hope we can make progress towards • •

5.1. SECTION V: Empathy/Analytic Listening

The trainee accurately assesses and follows the patient's affect during sessions.

Exceeds goal Meets goal Approaching goal Emergent skill Having difficulty Cannot assess

5.2. The trainee accurately assesses the level at which a patient is working, what a patient will be ready/able to hear, and what is likely to deepen the material.

Exceeds goal Meets goal Approaching goal Emergent skill Having difficulty Cannot assess

5.3. The trainee accurately recognizes unconscious themes in a session.

Exceeds goal Meets goal Approaching goal Emergent skill Having difficulty Cannot assess

5.4. The trainee conveys understanding through psychoanalytic interventions.

Exceeds goal Meets goal Approaching goal Emergent skill Having difficulty Cannot assess

5.5. The trainee thinks flexibly and imaginatively while listening to patients.

Exceeds goal Meets goal Approaching goal Emergent skill Having difficulty Cannot assess

5.6. Overview:

6.1. SECTION VI: Technique

The trainee makes tactful, well-timed interventions that are consistent with the patient's current level of understanding, demonstrate technical neutrality and abstinence and are likely to deepen the material.

Exceeds goal Meets goal Approaching goal Emergent skill Having difficulty Cannot assess

6.2.

The trainee independently recognizes countertransference through self-analysis during and after sessions and uses it to address blind spots and adjust technique.

Exceeds goal Meets goal Approaching goal Emergent skill Having difficulty Cannot assess

6.3. The trainee applies confrontation, clarification, and interpretation in an appropriate way.

Exceeds goal Meets goal Approaching goal Emergent skill Having difficulty Cannot assess

6.4.

The trainee confidently conducts dream interpretation and facilitates free association and association to unconscious fantasy.

Exceeds goal Meets goal Approaching goal Emergent skill Having difficulty Cannot assess

6.5. The trainee independently recognizes working through (or its absence).

Exceeds goal Meets goal Approaching goal Emergent skill Having difficulty Cannot assess

6.6.

The trainee independently constructs and makes interpretations.

Exceeds goal Meets goal Approaching goal Emergent skill Having difficulty Cannot assess

6.7. The trainee uses genetic reconstruction in the treatment when applicable.

Exceeds goal Meets goal Approaching goal Emergent skill Having difficulty Cannot assess

6.8. The trainee independently recognizes enactments.

Exceeds goal Meets goal Approaching goal Emergent skill Having difficulty Cannot assess

6.9.
(When applicable) the trainee independently conducts ongoing combined treatment with ongoing assessment of psychopathology and attention to related transference/countertransference.

Exceeds goal Meets goal Approaching goal Emergent skill Having difficulty Cannot assess

6.10. (When applicable) the trainee recognizes the characteristics of the treatment that indicate readiness for termination and begins to discuss termination with the patient.

Exceeds goal Meets goal Approaching goal Emergent skill Having difficulty Cannot assess

6.11. Overview:

[sample text] Dr. B has shown the following strengths in this area: • • • In the coming months I hope we can make progress towards • •

7.1.
SECTION VII: Child and Adolescent treatments

Are you a child/adolescent supervisor supervising the treatment of a child or adolescent patient (i.e. age 24 or younger at the start of treatment)?

- Yes
- No

7.2.

The trainee independently applies knowledge about salient developmental issues to case formulation and treatment, including assessing the patient's level of functioning, building an alliance, working with resistances/defenses and understanding transference.

Exceeds goal Meets goal Approaching goal Emergent skill Having difficulty Cannot assess

7.3.

The candidate independently gears interpretations to the patient's level of cognitive and emotional functioning.

Exceeds goal Meets goal Approaching goal Emergent skill Having difficulty Cannot assess

7.4. If imaginary play is the dominant mode of treatment, the trainee independently initiates play, expands and deepens narratives, and uses play for interpretive work.

Exceeds goal Meets goal Approaching goal Emergent skill Having difficulty Cannot assess

7.5.

The trainee independently recognizes and manages action-based responses that reflect the child's limited capacity for self-regulation or represent the adolescent's mode of communication.

Exceeds goal Meets goal Approaching goal Emergent skill Having difficulty Cannot assess

7.6.

The candidate independently establishes and maintains an effective working relationship with parents while safeguarding the patient's confidentiality.

Exceeds goal Meets goal Approaching goal Emergent skill Having difficulty Cannot assess

7.7.

The candidate independently recognizes countertransference reactions that are evoked by the patient's developmental status (e.g., resurgence of one's own childhood and adolescent experience, reactions to parental behavior, etc.).

Exceeds goal Meets goal Approaching goal Emergent skill Having difficulty Cannot assess

7.8. Overview:

[sample text] Dr. B has shown the following strengths in this area: • • • In the coming months I hope we can make progress towards • •

8.1. SECTION VIII: Formulation/Writing

The trainee constructs a formulation of the macroprocess that addresses psychopathology, character structure, movement in the case, unconscious fantasy, resistances, transference/countertransference paradigms, enactments, and structural change, and that puts the movement of the case in a theoretical framework and hypothesizes about therapeutic action.

Exceeds goal Meets goal Approaching goal Emergent skill Having difficulty Cannot assess

8.2. The trainee independently understands the phase of the case.

Exceeds goal Meets goal Approaching goal Emergent skill Having difficulty Cannot assess

8.3. The trainee writes an annual review of that case that includes a description of the micro and macroprocess and an evolving understanding of the arc of the analysis.

Exceeds goal Meets goal Approaching goal Emergent skill Having difficulty Cannot assess

8.4. Overview:

[sample text] Dr. B has shown the following strengths in this area: • • • In the coming months I hope we can make progress towards • •

9.1. SECTION IX: Supervision

The trainee uses supervision to discuss patient evaluations, diagnoses, treatment plans, countertransference, and to discuss modes of formulating the case and constructing a view of the macroprocess.

Exceeds goal Meets goal Approaching goal Emergent skill Having difficulty Cannot assess



9.2.

The trainee develops ideas independently and uses supervisor primarily for discussion rather than direction.

Exceeds goal

Meet goal

Approaching goal

Emergent skill

Having difficulty

Cannot assess



9.3. Overview:

[sample text] Dr. B has shown the following strengths in this area: • • • In the coming months I hope we can make progress towards • •

10.1.

SECTION X: Summary Narrative

Please describe areas of greatest strength as well as challenges the candidate may want to focus on in the future. **In addition, please describe your overall sense of the trainee's readiness for graduation.**

[sample text] My overall impression is that Dr. B has made substantial progress in the following areas since our last assessment...Areas for improvement remain...

11.1. SUPERVISOR: By entering my name below, I affirm that I have reviewed this assessment with my supervisee.

Dr. A

10.2. SUPERVISEE: By entering my name below, I affirm that I have reviewed this assessment with my supervisor.

Dr. B

11.3. Please confirm you are an authorized user.

I'm not a robot



Location Data

Location: ([40.730804443359, -73.997497558594](#))

Source: GeoIP Estimation

