1.1.
SECTION I: Basic Information

Supervisor Name:

Dr. Supervisor

1.2. Supervisee Name:

Dr. First Year

1.3. Supervisee Year:

First Year ▼

1.4.
Year of Supervision:

One Year ▼

1.5. Date of Evaluation:

6/14/19

2.1.

SECTION II: Assessment Instructions

This assessment has been designed to help supervisors and trainees take stock of a **First Year 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. 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

I confirm that I have read the above Assessment Instructions
◉

3.1. **SECTION III: Assessment/Diagnosis/Treatment Planning**

The trainee evaluates patients for psychoanalysis with attention to diagnosis and indications/suitability criteria for this treatment.

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

3.2. The trainee discusses treatment plans with patients.

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

3.3. With the help of the supervisor, the trainee identifies psychotherapy patients for whom psychoanalysis is the treatment of choice and discusses this option with them.

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

3.4.

The trainee assesses potential analysands for mood, anxiety, and other disorders and (when applicable) discusses treatment options including combination treatment with medication.

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

3.5. Overview:

[sample text] Dr. First Year has shown progress in this area of his work in the following specific ways...I consider his greatest strength to be...Over the next several months I hope to focus on developing his ability to...A key challenge for us to keep in mind is...

4.1. **SECTION IV: Establishing Treatment/Therapeutic Alliance**

The trainee understands the concept and importance of the psychoanalytic frame.

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

4.2. The trainee establishes the frame of the analysis (fees, time, couch) and notices resistances to the frame.

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

4.3.
The trainee works to establish a working alliance and discusses this in supervision.

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

4.4.
The trainee understands the concept of technical neutrality and discusses this in supervision.

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

4.5. Overview:

5.1. SECTION V: Empathy/Analytic Listening

The trainee demonstrates the capacity for psychoanalytic listening and for choosing interventions that facilitate deepening of the psychoanalytic process.

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

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

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

5.3.
The trainee assesses the intrapsychic level at which the patient is working, what the 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
○	○	◉	○	○	○

5.4. The trainee listens for and recognizes dominant unconscious themes in a session.

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

5.5. The trainee conveys understanding via psychoanalytic interventions.

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

5.6.
The trainee thinks flexibly/imaginatively while listening to patients.

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

5.7. Overview:

> [sample text] Dr. First Year has shown progress in this area of his work in the following specific ways...I consider his greatest strength to be...Over the next several months I hope to focus on developing his ability to...A key challenge for us to keep in mind is...

6.1. **SECTION VI: Technique**

The trainee understands the concepts of technical neutrality and abstinence.

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

6.2.
The trainee recognizes the following while reviewing material in supervision:

a) free association

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

6.3.
The trainee recognizes the following while reviewing material in supervision:

b) unconscious fantasy

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

6.4.
The trainee recognizes the following while reviewing material in supervision:

c) dominant resistances

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

6.5.
The trainee recognizes the following while reviewing material in supervision:

d) dominant transferences

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

6.6.
The trainee recognizes the following while reviewing material in supervision:

e) dominant countertransferences

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

6.7.
The trainee recognizes the following while reviewing material in supervision:

f) moments in the process when the patient's understanding or associations deepen in response to analytic intervention/interaction

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

6.8.
The trainee recognizes the following while reviewing material in supervision:

g) shifts in defensive structure and object relationships in response to analytic interventions (therapeutic action)

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

6.9. Overview

[sample text] Dr. First Year has shown progress in this area of his work in the following specific ways...I consider his greatest strength to be...Over the next several months I hope to focus on developing his ability to...A key challenge for us to keep in mind is...

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 begins to apply 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 begins to gear 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 shows early signs of developing a capacity to initiate play, expand and deepen narratives, and use play for interpretive work.

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

7.5.
The trainee is beginning to recognize 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 shows an early ability to build an effective working relationship with parents while safeguarding the patient's confidentiality.

Exceeds goal	Meets goal	Approaching goal	Emergent skill	Having difficulty	Cannot asses
○	○	○	◉	○	○

7.7.
With the supervisors help, the candidate 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. First Year has shown progress in this area of his work in the following specific ways...I consider his greatest strength to be...Over the next several months I hope to focus on developing his ability to...A key challenge for us to keep in mind is...

8.1. SECTION VIII: Formulation/Writing

In written evaluation of patients, the trainee addresses patients' analyzability, diagnosis, psychodynamic formulations, and treatment recommendations.

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

8.2. Overview:

[sample text] Dr. First Year has shown progress in this area of his work in the following specific ways...I consider his greatest strength to be...Over the next several months I hope to focus on developing his ability to...A key challenge for us to keep in mind is...

9.1. SECTION IX: Supervision

The trainee uses supervision to discuss patient evaluations, diagnoses, treatment plans, and countertransference.

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

9.2.
The trainee applies what is discussed in supervision to clinical work

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

9.3. Overview:

[sample text] Dr. First Year has shown progress in this area of his work in the following specific ways...I consider his greatest strength to be...Over the next several months I hope to focus on developing his ability to...A key challenge for us to keep in mind is...

10.1.
SECTION X: Summary Narrative

Please describe areas of greatest strength as well as challenges you would like to address in the next year of supervision.

Overall I find Dr. First Year's greatest strengths lie in the areas of...More challenging for him are...I expect that over the next several months we will want to focus on...I look forward to our continued collaboration!

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

Dr. Supervisor

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

Dr. First Year

11.3. Please confirm that you are a legitimate user.

I'm not a robot
reCAPTCHA
Privacy - Terms

Location Data

Location: (40.730804443359, -73.997497558594)

Source: GeoIP Estimation