Developing Post-graduate Pathways: A Pilot

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Educational pathways for psychoanalytic graduates seeking to analyze, supervise, and teach trainees

Prepared by

Susan C. Vaughan MD  Director
Justin Richardson MD  Senior Associate Director
Sabrina Cherry MD  Associate Director
Jane C. Halperin PhD MS  Associate Director
Robert A. Glick MD  Faculty Advancement Co-Chairs
Gloria J. Stern MD  Faculty Development Chair
Deborah Cabaniss MD
About Columbia

- Established 1945, research-oriented from inception
- Part of the Department of Psychiatry, Vagelos College of Physicians and Surgeons, Columbia University
- >120 voluntary faculty, ~40 TSAs (aging)
- >40 candidates and as many psychotherapy trainees
- 3 psychoanalytic programs (adult, child, adolescent)
- 4 psychotherapy programs (adult, child, TFP, PIP)
- Psychology Externship, Psychoanalytic Fellowship, Psychoanalytic Studies, and Visiting Scholar programs
- Graduate society is APM with > 200 members

Goals of New Developmental Pathways

- Promote the career development of our graduates
  - Provide training and mentorship for new roles

- Highest-quality learning experiences for our candidates
  - By investing in education of their teachers

- Grow our pool of Training and Supervising Analysts
  - Rewarding new paths remove perceived barriers, encourage lifelong learning, emphasize peer supervision and self-evaluation

- Establish Columbia as National Leader in Educating Educators
Current Context

Psychoanalytic Renaissance
• Greater freedom to examine what experience and training is best for our students, teachers and TSAs to take on their roles
• Saw BOPS disbanding as opportunity, left provisional AAPE
• May not be right for other institutes!

Standards and Guidelines
• Set nationally by APsaA Standards for Psychoanalytic Education (consistent with IPA policies)

APsaA Standards for TSAs
1. Good ethical standing at Institute
2. (At least) five years of postgraduate experience at appointment
4. Clinical immersion
5. Clinical competence established by presenting clinical material
6. Active APsaA Member in good standing
APsaA does not require or suggest:

- Certification by an outside body
- Approval of TSAs by an outside body
- A specific number of patients treated or analytic hours conducted by the analyst

APsaA Standards for Supervising Analyst

“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 and Didactic Teaching

- APsaA does not have any Standards or even suggestions for the selection of didactic teachers for psychoanalytic institutes

Introducing:

The Columbia Academy for Psychoanalytic Educators (CAPE)
Two tracks for developing educators

- **Track I: Training and Supervising Analyst**
  - For those interested in supervising and analyzing candidates

- **Track II: Didactics**
  - For those interested in teaching in the classroom

TSA Track Chairs: Bob Glick MD and Gloria Stern MD

- **Glick**
  - Former Columbia Director x 10 yrs
  - Former BoPS-COI member

- **Stern**
  - Former Columbia Curriculum Chair

- **Both**
  - ran 5th-year case colloqium for yrs
  - Decades of experience as TSAs
  - Developed TSA Track through year-long process working with a Task Force including TSAs and non-TSAs
Didactics Track Chair: Deborah Cabaniss MD

- Recipient of numerous teaching awards including Columbia University’s Presidential Award for Outstanding Teaching
- Former Director Columbia’s Apgar Academy for Medical Educators
- Conducted Psa Faculty workshops on teaching nationally and internationally
- Ticho Award recipient

With special thanks to:
- Catherine Kimble MD, Executive Director and Cary Friedman MD - Boston Psychoanalytic Society and Institute
- David L. Frank MD - Director and President, Board of Trustees, Institute for Psychoanalytic Education
- Gary Grossman PhD, Chair Psychoanalytic Education Division, San Francisco Center for Psychoanalysis
- Ethan Grumbach PhD, Faculty, New Center for Psychoanalysis, Los Angeles
- R. Dennis Shelby, PhD, Chicago Psychoanalytic Institute
Process of Development and Discussion:

Jane Halperin, PhD MS
Associate Director

Development of CAPE Pilot

Our Commitment: is to a long-standing value of advancing the practice of psychoanalytic education

Our Mission: is to “educate the educators”, promoting the development and enriching the experience of our community members in their post-graduate years

Our Needs: include growing our pool of Training and Supervising Analysts and developing our classroom teachers (programs for Researchers & Administrators are under consideration)

Our Opportunity: emerged as changes on a national level gave APsaA-approved institutes greater latitude to create their own processes for appointing TSAs

Our Process: involved using our new leadership’s organizational structure (Fall 2017) to lead an inclusive and responsive community-wide process of program development
Philosophy of Change

- Value freedom & autonomy
- Examine how and why we do things
- “That’s what we’ve always done” is not good enough for a leading modern Institute
- But neither is change for change’s sake!

Process of Change

- Identification of issues/problems--treat them as opportunities!
- Repeated discussion and revision is key
- Every change is a pilot…
- Every pilot will be evaluated…
- Every evaluation will result in redesign…
- Nothing is set in stone
- Allows freedom to experiment, make mistakes, readjust
Our Policy Change Process

Proposed changes will go through a Process

Definition of Issue/Problem (Vaughan, Steering, EC)  
  ➔  
  Steering/EC Discussion  
  ➔  
  Task Force/Working Group  
  ➔  
  Center-wide Presentation/Discussion  
  ➔  
  Decision (Vaughan, Steering, EC input)  
  ➔  
  Evaluation

Data behind the TSA Track

Sabrina Cherry, MD  
Associate Director
Interest in becoming a TSA

• For the past 30 years, approximately 20% of our graduates go on to become TSAs.
• This figure represents a small minority of those who express interest in taking on that role.
• CPAPS interviews found that 76% of our graduates from 2003-2009 expressed an interest in becoming a TSA.
• 90% of our graduates described barriers to meeting TSA requirements

Barriers to becoming a TSA

• Writing up cases in order to apply for certification
• Finding “acceptable” cases and terminations
• Maintaining the 4x/wk analytic practice to meet immersion criteria

One third of graduates between 2003 and 2009 followed a common but noteworthy 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.
The CAPE TSA Track: Overview

Justin Richardson, MD
Chair of Training
Senior Associate Director

Track I: Training and Supervising Analysts

Faculty: Robert A. Glick MD and Gloria J. Stern MD, Chairs
Ruth Graver MD, Sharone Ornstein MD, Nate Kravis MD and Sabrina Cherry MD
A two year program with three components:

1. Seminars
   - Structure:
     - 9-10 times annually x 2 years
     - 90 min each
   - Teaching Methods:
     - Readings related to the unique aspects of the training analysis and supervision of candidates
     - In depth presentation of clinical work by participants
     - In-class writing exercises discussing the work presented
     - Consistent faculty for continuity & rotating faculty for varied approaches

2. Individual Supervision

3. Peer Supervision Group
Seminars: Topics

• Year 1: Advanced analytic work/analyzing candidates
  – Transferences, counter-transferences, enactments, and boundary issues that might specifically characterize a training analysis
  – Working through, late stage analysis, termination, and post-termination issues, particularly when analyzing and working with candidates

• Year 2: Supervising candidates
  – In development.

Seminars: Objectives (year 1)

• Strengthen knowledge & skills in theory and technique.
• Consolidate participant’s analytic attitude
• Build awareness & competence in negotiating unique aspects of the training analysis context
• Develop skill in articulating one’s clinical approach and commenting on others’ work
• Foster independent professional development, self-evaluation and ongoing learning
2. Individual Supervision

- Monthly with a current Columbia TSA
- Presentation and discussion of both analytic and supervisory material
- Emphasis on immediate, frank feedback and development of awareness of strengths and weaknesses as analyst and supervisor
- Emphasis on development of capacity for self-reflection and self-critique
- Participant chooses (and privately pays) their supervisor

3. Peer Group Supervision

- At least 1x/month (more if group wishes)
- Meant to foster the development of collegial relationships and peer supervisory skills
- Addresses reports of the solitary nature of past process
- May continue after seminar ends
- Encouraging participants to supervise peers in absence of faculty promotes development of independence, authority, and mutual reliance among participants
Across all components: Frank Feedback

- Ongoing, formative, frank feedback to participants throughout the program
- Feedback comes from classroom instructors, supervisors, and peers
- Based upon CAPE learning objectives

Eligibility:
Clinical Work

- Graduate of Columbia’s adult psychoanalytic training program
- Completed training at least three years prior to entry
- Demonstrated clinical competence met by either:
  - 2 Senior Supervisory Assessments of “Meets Expectations” or
  - Certification by American Board of Psychoanalysis
- Two or more ongoing analytic cases (3-5 times/week)
  - At least one case begun after graduation
Eligibility:
Supervising and Teaching

• Psychodynamic Supervision
  – of 1-2 mental health trainees for at least 3 years
  – at least 1 current ongoing supervision

• Didactic Teaching
  – of psychoanalytic candidates, psychotherapy trainees, psychiatry residents, or psychology graduate students

No additional admissions process/gatekeeper once these criteria are met
What does “meets expectations” mean?

eg: empathy/analytic listening for seniors

- Consistently and accurately assess and follow the patient’s affect during sessions
- Consistently and accurately assess 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
- Consistently and accurately recognize unconscious themes in a session
- Consistently convey understanding via psychoanalytic interventions
- Consistently think flexibly and imaginatively while listening to patients
How selective/inclusive is this requirement?

• required: an average rating of “meets expectations” or higher on 2 Senior Supervisory Assessments (or certified)
• Reviewed all Senior Supervisory Assessments completed in ‘17-’18 (16 senior candidates/recent grads)
• taking the mean scores of each candidate’s two best assessments: 63% percent would be eligible
• expect that percent to climb as they approach graduation, and climb farther if continue in supervision postgrad
Analytic Caseload: 2003-2014 graduates (n=47)

Retrospectively, if the proposed criteria of 2 ongoing cases of at least 3x/wk frequency, and at least 1 new case since graduation were in effect:

• 24/47 (51%) would have not been eligible for the CAPE TSA Pathway
• 8/47 (17%) became TSAs under the prior program, and all would have also been eligible 3 & 4 years after graduation.
• an additional 10/47 (21%) would have been eligible in this new program, at the current proposed criteria, at 3 &/or 4 yrs after graduation.

Summary: 18/47 (38%) total graduates studied would meet the proposed 2 case eligibility criterion.

CPAPS Data Summary: Program Eligibility

Retrospectively speaking:

• Requiring 2 ongoing cases, 18/47 (38%) of Center graduates from 2003-2014 would have met eligibility criteria for CAPE TSA pathway using the proposed model.

• If we required 3 ongoing cases, then 7 of these analysts would not have been eligible. Instead 11/47 (23%) would have been eligible, keeping the number of potential TSA applicants similar to the past.

• This does not account for the possibility that with no certification, these new caseload criteria, and the CAPE TSA pathway, more graduates might have been motivated to develop the caseload to apply.
Course completion

- No final exam or other formal approval process at end
- All those who successfully complete program go on to supervise and analyze candidates
- Commitment to participants to get them to the point of knowledge, skill, and comfort they need to fulfill these roles
- Designed to promote atmosphere of safety to discuss one’s own challenges openly

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

Course director – Deborah Cabaniss, Chair, Faculty Development
Faculty – Ruth Graver, Diana Moga, David Schab, Anna Schwartz

Eligibility and objectives

Overarching goals
• Faculty development for senior candidates and recent graduates
• Improving teaching at the Center and allied programs

Eligibility
• Recent graduates and senior candidates
Eligibility and objectives

Learning objectives – after participating, learners will
Knowledge – have a
• Basic understanding of adult learning theory, learning objectives, and backwards design

Skills - be able to
• Conceptualize clear, central learning objectives for a class
• Use learning objectives and backwards design to plan, teach, and evaluate a class (as evidenced by their ability to workshop the class in the teaching course)
• Engage learners

Attitude
• Be excited about teaching psychodynamics and psychoanalysis to learners
• Have decreased anxiety about teaching
• Appreciate importance of creating engaging learning experience while communicating content.

Plan

Teaching plan
• 4 monthly 1.5 hour workshops
• Basics, followed by workshops
• One core teacher with faculty for multiple perspectives
• Minimal readings
• Major focus on workshopping teaching plans.
• Measurement – pre and post course survey and teaching observation with feedback

Course development
• Pilot with feedback based revision
• Starting on February 12 with 7 students

Next steps
• Include in curriculum for senior candidates
• Weekend workshop for all faculty
CPAPS: Postgraduate Experience with Termination

| Q: Do you have a terminated case that you could use for certification by APsaA? | Time since graduation |
|---|---|---|---|---|
| | 2 yrs (N=48) | 3 yrs (N=45) | 4 yrs (N=40) | 6 yrs (N=31) |
| 1. No terminated cases | 19/48 (40%) | 14/45 (31%) | 10/40 (25%) | 9/31 (29%) |
| 2. I have a terminated case, but I’m not sure if I would present it for certification, if I decided to apply | 11/48 (23%) | 7/45 (16%) | 8/40 (20%) | 5/31 (16%) |
| 3. Yes, I have an appropriate terminated case | 17/48 (35%) | 24/45 (53%) | 22/40 (55%) | 17/31 (55%) |
| Missing Data | 1 (2%) | | | |

- Graduates have experience with case termination. By 3 yrs out, at least half have terminations they would have considered for certification, and roughly 70% have some experience of termination. ALL of these terminations can be discussed in the CAPE TSA pathway seminars and supervisions.

- 16-23% of graduates each year judged their case terminations to be inappropriate for certification, which served as a barrier to be able to apply and potentially become a TSA.