

1.1.
SECTION I: Basic Information

Supervisor Name:

Dr. Supervisor

1.2. Supervisee Name:

Dr. Intermediate Trainee

1.3. Supervisee Year:

Third Year ▼

1.4.
Year of Supervision:

Two Years ▼

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 an **Intermediate 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
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 shows increased ability to make characterological/structural diagnoses, evaluate suitability for psychoanalysis, resistance to treatment, and motivation.

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

3.2. The trainee shows increased comfort and ability in identifying psychotherapy patients for psychoanalysis, discussing psychoanalysis as a potential treatment, and converting patients to psychoanalysis.

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

3.3. 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

3.4.

With the supervisor's help the trainee conducts ongoing assessment of psychopathology and suitability for psychoanalysis during an analysis and modifies the treatment plan as appropriate.

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

3.5. Overview:

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

4.1. SECTION IV: Establishing Treatment/Therapeutic Alliance

The trainee establishes and/or maintains the frame of the analysis, confronts/interprets resistances to it, and identifies problems.

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

4.2. The trainee establishes and maintains a working alliance and recognizes when one is present.

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

4.3. The trainee works to develop 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. Intermediate has shown progress in this area of his work in the following specific ways...I consider her greatest strength to be...Over the next several months I hope to focus on developing her ability to...A key challenge for us to keep in mind is...

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

6.1. SECTION VI: Technique

The trainee makes tactful, well-timed interventions that reflect 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.

With the supervisor's help, the trainee uses the recognition of countertransference to identify blind spots and adjust technique.

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

6.3.

The trainee understands confrontation, clarification, and interpretation and their application.

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

6.4. The trainee facilitates free association and practices dream interpretation.

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

6.5. With supervisors help, the trainee recognizes working through.

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

6.6. The trainee constructs and makes interpretations that address resistance, dreams, and transference – at least some of which link material to genetic antecedents.

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

6.7. The trainee understands the concept of genetic reconstruction and discusses possible hypotheses in supervision.

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

6.8. With the supervisor's help, the trainee recognizes enactments.

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

6.9. (When applicable) the candidate recognizes the transference ramifications of combined treatment with psychoanalysis and medication and makes appropriate assessments and treatment recommendations.

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

6.10. Overview

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

Q48.

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

Q50.

The trainee shows increased ability 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 shows increased ability 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 a growing 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 shows an increased ability to recognize and manage 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 has begun to establish and maintain 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 begins to independently recognize of 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. Intermediate has shown progress in this area of his work in the following specific ways...I consider her greatest strength to be...Over the next several months I hope to focus on developing her ability to...A key challenge for us to keep in mind is...

8.1. SECTION VIII: Formulation/Writing

The trainee constructs a formulation that addresses psychopathology, character structure, movement in the case, unconscious fantasy, resistances, and transference/countertransference paradigms.

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

8.2.
The trainee recognizes the elements of the case that indicate 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 that includes all important elements (as above) and demonstrates ability to write vividly about microprocess.

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

8.4. Overview:

[sample text] Dr. Intermediate has shown progress in this area of his work in the following specific ways...I consider her greatest strength to be...Over the next several months I hope to focus on developing her 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, countertransference, and to discuss modes of formulating the case.

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

9.2.
The trainee demonstrates an evolving relationship with the supervisor in which the trainee is increasingly able to develop ideas independently and to use supervisor for discussion rather than direction.

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

9.3. Overview:

[sample text] Dr. Intermediate has shown progress in this area of his work in the following specific ways...I consider her greatest strength to be...Over the next several months I hope to focus on developing her 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.

My overall impression is that Dr. Intermediate has made significant progress in these key areas...I find her work to be especially strong with regard to...I hope and expect that she will be able to make some improvement in her...I look forward to helping her master these few challenging areas.

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

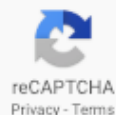
Dr. Supervisor

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

Dr. Intermediate Trainee

11.3. Please confirm that you are a legitimate user.

I'm not a robot



Location Data

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

Source: GeolIP Estimation

