

Frequently Asked Questions

(1) Is the Teichner Award intended for programs that are building their psychotherapy program, or to supplement a well running training program?

This award is intended for programs who lack resources in psychodynamic teaching or who do not have access to resources. Programs that have strong psychotherapy training but lack specific expertise in psychodynamic teaching would also qualify for this award.

(2) How is the scholar chosen? Do I choose the scholar or does the Academy choose them?

Once you win the award, the Academy mails you a group of approximately 30 one page summaries written by potential scholars about their areas of interest and their ideas for the visit along with their CV's. The potential scholars are all outstanding teachers and experienced psychodynamic psychiatrists, but you know your program best so you are the one to choose the scholar! We recommend that you review the choices carefully and consider involving your residents and faculty to find the best fit for your program. The chairs of the Teichner Committee, Eugene Beresin, M.D. (eberesin@partners.org) and Sherry Katz-Bearnot, M.D. (spk1@columbia.edu) are happy to consult with you should you need more information about the scholars in order to make your choice.

(3) How is the visit scheduled? Do all the days have to be at once or could it be 3 separate days over the course of a year?

The visit (of two to three days) and is scheduled directly between the program director and the scholar. The length of the visit depends on what you are interested in having the scholar do while they are at your program. Do you want one intensive all-day experience or would it be better to have a variety of activities and sessions spread out over the course of three days? For programs in close proximity to their scholar (e.g., in the northeast or in neighboring cities), arranging three separate one-day visits may be advantageous. You should consult with the Academy if you think you want to try to schedule separate day-long visits to ensure the funding will cover this. The first three visits have each been for 3 consecutive days, and this format has been successful in each case.

(4) What is the role of residents in planning the visit? Do they need protected time off?

Planning is a big part of the success of a scholar visit and helps the residents get excited about learning. Involving residents in the planning process also encourages “buy in” and attendance at sessions with the scholar. We recommend looking at residents’ schedules well in advance of the visit and working with clinical sites to free residents up to attend as many sessions as possible. Residents often have great ideas on what kinds of sessions will be most helpful to their learning so involving them actively in the planning process is very helpful. Getting protected “release time” from clinical and service activities has been an essential element to the success of the first 3 visits. Scheduling activities specific to each year makes the process of arranging protected time a bit easier. It also allows for teaching specific to the level of clinical experience appropriate to each year of the residency.

(5) Why do you ask if the Chairman is aware of the application ?

We have found that a Chairman’s awareness of/interest in the application process positively impacts your ability to obtain protected “release time” for your residents during the visit. It is also an indicator of the degree of support you might have in your department for ongoing psychodynamic education initiatives and we are very interested in this information.

(6) What types of activities should I consider with my scholar?

There are many types of teaching settings to consider but we recommend thinking about what types of sessions would be most helpful to your residents and faculty. The first program that had a scholar visit had a variety of sessions including case conferences, an all-afternoon workshop session, two separate grand rounds presentations (one for the department and one for the university), a faculty workshop and a patient interview session on the inpatient unit. Some programs may want to focus more on particular skills (e.g., case formulation or psychotherapy skills) while others may want to focus more on the particular clinical interests of their scholar. It is also nice to build in some informal time over lunch or dinner for residents and faculty to interact with and get to know your scholar.

(7) What is my role as program director before and during the visit?

Having a scholar visit is a wonderful opportunity for you as a program director and one which we hope will lead to an ongoing relationship and collaboration regarding psychodynamic education for your program. You have a primary role in working with your scholar to schedule the visit and to determine the types of sessions that fit best with your scholar’s teaching style, his/her areas of expertise and the needs of your program. We also strongly recommend having some preparatory sessions in advance of the visit to allow the residents to read articles by your scholar and to review the goals of the visit.

(8) Should I involve other groups (e.g., psychoanalytic institute, psychiatric society) in the visit?

The primary goal of the Teichner Award is to benefit your program and resident education. If you are considering inviting outside clinicians to events with your scholar, there should be clear benefits to your program from doing so and their presence should not detract from resident or faculty learning. A large event such as a grand rounds presentation might be the best type of session for outside clinicians if you decide to include them. The educational experience for residents and faculty should be of primary importance in planning all Teichner events. You are under no obligation to invite others to the events. Do it only if it is advantageous to you or your program.

(9) What will the cost be for our program if we win?

All of the Scholar's expenses are covered by the Award, including transportation, transfers, room, and food. There is no cost to your program for the visit. If you decide to feed your trainees, or have a special dinner in honor of your Scholar, his/her food can be reimbursed by the Award, but not the cost of the dinner for all. If you have any questions about a particular expense you anticipate, please contact our office (info@aapdp.org) and we will be happy to discuss it with you.

(10) In my "winner's letter", there is mention of preparing a report suitable for presentation at AADPRT, AAPDP, or APA meetings. Are there templates for gathering data?

YES! Our first three winners, Debra Katz MD, Jeffrey Stovall, MD, and Tai Yoo, MD in collaboration with their Scholars (Jennifer Downey MD and Deborah Cabaniss MD) have created pre-and post-visit questionnaires and other materials that have already yielded interesting results suitable for presentation and publication. They are happy to share their surveys and insights with you so that you do not have to "re-invent the wheel". Please contact them:

- Debra Katz, MD - dkatz0@email.uky.edu
- Tai Yoo, MD – tyoo@co.kern.ca.us
- Jennifer Downey, MD - jid1@columbia.edu
- Deborah Cabaniss, MD - Dsc3@columbia.edu.
- Jeffrey Stovall, MD - jeffrey.stovall@vanderbilt.edu

Data from the Teichner visits has been presented at annual meetings of the AAPDP and at the annual meetings of AADPRT in 2011 and 2012. Through the vehicle of the Teichner award we are hoping to create a community of educators interested in psychodynamic education.

(11) Who should I contact if I have other questions?

You may contact any of the Training Directors or the Scholars from the first three cycles of the Teichner Award (listed above) as well as the Training Director Joanna Chambers, MD jechambers@iupui.edu, or the Scholar Richard Brockman, MD rb37@columbia.edu from the fourth cycle, if you have additional questions.