

## **Supervision in the Age of Artificial Intelligence: Supporting Psychoanalytic Clinical Reasoning with PsyTutor Karl Golling, Ph.D., Prof.**

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**Background.** Clinical supervision is one of the central processes through which psychotherapists learn to integrate theoretical knowledge with clinical observation and reflective practice. Supervisors frequently encounter a recurring difficulty in training: many students struggle to organize complex clinical material and to connect it coherently with psychoanalytic concepts such as conflict, defense, transference, and internal object relations. At the same time, recent developments in artificial intelligence raise new questions about how digital tools might assist learning processes in psychotherapy education without replacing the essential relational and experiential dimensions of supervision. **Objective.** This presentation introduces PsyTutor, an experimental educational project designed to support psychoanalytic supervision and psychotherapy training by providing a structured environment for exploring clinical formulations. **Conceptual Approach.** PsyTutor organizes core psychoanalytic concepts and theoretical perspectives within an interactive conceptual framework. The system allows trainees to examine clinical situations, explore possible psychodynamic hypotheses, and practice developing structured case formulations. Artificial intelligence is used not as a source of clinical decision-making but as a cognitive support tool that helps learners structure theoretical knowledge and consider multiple psychoanalytic perspectives. **Educational Implications.** In supervision contexts, such a structured conceptual exploration may help trainees move from descriptive case presentations to a deeper psychodynamic understanding. The system aims to support reflective dialogue between the supervisee and the supervisor by making the underlying theoretical assumptions more explicit. **Conclusion.** Artificial intelligence cannot replace the experiential and relational foundations of psychoanalytic supervision. However, carefully designed AI-assisted learning tools may enrich psychotherapy education by supporting the development of clinical reasoning and reflective thinking in the next generation of psychotherapists.