

REQUIREMENTS FOR QUALIFICATION AND ADMISSION TO MEMBERSHIP

NOTE

The following Procedural Code entries expand on the requirements outlined in this entry.

- a. For requirements applying to training in child and adolescent analysis, please see the separate Procedural Code entry 'IPA Requirements for Training in Child and Adolescent Psychoanalysis'.
- b. For requirements applying to the appointment of Training Analysts and Interim Training Analysts, please see the separate Procedural Code entry 'IPA Requirements for the Appointment of Training Analysts and Interim Training Analysts'.
- c. For requirements applying to Direct Members, please see the separate Procedural Code entry 'IPA Direct Members'.

INTRODUCTION

1. The IPA accepts training models employed within its Constituent Organisations and their Institutes, which are clearly based on the Eitingon, French and Uruguayan models described in the appendix to this document, as meeting the IPA's requirements for qualification and admission to IPA membership.

2. The terms *Eitingon*, *French* and *Uruguayan* used in describing the three models in the appendix, should not be interpreted as implying any geographic location in which the models may be employed, either now or in the future. However, whatever training models are used in each of the IPA Constituent Organisations and Institutes, they must be clearly based on one of the three models described in the appendix, regardless of the geographic regions where the Constituent Organisations and Institutes are located.

3. Any Constituent Organisation which wishes to change its training model from one to another of the three models described in the appendix, must follow the procedures outlined in the Procedural Code entry 'IPA Oversight of Educational Requirements'.

4. In employing any one of the training models described in the appendix, Constituent Organisations and Institutes must ensure that the following requirements are satisfied. The IPA's requirements outlined in this document are minimum requirements. Constituent Organisations and Institutes are free to exceed these minimum requirements as they judge appropriate. Elements of the training models adopted by Constituent Organisations and Institutes which exceed the IPA minimum requirements will be regarded as consistent with IPA requirements.

5. Constituent Organisations which consider that the requirements in this document require revision in the light of research findings should contact the Chair of the IPA Education Committee.

6. The requirements in this document are, of course, subject to local legal circumstances. Where local legal requirements exceed these minimum requirements they will be regarded as consistent with IPA requirements.

Selection for Admission to the Training Programme

7. It is recognised that different Constituent Organisations and Institutes make their selection for admission to the training programme at different stages according to the training model adopted, i.e. in some, applicants are selected before undertaking an analysis and in others, only after a period of analysis. However, the following requirements apply whenever selection is made.

- a. An applicant's previous academic training should include, at least, a university degree or its equivalent acceptable to the Constituent Organisation or Institute concerned.
- b. Each applicant must have a minimum of two separate interviews with two different analysts who have been officially recognised by the Constituent Organisation or Institute as being competent to evaluate applicants.
- c. The final decision on selection of an applicant must be made only by a group officially given responsibility for this task by the Constituent Organisation or Institute. Such a group must include more members than just those who conducted the interviews. No decision on selection may be made by any individual or by any unofficial group.

6. Applicants shall be accepted for training only after agreeing neither to conduct analyses nor to represent themselves as psychoanalysts until they have been authorised to do so by whatever group is officially designated by the Constituent Organisation or Institute as being responsible for their training. Applicants must also agree to abide by applicable IPA criteria. (See Rule 4 Section A(6) of the IPA's Rules.)

ANALYSIS

7. The analysis of a candidate (including those appointed candidates later) should be conducted in accordance with the requirements within the training model adopted by the Constituent Organisation or Institute as described in the appendix to this document.

ANALYSIS OF A CANDIDATE BY AN IPA MEMBER FROM A DIFFERENT CONSTITUENT ORGANISATION

8. The following policy only applies where a Constituent Organisation or Institute wishes to adopt it with respect to its own training procedures, unless that Constituent Organisation specifically prohibits its members from carrying out the training analysis of applicants for candidate status in another Constituent Organisation or Institute.

- a. A candidate may apply to one IPA Constituent Organisation or Institute while being in analysis with, or wishing to enter analysis with an IPA Member in another IPA Constituent Organisation.
- b. The IPA will accept as meeting its training requirements an analysis by an IPA Member of a Constituent Organisation different from the one in which a candidate is being trained, provided the Constituent Organisation or Institute to which the candidate is applying satisfies itself by appropriate means that the IPA Member conducting the training analysis is competent to carry out this task for this candidate.

CONCENTRATED ANALYSIS

9. Standard IPA training requirements as described in the appendix to this document are limited to one psychoanalytic session per day. However, when, in the opinion of the delegated bodies listed below, time and/or distance considerations place an undue burden on the candidate, the IPA allows concentrated analysis to the following requirements authorised according to the following procedures.

10. The IPA requirements for concentrated training analyses are:

- a. a maximum of two sessions per day;
- b. such sessions should not be continuous;
- c. they may be conducted on as many days per week as the analyst and candidate shall agree is appropriate;
- d. the IPA's requirements concerning numbers of sessions and the length of the analysis outlined in the appendix to this document should be adhered to.

DELEGATED AUTHORITIES REGARDING CONCENTRATED ANALYSIS

11. The IPA Board delegates authority to the following to consider, approve, reject or refer back applications on a case-by-case basis from IPA Members to conduct concentrated training analyses provided the above requirements are met.

- a. The International New Groups Committee is authorised to approve concentrated training analyses to be carried out by IPA Direct Members who are not members of Study Groups or under the auspices of the Psychoanalytic Institute for Eastern Europe (PIEE) or the Latin American Psychoanalytic Institute (ILAP).
- b. The PIEE and ILAP are authorised to approve concentrated training analyses to be carried out by IPA Direct Members under the auspices of the PIEE or ILAP who are not members of IPA Study Groups.
- c. IPA Sponsoring, Facilitating and Liaison Committees are authorised to approve concentrated training analyses to be carried out by IPA Members of Study Groups or Provisional Societies.
- d. IPA Component Societies and the Regional Association are authorised to approve concentrated training analyses to be carried out by IPA Members of their respective Component Societies or the Regional Association.

Appeals against Decisions regarding Concentrated Analysis

12. The above bodies must inform IPA Members applying to conduct concentrated analysis of their right to appeal in cases where applications are rejected. Appeals against decisions of the International New Groups Committee shall be made to the IPA Executive Committee. Appeals against decisions of IPA Sponsoring, Facilitating and Liaison Committees, the Boards of the PIEE and ILAP, Component Societies and the Regional Association shall be made to the International New Groups Committee.

COURSES AND SEMINARS

13. Courses and seminars should be conducted in accordance with the requirements within the training model adopted by the Constituent Organisation or Institute as described in the appendix to this document.

14. However, they must include:

- a. discussions of the writings of Sigmund Freud and of other psychoanalytic literature covering theoretical concepts, clinical problems and techniques of psychoanalysis,
- b. discussions based on clinical experience, and
- c. discussions of the principles of ethics which apply to all IPA Members and candidates and are listed in the Procedural Code entry Ethical Principles and Procedures, under Principles 2B 'For All Psychoanalysts and Candidates'.

SUPERVISIONS

15. Supervisions should be conducted in accordance with the requirements within the training model adopted by the Constituent Organisation or Institute as described in the appendix to this document. However completion of at least two acceptable supervisions of psychoanalytic treatment of adults is required. Three may be preferable in the case of candidates who have little clinical background and experience.

16. Permission to begin psychoanalytic treatments under supervision should be given by a group consisting of several analysts who have been officially delegated to carry out this responsibility by the Constituent Organisation or Institute in which the candidate is being trained. Members of such a group should themselves be recognised by their Constituent Organisation or Institute as being competent to conduct analyses of candidates and/or supervise the treatment of adults in analysis.

17. Supervisions must be conducted by analysts, other than the candidate's analyst, who have been designated for this function by their Constituent Organisations or Institutes.

18. Each supervision should continue for at least 2 years with a frequency of supervisory sessions of normally once a week for at least 40 supervisory sessions per year.

QUALIFICATION

19. Evaluation of a candidate's competence to undertake psychoanalytic treatments without supervision should be made by a group officially charged with this responsibility and which officially represents the Constituent Organisation or Institute.

20. The evaluation must include:

- a. An assessment of the candidate's compliance with the formal requirements within the training model adopted by the Constituent Organisation or Institute as described in the appendix to this document.
- b. An assessment of the candidate's aptitudes, capacities and personal qualities as well as his or her demonstrated understanding of and interest in psychoanalysis as a method of treatment.
- c. An assessment of the candidate's knowledge of and capacity to comply with the IPA's Principles of Ethics 2B 'For All Psychoanalysts and Candidates' listed in the IPA Procedural Code entry 'Ethical Principles and Procedures'.

MEMBERSHIP PRIOR TO 23RD JULY 1975

21. Membership of the IPA was automatically granted to qualified Members of Constituent Organisations which were recognised by the IPA before 23rd July 1975.

Change record:

Original approved from previous version of Procedural Code.

'Analysis of a Candidate by an IPA Member from a Different Constituent Organisation' imported from the previously separate Procedural Code entry 'Psychoanalysis of Candidates' January 2007.
'Concentrated Analysis' imported from the previously separate Procedural Code entry 'Concentrated Analysis Guidelines' January 2007.
Whole document revised following the adoption of the 3 training models in July 2006 and approved by the Board in principle in January 2007, with final approval in March 2007
Addition of Appendix part B approved by the Board in July 2007

APPENDIX PART A: CONCEPTUAL BASIS OF THE THREE MODELS

	Eitingon	French	Uruguayan
1. Intellectual Rationale	<p>Based on the tri-partite concept of education: analysis, supervisions and a didactic theoretical element of courses and seminars.</p> <p>To become an analyst requires analysis, didactic curriculum and supervised analytic experience. Analysis is an integral component of <i>training</i> and within its auspices. Experience in the analysis is seen as linked to what the candidate would be ready and able to experience when conducting analysis.</p>	<p>Based on the tri-partite concept of education: analysis, supervisions and a didactic theoretical element of courses and seminars.</p> <p>Analysis, while a required component of the training process, is strictly outside the boundaries of the training. There is no "training analysis" and no "training analyst". Analysis can be with any IPA Member. It is a most important step in clarifying and working out the candidate's motivation to become an analyst.</p>	<p>Based on the tri-partite concept of education: analysis, supervisions and a didactic theoretical element of courses and seminars.</p> <p>The model derives from a concern over and reaction to the previous concentration of power; an attempt to make training more free and equitable. There is not individual training analyst status. There is a transparency and equality of different functions and groups involved in training. Psychoanalysis is a conjectural, not an exact science. What is transmitted is a capacity to listen, an efficacy of the unconscious, vicissitudes of self, and an endless passion for psychoanalysis.</p>

<p>2. Philosophy of Psychoanalytic Education (immersion, qualifying, graduating)</p>	<p>The <i>analysis</i> aims at dealing with defence structures, overcoming resistances, exposing and analyzing neurotic transferences, infantile material, gaining conviction about primitive mental states, de-idealizing the analyst and the profession. This requires as <i>intensive an immersion</i> as possible in <i>analysis</i>, 4-5 times a week. Similarly, a candidate's experience in conducting analysis should also be as intensive as possible, i.e., 4-5 times a week. The capacity for continued self-analysis is an ideal, intended goal. A candidate needs to develop sustained courage for this. <i>Immersion</i> requirements: numerical requirements exist, but it is doubtful how useful they are for evaluating individual growth. Requirements should be more individualized. The best tool for evaluating readiness to graduate is the collective opinion of supervisors. In <i>Europe</i>: the presentation of a case to some forum is required (training analysts, another Institute, a committee) that evaluates and decides. In the <i>USA and Latin America</i>: some Institutes require a final case presentation.</p>	<p>The <i>analysis</i> goes on <i>before</i> admission to training. Frequency is not determined extrinsically but intrinsically (usually 3-4 times a week) between the analyst and the candidate, and depends on clinical indications. The admission interview assesses the <i>quality</i> of analytical process undergone. Requirements emphasize unconscious contents and dynamics, e.g, flexibility of mental functioning, Oedipus, passivity & bisexuality, Apres-Coup, infantile neurosis, introjection of analytic function, negative capacity, etc. Defence analysis is considered "too psychotherapeutic". Supervision is regarded as the process that makes the candidate an analyst. Emphasis is on deep <i>analytic</i> listening – to patient material, and that of the candidate. The supervisor plays an essential and equal part in evaluation and validation – s/he presents the case to the evaluating group. Only <i>Full Members</i> of Societies can do supervision.</p>	<p>For the <i>analysis</i> considerable immersion is required in terms of length: 3 1/2 years prior to candidate admission (with an IPA analyst), and another 5 years (concurrent with the duration of training) after starting at the Institute (with an analyst member of Analysis Group). This allows for full immersion and regression within the analytic setting, and for mature functioning vis-à-vis the institution. Frequency is at a minimum of 3 times a week, with periods of greater intensity and regression of up to 5 times a week. This is recommended practice, decided entirely between the analyst and the candidate. No authorization is required from the analyst, there is no required number of hours. The analyst informs the Institute of the start of the analysis and then only if the analysis is terminated unilaterally during training. Evaluation is done on the basis of written notes of seminars; written sessions of supervision; a (Masters thesis) of a case analysis with theoretical elaboration. Final evaluation is by the teaching committee, based on the entire record, presented and discussed to the entire Institute when the candidate grants permission. Regression anticipated in analysis but confined to it; institute training conducted along university lines, adopting mature, non-regressive stance.</p>
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<p>3. Psychoanalytic Process Underlying Educational Processes</p>	<p>The training analysis should accompany and overlap with the control cases. However, due to non-reporting, the duration of the analysis is not controlled. Many Institutes require to be notified when an analysis is terminated or interrupted.</p>	<p>The educational process is conceived in psychoanalytic terms, not in ordinary "professional training" terms or approach. This starts with the place accorded to the analysis and the fact that it is the basis and focus of the admission interview. It continues with supervision which partakes of in-depth listening, intervention and evaluation; and finally the seminar work, which aims at personal growth more than theoretical mastery.</p>	<p>The analysis requires possibilities, time and space for regression. The educational process – seminars, courses and supervision – is modeled on the free academic or university approach: periodic written work is required and evaluated; candidates enjoy a wide choice of seminars and leaders. The final graduation paper is equivalent of an Masters thesis. The emphasis is on developing capacity for psychoanalytic listening.</p>
<p>4. Breadth vs. Depth of Exposure</p>	<p>Breadth: many Institutes offer a wide variety and separate theoretical tracks, preferring wide exposure. Some feel this reflects divisions in the faculty, and might lead to fragmentation and confusion. There is a seemingly wide agreement on the desirability of core Freudian conflict theory, deferring others to later. There is a re-awakened interest in Freud in some quarters.</p>	<p>There is a general emphasis on Freud. Beyond this, freedom of courses and seminars is offered and freedom to select from them. Not a university type of teaching, but transmission by the teacher of his/her model and the expectation that the candidate will develop his/her own. There are certain variations among countries with additional theoreticians offered, but generally depth is preferred to width.</p>	<p>There is a wide spectrum of theoretical offering, to combat its becoming narrow and dogmatic. It is intended that there is no opposition between depth and width of perspectives. This theoretical pluralism is not opposed to depth but to encyclopaedic knowledge that tries to synthesize all existing theories (i.e., it opposes leveling of theoretical differences). Candidates are free to choose, teachers, and to select seminars and courses.</p>

<p>5. Issues of Power, Authority & Authorization</p>	<p>Authority is vested in the Education Committee, with varying degrees but with an increase of candidates' representation. The Training Analyst status and power is a wide spread issue and concern. It has become more democratic, people may propose themselves, but it still creates a two-tier system, introducing strain. Many maintain that the TA should not be a status or life-time appointment but a function. There is conflict around the dispersion of power: greater democracy is evident, but there are many questions about its effects (e.g., "pluralism and democracy have become buzz words for anything goes"; "difference between secrecy and confidentiality – democracy has certain limits in a psychoanalytic society."</p>	<p>The Training Committee is in the Psychoanalytic Society, to which it is democratically answerable. There is no independent Institute. There is progressive leveling of the hierarchy due to the abandonment of the "training analyst" function. Teaching roles are also open to members of different statuses. There is a movement towards gradual democratization.</p>	<p>The basis of the educational system is an attempt to guard against a concentration of power and to safeguard its dispersion. The structure is mindful of transference complications, idealizations, and narcissistic passions. Nurturing should come from differences and avoid imitation and mimesis. Different training functions are organized as "groups", not as an individual status or function. The groups are: Admissions Group, Supervision Group, Teaching Group, and Analysis Group, each of which is charged with conducting one specific aspect of training. Analysts request admission to any one of them, but can be members of only one group at a time. The Education Committee reflects this structure in its composition.</p>
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APPENDIX PART B: IMPLEMENTATION OF THE THREE MODELS

	Eitingon	French	Uruguayan
PRE-ADMISSION REQUIREMENTS	<p>A. The applicant must have a university degree and meet local legal requirements for clinical work.</p> <p>B. The applicant should present evidence of integrity, honesty, maturity, flexibility, and capacity for self observation.</p> <p>C. For the personal analysis see below.</p>	<p>A. The applicant must have a university degree and meet local legal requirements for clinical work.</p> <p>B. The personal analysis takes place entirely, or mostly, <i>before admission to training</i>. Personal analysis can be with any IPA member. (Some exceptions can be taken into consideration). Frequency (three or more weekly sessions) and duration are determined strictly within the analytic relationship.</p>	<p>A. The applicant must have a university degree and meet local legal requirements for clinical work.</p> <p>B. A minimum of one and a half years of personal analysis must have been undergone, with a psychoanalyst from the <i>Group of Psychoanalysts of the Institute</i>, with a frequency of at least three sessions a week. The personal analysis must be in progress at the time of application. (This applies also to applicants from abroad).</p>
ADMISSION	<p>A. Admission procedures may vary, but usually the applicant is asked to interview with three different analysts who are members of the Admission Committee.</p> <p>B. The interviewers' reports are discussed by the entire Admissions Committee.</p> <p>C. A recommendation is made to the Education Committee which makes the final decision.</p>	<p>A. Applicants must have at least three in-depth interviews with at least three different Training Analysts, recognised by the Constituent Organisation as competent to evaluate candidates. Each interview assesses the quality and the depth of the analytical process undergone.</p> <p>B. The final decision takes place in the Training Committee: the applicant's interviews are presented by the Training Analysts who met him/her, and are discussed in depth with all the Training Committee. The Committee must include more members than just those who conducted the interviews.</p>	<p>A. Applicants must have <i>at least two</i> admission interviews conducted by different members of the Admissions Committee.</p> <p>B. The full Admissions Committee makes the final decisions based on the recommendations from the admission interviews.</p>

<p>PERSONAL ANALYSIS</p>	<p>A. The personal, or training analysis, is an essential aspect of psychoanalytic education. It should preferably begin some time before the candidate begins classes.</p> <p>B. It accompanies the course of candidacy. It aims to help the candidate achieve a high degree of character stability, openness, flexibility, and maturity, and to develop the capacities which are necessary for maintaining an open and creative psychoanalytic stance.</p> <p>C. This personal analysis is to be conducted by a Training Analyst approved by the Institute responsible for the psychoanalytic education of the candidate. The candidate must be in analysis with a Training Analyst for a substantial period of time that overlaps with the supervised casework.</p> <p>D. The analysis is private and confidential.</p> <p>E. The personal analysis of a candidate must be conducted at a minimum of four times a week until termination.</p>	<p>(See Pre-Admission Requirements above.)</p>	<p>(See Pre-Admission Requirements above.)</p> <p>Following admission, the personal analysis must be conducted concurrently with the didactic and supervised aspects of the training.</p>
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<p>CURRICULUM AND THEORETICAL SEMINARS</p>	<p>The didactic curriculum is a scheduled series of seminars over a period of four or five years or a minimum of 450 hours. Although the titles and timing of seminars vary among Institutes, the curriculum is usually organized to include the following subject matters:</p> <ol style="list-style-type: none"> 1. Psychoanalytic Treatment Situation and Technique 2. Psychoanalytic Theory 3. Psychopathology 4. Development 5. Continuous Case Seminars and Clinical Conferences 6. Electives 	<p>A. Emphasis is on the study of the complete works of Freud, considered as the basis of the theoretical training.</p> <p>B. Seminars are organised by the Training Committee. Candidates can choose the seminars they want, but basic seminars are obligatory: metapsychology, theory of technique, and at least one clinical seminar.</p>	<p>A. Curricular seminars are conducted by a <i>Full Trainer</i>.</p> <p>B. The focus is on basic concepts of psychoanalysis established in the works of Sigmund Freud and later developments, with the aim of considering the wide variety of current psychoanalytic approaches.</p> <p>C. Candidates can participate in planning theoretical courses by choosing seminars.</p> <p>D. In agreement with the <i>Group of Didactic Functions</i>, the Training Committee is entitled to suspend the training of a candidate.</p> <p>E. The number of seminars and the curriculum is prepared by the <i>Didactic Group</i> and the Training Committee (Institute) and approved in outline by the General Assembly of the Constituent Organisation.</p>
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SUPERVISED ANALYTIC CASES	<p>A. The Education Committee of the Institute (or its functional equivalent) is responsible for evaluating the candidate's readiness to begin supervised analytic work.</p> <p>B. The candidate should be supervised by at least two different accredited Supervising Analysts.</p> <p>C. At least two cases (some Institutes require three cases), both male and female, are required. At least one of the analysands should have reached mid-phase in their analysis and it is preferable that one case should be near termination prior to the candidate's graduation.</p> <p>D. Training Analysts will not supervise their own analysand at any time during the candidacy.</p> <p>E. Generally, weekly supervision is appropriate, although less frequent supervision may be suitable for some candidates. Candidates should have at least 150 hours of supervision before being graduated.</p> <p>F. The candidate must meet with the patient, in person, at a frequency of four or five times per week on separate days, until termination.</p>	<p>A. Supervisions are regarded as an essential part of the training process.</p> <p>B. At least two cases of psychoanalytical treatment of adults with two different supervisors are required. One of these supervisions can be or must be group supervision, according to the chosen option of the particular Constituent Organisation.</p> <p>C. Candidates choose their supervisors from among the recognised members of the Training Committee. The personal analyst cannot be a supervisor.</p> <p>D. The frequency of sessions (three or more) for a supervised analysis is based on the considerations of the supervisor and supervisee and depends on clinical indications.</p> <p>E. Each supervision, individual or group, has to continue for a minimum of three years with a frequency of once a week. Intermediate evaluations of supervisions are conducted by the Training Committee.</p>	<p>A. Supervisions must be concurrent with the personal analysis and theoretical seminars, and begin <i>after</i> completion of four courses in basic Freudian concepts.</p> <p>B. Supervised practice consists of the supervision of <i>two adult patients</i> working in analysis with a frequency of at least three sessions a week.</p> <p>C. Supervision is by a member of <i>Group of Supervisors</i> chosen by the candidate. Supervisions are held weekly for each analysis for at least two years without any interruptions.</p> <p>D. Each supervised case must be approved by a Supervisor and by the <i>Supervisors Group</i> to which it is submitted.</p>
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<p>QUALIFYING (Requirements for Graduation.)</p>	<p>Criteria:</p> <p>A. Successful completion of didactic courses of at least 450 hours.</p> <p>B. At least 150 hours of supervision, on at least two analytic cases.</p> <p>C. Supervisors' reports agreeing to the competence of the candidate to conduct analyses.</p> <p>D. All required writing assignments have been completed and found satisfactory.</p> <p>E. There are no unresolved legal or ethical problems concerning patient care.</p> <p>F. All financial obligations to the Institute have been met.</p> <p>G. Membership in the local Constituent Organisation is open to all colleagues who have graduated and have no legal or ethical complaints against them.</p>	<p>A. The final evaluation is a different step from the election as a Member (or an Associate Member) of the Constituent Organisation.</p> <p>B. Evaluation of candidates is the responsibility of the Training Committee. Supervisors and seminar leaders report on the evolution of each candidate. Intermediate evaluations are also taken into consideration. Each committee organises the evaluation of the candidate in order to best evaluate the candidate's capacity to undertake independent psychoanalytic treatment: to maintain the frame, to understand the analytical process, to appreciate the evolution of the transference and counter-transference, and to formulate interpretations.</p> <p>C. The evolution of the supervision process is considered to be the determining element for qualification. Capacity to integrate analytical theory is also taken into consideration.</p> <p>D. Once the candidate's training is recognized, the candidate is no longer under the auspices of the Training Committee.</p> <p>E. Election as a Member (or an Associate Member) of the Constituent Organisation is the next step, in accordance with the statutes of each Constituent Organisation. At that time, he/she automatically becomes a Member of the IPA.</p>	<p>A. The candidate submits a written request to become a Member (or an Associate Member) of the Constituent Organisation.</p> <p>B. After approval of seminars taken, supervised experience including all written assignments, and the submission of a theoretical-clinical paper giving evidence of articulation of psychoanalytic theory with practice, is evaluated by five members appointed for this by the Training Committee. The committee also considers compliance with strict observance of psychoanalytic norms and ethics.</p> <p>C. The successful candidate is proposed to the General Assembly of the Constituent Organisation to become a Member (or an Associate Member).</p>
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STRUCTURE OF TRAINING FUNCTIONS	See IPA Procedural Code entry on <i>Requirements for the Appointment of Training Analysts and Interim Training Analysts.</i>	The Training Analysts have the responsibility for the selection, supervision and organization of theoretical and clinical seminars, and the intermediate and final evaluations of candidates. They are elected by their Constituent Organisation for these functions.	<p>A. The <i>Group of Didactic Functions</i> carries out all the training activities in coordination with the Training Committee. It consists of three subgroups:</p> <ol style="list-style-type: none"> 1. <i>Group of Psychoanalysts</i> – responsible for personal analyses of candidates and would-be candidates. 2. <i>Group of Supervisors</i> – responsible for supervised cases and assessing written reports. 3. <i>Group of Trainers</i> – responsible for curriculum and seminars, including the collation and review of evaluations of candidates by different training groups. <p>B. All training groups have research and organizational tasks as well, and attendance in regular meetings is mandatory.</p> <p>C. Members (and Associate Members) can apply and join Didactic Groups provided they meet the rules and standards of the Training Committee and the specific training group.</p>
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