

REQUIREMENTS FOR QUALIFICATION AND ADMISSION TO MEMBERSHIP (Stand 11.10.2023)

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.

ADVANCED ENTRY SCHEMES (AES)

9. Constituent organisations that have autonomy over their own training programmes are authorised

to add an Advanced Entry Scheme (AES) to their current training programme. No approval is required for the implementation of such a scheme. However all AES to IPA training programmes must comply with the training model requirements of the Society concerned, and the Society must satisfy itself that the equivalency was at an appropriate level.

CONCENTRATED ANALYSIS

10. 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.

11. 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

12. 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

13. 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

14. 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.

15. 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

16. 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.

17. 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.

18. 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.

19. 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

20. 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.

21. 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

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

Change Log

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

Addition of Advanced Entry Schemes approved by the IPA Board in January 2013

Changes to the Eitingon model's Philosophy of Psychoanalytic Education, outline of the Personal Analysis, outline of Supervised Analytic Cases – to reflect the modification of the Eitingon model's frequency requirement (from 4-5 to 3-5) – approved by the Board in January 2018

Change to para. C. of the "Supervised Analytic Cases" section of the Eitingon model implementation ("both male and female" changed to "of different genders") approved by the Board in December 2020

**This change record is for background information only and does not form part of the Procedural Code. If there is any conflict between a statement in the Procedural Code and a statement in this change record, the change record will be disregarded.*

APPENDIX PART A: CONCEPTUAL BASIS OF THE THREE MODELS

	Eitingon
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>
2. Philosophy of Psychoanalytic Education (immersion, qualifying, graduating)	<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>, 3-5 times a week. Similarly, a candidate's experience in conducting analysis should also be as intensive as possible, i.e., 3-5 times a week. The capacity for continued self-analysis is an ideal, intended goal. A candidate needs to develop sustained courage for this.</p> <p><i>Immersion</i> requirements: numerical requirements exist, but it is doubtful how useful they are for evaluating individual growth. Requirements should be more individualized.</p> <p>The best tool for evaluating readiness to graduate is the collective opinion of supervisors.</p> <p>In <i>Europe</i>: the presentation of a case to some forum is required (training analysts, another Institute, a committee) that evaluates and decides.</p> <p>In the <i>USA and Latin America</i>: some Institutes require a final case presentation.</p>
3. Psychoanalytic Process Underlying Educational Processes	<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>

4. Breadth vs. Depth of Exposure	<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.</p> <p>There is a seemingly wide agreement on the desirability of core Freudian conflict theory, deferring others to later.</p> <p>There is a re-awakened interest in Freud in some quarters.</p>
5. Issues of Power, Authority & Authorization	<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.</p> <p>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>

APPENDIX PART B: IMPLEMENTATION OF THE THREE MODELS

	Eitingon
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>
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>
PERSONAL ANALYSIS	<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</p>

	<p>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 three times a week until termination.</p>
CURRICULUM AND THEORETICAL SEMINARS	<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
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), of different genders, 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 three to five times per week on separate days, until termination.</p>
QUALIFYING (Requirements for Graduation.)	<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>
STRUCTURE OF TRAINING FUNCTIONS	See IPA Procedural Code entry on <i>Requirements for the Appointment of Training Analysts and Interim Training Analysts</i> .