

Dear Presidents and Directors of Training,

For additional information on the upcoming **Forum on Education**, which will take place from **5–7 December at EPF House in Brussels**, please find below the **abstracts of the two keynote speakers**. We would greatly appreciate it if this information could be shared with the training analysts at your institutes or societies, as the Forum provides an important opportunity to discuss key topics related to training and supervision.

Further information can be found on the EPF website via the provided link <https://www.epf-fep.eu/de/event/forum-on-education-3>.

The registration form is accessible here: [REGISTRATION form](#)



Supervision and its unconscious issues

Leopoldo Bleger

French Psychoanalytical Association

Abstract

Even if the bibliography on supervision is a library in itself, it's always necessary to come back to the subject because transmission functions mainly through a living speech, a speech which questions itself.

Supervision and, in general, the question of “formation of analysts” (a term to be preferred to “training”) it's an everlasting question in the French Association (APF- *Association psychanalytique de France*) as in many other psychoanalytic societies. It's quite difficult to isolate one of the terms of the tripod from the others.

Some points can be highlighted in the APF experience, like the orality of the whole process and the way in which supervisions are validated. The main idea is, perhaps, to stick as much as possible to the unconscious issues in the whole process trying to put aside the more administrative aspects.

There seem to be two poles or extremes: supervision as learning or teaching the ‘know-how’ (particularly technical) or supervision as a continuation of analysis. This alternative

sounds Manichean [black and white], if only because it is probably at the height of personal experience that we really ‘learn’.

Supervision can only be ‘personal’ if we start from the point of view that in the practice of psychoanalysis we work with the ‘personal’. We work with the most personal part of ourselves, our personal analysis. Otherwise, what else would we work with as analysts?

Supervision, a place of psychoanalysis. It tests and stretches our capacity for transference, our relationship with the unconscious, and brings the transference relationship to a fever pitch with renewed relevance.



Analytic attitude in the spaces of learning

Sølvi Kristiansen

Norwegian Psychoanalytical Society

Abstract

The analytic attitude, a clinical term rooted in Freud’s technical writings and later expanded by other analysts, describes fundamental “ways of being” with the patient in the psychoanalytic setting. When applying this clinical term to training, one inevitably encounters the question of how supervision and seminars differ from clinical psychoanalysis in their aims, functions, and settings—and what consequences these differences may have for our “way of being.” These issues have been discussed, and at times have generated controversy, since the early days of psychoanalytic training.

Developing a psychoanalytic attitude is one of the main aims, perhaps the central aim, of becoming a psychoanalyst and therefore has an obvious place in the transmission of psychoanalysis in training. Since all aspects of training are strongly personal (including supervision and seminars), and involve desires, fantasies, emotions, and anxieties, an analytic attitude is needed to enable us to work with and within this complex field in a way that is in accordance with what we want to transmit. However, the differences between the clinical situation and training require that we continue to reflect on the implications of these distinctions. In this presentation, I will address some concrete dilemmas—both institutional and personal—that the training analyst may encounter not only in supervision but also in seminars, a part of our training that has received comparatively less attention in the literature.

Best regards,

Renate Kohlheimer



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European Psychoanalytical Federation
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