



# **Manual of Training in Psychoanalysis Policies, Principles and Procedures**

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***Please note that this edition of the Manual supersedes and corrects all previous editions.***

## ***Contact Information***

For updates to this Manual, including corrections and omissions, please contact the SAPA Secretary.

For enquiries about training, please contact the SAPA Director of Training.

Contact details on page 24

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## INTRODUCTION TO SAPA

Psychoanalysis is a method of inquiry into the human psyche. This method underpins several theoretical models of human functioning and treatments of suffering. Psychoanalysis was first developed in the last years of the 19<sup>th</sup> century by Sigmund Freud who lived and worked in Vienna and spent the last period of his life in London as an exile from the Nazis. Although Freud's work provides the foundation for all psychoanalytical theory and practice, during the 20<sup>th</sup> century the discipline blossomed into several divergent but mutually enriching schools. Many, but not all, of the practitioners, who employ psychoanalytical methods in these diverse ways, are members of the *International Psychoanalytical Association* (IPA), which was founded by Freud and his colleagues in 1910.

Founded in 2009, the *South African Psychoanalytical Association* (SAPA) is the first organization in Africa to be affiliated with the IPA. SAPA is a Component Society within the IPA, having achieved this status in 2023.

The main objects of SAPA are:

- to educate psychoanalysts and the public about psychoanalysis, by means of appropriate research, study, publications, scientific congresses and other meetings; and otherwise to foster the development of psychoanalytical knowledge and mental health.
- to facilitate and foster psychoanalysis within the context of our post-apartheid society; specifically, to explore and challenge unconscious processes in relation to the external realities of racism and all forms of "othering" that impact upon human psychology.
- to apply professional and ethical criteria for selecting, training and qualifying psychoanalysts, subject to the authority of the IPA and the principles established by the IPA.
- to facilitate and foster psychoanalysis within a broader community setting via: low fee clinical schemes, professional publications, media and governmental and non-governmental organisations.
- to highlight the purposes, capacities and uses of psychoanalysis as a means of promoting and preserving individual, group and community health and well-being.
- to advance the psychoanalytical profession and the professional needs and interests of psychoanalysts.

Toward these ends, SAPA began in 2010 to accept individuals for training in psychoanalysis, focusing its educational activities in Cape Town and Johannesburg.

Since 2010 SAPA has been involved in leading two public events, one the annual Conference which is held in collaboration with our sister psychotherapy organisation the South African Psychoanalysis Initiative (SAPI) and the other, (also in collaboration with SAPI) a public Education Day where psychoanalysts teach on specific theme based subjects.

SAPA also organises an annual in-house, one-day Psychoanalysis Symposium available to SAPA candidates and members .

In 2016 SAPA initiated a Low Fee Treatment Scheme in both Cape Town and Johannesburg which offers both psychoanalysis and psychoanalytical psychotherapy to those unable to afford private rates.

## ***BRIEF HISTORY OF PSYCHOANALYSIS:***

### ***THE INTERNATIONAL CONTEXT***

Psychoanalysis was first developed by Sigmund Freud, when he started in the mid-1890s, to use the free-association method to reveal the mental processes underlying the symptoms of his patients. Later he would claim that the four “pillars” of the discipline were his discovery of the repressed unconscious, the pervasive influence of sexual impulses in all mental life, the lingering influence of developmental history in the formation of the mind and its psychopathology, alongside the significance of the Oedipal Complex and incest taboo in all of this.

In his prodigious writings, Freud elaborated several metapsychological models of human mental functioning, including different formulations of the “drives” that impel and lead us into inevitable conflicts with reality. He also contributed a wealth of insights on social and cultural topics.

With the Nazi annexure of Austria in 1938, Freud emigrated to London where his daughter, Anna Freud, published her seminal works. She inspired a group of emigrant psychoanalysts in the United States to develop a psychoanalytic ego psychology, largely as a medical speciality.

In London, between 1942 and 1944, a series of “controversial discussions” was organized in an effort to resolve theoretical and clinical differences between the followers of Anna Freud and those of Melanie Klein, who had developed a different approach to psychoanalysis, largely based on the exploration of the pre-Oedipal infant’s struggle with inner forces of love and hate. Kleinian psychoanalysis became the predominant approach in many parts of Europe and South America, and its

influence continues today. Out of the “controversial discussions,” an independent group of theorists and practitioners also developed in London and elsewhere. These clinicians, together with the work of Melanie Klein, represented a new school of psychoanalysis: Object Relations Theory.

The predominance of ego psychology in the USA began to erode in the 1960s and object-relations theories became better known. Self-psychology, initiated mostly by the work of Heinz Kohut in Chicago, flourished in the later decades of the 20<sup>th</sup> century and the writings of an array of “neo-Freudians” were also influential. On the basis of these traditions, the interpersonal, relational, and intersubjective approaches to psychoanalysis developed - approaches that are increasingly popular, especially in North America.

In France, starting in 1951, Jacques Lacan’s seminars and writings heralded a “return to Freud” that included a critique of both ego psychological and Kleinian or object-relational approaches to theory and practice. Although Lacan was expelled from the IPA in 1963, for his experiments with unorthodox clinical techniques, his perspectives became very popular in parts of Europe and South America, producing a proliferation of Lacanian institutes for psychoanalytical training outside the auspices of the IPA. Many important theoretical developments have occurred in the wake of Lacan’s contributions.

Other approaches to psychoanalytical theory and practice have developed both within and alongside the IPA since its beginning. For example, the analytical psychology of Carl Jung developed independently after Jung and Freud parted ways in 1913. Existential and phenomenological approaches have also continued to influence the field. Moreover, mostly in opposition to Lacanian doctrine, feminist and deconstructive approaches to psychoanalysis have developed since the late 20<sup>th</sup> century, drawing at least in part on (as well as in contradistinction to) a humanistic tradition that has inhaled to psychoanalysis since its beginning. Additionally, the connection between psychoanalysis and the neurosciences, which greatly interested Freud in his earliest work before the mid-1890s, has developed substantially in the past two decades.

Today psychoanalysis offers a rich panoply of theories and methods. Most psychoanalysts are directly or indirectly affiliated with the IPA, which Freud founded. However, there are many unaffiliated training institutes, some of which belong to the *International Federation of Psychoanalytical Societies*, which was founded in 1962, as well as several Lacanian organizations. Testimony to the ongoing strength of the discipline is the fact that there are over sixty Component Societies within the IPA, as well as over twenty Study Groups and Provisional Societies. In the English language alone, there are over forty scientific and professional journals devoted to psychoanalytical theory and practice, and equally strong editions in German, French, Spanish and Italian. Perhaps most encouragingly, psychoanalytical training institutes have been founded outside the traditional strongholds, in Australia, Asia and (now) Africa.

In addition to the direct impact of psychoanalysis on clinical practice, the indirect impact of psychoanalysis on contemporary life and thought cannot be overestimated. Psychoanalysis has had enormous influence on the life and social sciences and humanities, as well as the fields of education, the arts and politics.

## ***BRIEF HISTORY OF PSYCHOANALYSIS IN SOUTH AFRICA***

Although Sigmund Freud had proudly announced the establishment of a South African Psychoanalytical Society in 1935 (in the Postscript to his “Autobiographical Study”), the advent of Apartheid in 1948 and the subsequent death of Wulf Sachs, in quick succession, put a premature end to the fledgling Society. Thereafter, for six decades, South Africans wishing to undertake psychoanalytical training had to do so abroad.

In the wake of the momentous political developments of the early 1990s, however, a group of expatriates in London, realizing the potential implications of these developments for psychoanalysis in South Africa, formed the South African Psychoanalysis Trust (SAPT). The SAPT had the sole aim of bringing South African psychoanalysis into line with international norms and standards through the establishment of an accredited training institute.

The SAPT realised from the outset that psychoanalysis as a mode of treatment (perhaps especially in a developing country) cannot flourish in the absence of the wider practice of psychoanalytical psychotherapy and applied psychoanalysis. However, since these already existed in South Africa, and since the reverse is also true (i.e., psychoanalytical psychotherapy and applied psychoanalysis cannot flourish in the absence of psychoanalysis proper), they decided to focus their efforts solely on the formation of an IPA-affiliated institute. The SAPT did significant groundwork most notably linking in with the IPA’s New Group’s Committee. The New Group’s Committee had established a programme of equivalence whereby clinicians meeting specific training criteria became eligible for IPA membership.

In 2002 Mark and Karen Solms, two London based psychoanalysts, returned to South Africa. They assumed the tasks and responsibilities that the SAPT had originally begun – that is, the task of establishing a psychoanalytical society in South Africa. Until their return there was only one IPA registered psychoanalyst in South Africa, Katherine Aubertin. The Solms’ held meetings with representatives of local psychoanalytic organisations in both Cape Town and Johannesburg which eventually led to the offering in 2003 (in Johannesburg) of a series of didactic seminars focusing on basic psychoanalytic concepts, led jointly by Katherine Aubertin and Mark Solms.

Following the retirement of Mme Aubertin in 2005, there were three significant developments. First, the Johannesburg seminar group was transformed into a clinical seminar group. Second, a parallel group was formed in Cape Town. Third, and most importantly, all the Johannesburg and Cape Town groups were consolidated – in February 2006 – to form a single national organization, called the South African

Psychoanalysis Initiative (SAPI). This occurred at Delta farm in Franschoek. The event since become the annual congress of SAPI, where a two-day colloquium on psychoanalysis is held each February, with the venue alternating annually between Cape Town and Johannesburg. The founding aims of SAPI were identical with those of the SAPT, namely the establishment of an independent IPA accredited training institute in South Africa.

For this process to begin, however, it was essential to obtain a minimum of four IPA registered psychoanalysts in South Africa who would then be able to form a South African Study Group. In 2008, an IPA registered psychoanalyst, Gyuri Fodor, relocated from Vienna to Cape Town, and in 2009 Susan Levy was made a Direct Member of the IPA. This meant, that together with Mark and Karen Solms there were now four South African based psychoanalysts. South Africa was therefore eligible for Study Group status, the first step in the process towards becoming an independent IPA Component Society. The new Study Group was ratified at the IPA's 46<sup>th</sup> Congress in Chicago in July 2009. The new Study Group was named The South African Psychoanalytical Association (SAPA).

The establishment of SAPA meant that an IPA accredited training programme could begin. In accordance with IPA regulations, a specific IPA Sponsoring Committee was assigned to the Study Group. The Sponsoring Committee met bi-annually with the Study Group until SAPA acquired the status of IPA Provisional Society in 2017. An IPA Liaison Committee then met annually with SAPA until it achieved Component Society status in 2023.

In March 2010, the four members of the initial study group were granted Training Analyst status by the Sponsoring Committee for the specific task of initiating a training programme in South Africa. In December 2010 Barnaby Barratt, a Michigan based Training Analyst relocated to Johannesburg, and was subsequently appointed Training Analyst there. Following this, three further psychoanalysts became members of the Study Group: Elda Storck (Cape Town), Mary-Anne Smith (Johannesburg) and Alan Levy (who relocated from London to Cape Town), and were conferred Training Analyst status in 2015. Alan Levy had to return to England in late 2015. In 2011 the first cohort of candidates began their training in Cape Town and a year later a cohort in Johannesburg commenced. Kate Aubertin and Irene Chait were accepted as direct members in 2016 and at the same time our first graduates, Heather Jones Petersen and Vincenzo Sinisi, made us exceptionally proud as the first qualified psychoanalysts to have come through the training solely within SAPA in South Africa.

In 2019, SAPA became a provisional society. Mary-Anne Tandy, qualified for direct member status in 2016 and Armien Abrahams qualified for direct membership status in 2017. Armien Abrahams together with Glynis Ponton and Heather Jones Petersen have since been conferred Training Analyst status. In addition to these founding members, we have a further 20 South African trained psychoanalysts in the SAPA membership.



## ***SAPA'S COMMITMENT TO ETHICAL STANDARDS AND NON-DISCRIMINATION***

SAPA has adopted a Code of Ethics, which broadly follows the Ethical Principles of the IPA. Members and Trainees are always required to adhere to this ethical code. Disciplinary procedures will be followed in the event of failures to do so.

Whenever there is ambiguity in the interpretation of this Code, SAPA members are expected to consult with senior colleagues for advice and guidance. The Code is an evolving set of ethical principles and practices that will develop in tandem with its application.

SAPA is committed to non-discrimination with respect to gender, race, ethnicity, sexual orientation, age and socio-economic class, in all aspects of its educational and professional functioning, including in the selection and training of individuals wishing to become psychoanalysts. Additionally, in the context of South Africa's history of apartheid, SAPA currently supports the principle of affirmative action regarding previously disadvantaged individuals and communities, for example in providing educational and clinical services, and encourages its members to do likewise in their professional activities.

## ***SAPA'S COMMITMENT TO PSYCHOANALYTICAL EDUCATION***

SAPA believes that psychoanalysis has a crucial role to play in mental health science and scholarship in South Africa. SAPA is committed to providing education that applies and propagates psychoanalytical knowledge for the benefit of the professional and non-professional public.

To that end, SAPA is engaged in a variety of teaching and disseminative activities that inform and teach mental health professionals and others about psychoanalytical knowledge. Workshops, seminars, conferences, research and publication, are all included in this strategic approach.

# **TRAINING IN PSYCHOANALYSIS WITH SAPA**

## ***NOTICE CONCERNING SAPA TRAINING RULES & PROCEDURES;***

The rules and procedures governing training in SAPA are outlined below. Please note that these rules and procedures describe the ordinary, expectable situation. However, there are always exceptions. The SAPA Training Committee therefore reserves the right to vary and/or waive any of the rules and procedures described below if the individual circumstances of a trainee make this necessary or preferable.

## ***PHILOSOPHY OF PSYCHOANALYTICAL TRAINING AND THE TRIPARTITE MODEL***

Unlike academic studies, training to become a psychoanalyst is not achieved merely by the completion of a set of educational requirements. Rather, it involves a process of transformation through personal psychoanalysis, in addition to the acquisition of knowledge and clinical skills.

Because of the personal character of this training, its specific course must, at least to some extent, be tailored to the needs of the individual trainee. Thus, although the training can often be completed within five years, the exact requirements or duration of training cannot be predetermined. For example, some trainees may need to treat more than two “control cases” to have sufficient clinical experience to graduate; some trainees may decelerate the pace of their training due to family obligations, challenges encountered in their personal psychoanalytical treatment; and so forth.

SAPA is committed to ensuring that all applicants for psychoanalytical training, regardless of personal and professional background, who demonstrate suitability to practice and motivation to graduate, will be supported in having their specific educational needs addressed.

SAPA’s training programme is organized and governed by its Training Committee, which consists of a group of IPA-appointed Training Analysts, as well as a Training Administrator. Other qualified psychoanalysts teach in the programme and support trainees in their development, but do not serve directly on the Training Committee.

It is important to note that SAPA is a “non-reporting” training institute, which means that all information exchanged between the Trainee and the Training Analyst conducting his or her personal psychoanalytical treatment remains entirely confidential, and the individual’s Training Analyst does not participate in the Training Committee when matters pertaining to that individual are deliberated or decided.

To optimize the provision of psychoanalytical training as a personally and professionally transformative experience, SAPA has adopted the “tripartite model,” as approved by the IPA and first articulated by Max Eitingon in the 1920s. The model stipulates that three components of training are required, and that it is essential that they be articulated with each other:

1. A full course of personal psychoanalytical treatment, conducted by a designated Training Analyst, at a frequency of not less than four sessions per week (800 hours of personal psychoanalytical treatment before graduation would typically be considered a minimum).
2. The treatment of at least two control cases (one of each gender), in full psychoanalysis, under the regular supervision of a Training Analyst (120 hours of direct supervision before graduation would typically be considered a minimum). Minimum requirements are that one control case is in analysis for at least two years and a second for at least one year.
3. Several years of Didactic, Reading and Clinical Seminars, as an integrated curriculum offered by qualified psychoanalysts, i.e., approved SAPA and IPA members, systematically covering psychoanalytical theories, psychopathology, treatment processes, and other relevant topics. (450 hours of seminar work before graduation would typically be considered a minimum).

Typically, trainees will be required to be in their personal psychoanalysis for *at least* a year prior to being given permission to commence seminars, for the purposes of training standards, a “year” may be taken to imply at least forty full weeks, which excludes vacations and other breaks (it should be understood that a year is a *minimum*, and the Training Committee may well require a longer period on an individual basis). It is also required that Candidates have requested a Supervisor, with a view to starting a case in psychoanalytical treatment, by the time of the commencement of the series of seminars on Method and Process (“Technique”).

Typically, trainees will be required to have successfully completed at least a year of seminars prior to being given permission to commence their first control case under supervision. Candidates are typically required to have their first control case successfully in treatment for at least a year before requesting permission for a second control case under supervision (it should be noted that in particular circumstances a second case might be started sooner).

Typically, the personal psychoanalysis of trainees will be expected to continue at least until the first control case is successfully established in supervised treatment. (This is a minimum requirement, and the Training Committee may require a second case to be successfully established before the trainee may terminate their personal analysis.) The rationale for these expectations is that it is assumed that trainees would not be able to fully appreciate the seminar education until they have themselves settled into their own psychoanalytical treatment. It is further assumed that trainees will not be ready to begin treating a patient under supervision until they have themselves experienced a significant duration of their own personal psychoanalytical treatment, and until they

have mastered some of the ideas studied in the Didactic, Reading, and Clinical Seminars. Beginning to function as a psychoanalyst, treating patients under supervision, may provoke unanticipated responses in the trainee; this is the rationale for requiring trainees to remain in their personal treatment at least until their first control case has settled successfully into psychoanalytical treatment.

It is unrealistic to expect trainees to terminate with one or both of their training cases before qualifying; for this reason graduates are expected to, and are required to agree to, remain in supervision (after graduation) with an IPA Training Analyst until at least one of their training cases is brought to a full and successful termination.

## ***PROCEDURE OF APPLICATION FOR PSYCHOANALYTIC TRAINING***

The procedure for application is the following:

The prospective trainee should write a detailed letter of motivation saying why he or she is interested to train as a psychoanalyst and why they are interested in psychoanalysis in particular as opposed to any other type of training.

Along with this letter, a comprehensive Curriculum Vitae should be sent. This should include:

1. The applicant's name, address (including email address), place and date of birth.
2. Detailed information about the applicant's educational and clinical experience. This should include work undertaken as a clinician (types of patients, duration of supervisions, details of Supervisors, etc.)
3. Detailed information about any psychotherapeutic or psychoanalytical treatment that the applicant might have undergone or is currently undergoing. This would include length of treatment, intensity of treatment (number of sessions per week) as well as details of the therapist involved.
4. Any publications, involvement in research projects and other matters of interest.
5. Names of two potential referees with whom the applicant has had a professional relationship.
6. This information must be sent to the Director of Training who will arrange interviews at the next available opportunity. This may involve some months' delay.

7. Admission interviews will typically be scheduled in Cape Town or Johannesburg. The procedure will be as follows:
- a) There will be individual interviews by two or three SAPA colleagues. Each colleague will write a short summary of their interview with some sense of the criteria used in the assessment. The interviewer will also say whether, in their opinion, the applicant should be accepted.
  - b) The interviewers bring their recommendations before the Training Committee, where a decision is reached regarding the application. The Committee may ask the applicant to undergo preparatory work (typically meaning personal psychoanalysis) and consider re-applying at some later date. The training committee will provide personal feedback as to the outcome of the application as soon as possible.

## ***PERSONAL SUITABILITY AND READINESS***

Applicants are selected for training based on their capacity for empathy and self-reflection and their levels of psychological mindedness and insight. Integrity and emotional honesty are sought rather than specific skills or objective abilities.

An applicant does not need to be a mental health practitioner or to have a background in a mental health profession to apply to the training.

Given the demands of the training, emotional, financial and in terms of hours spent on the training, applicants should be mindful of the need to have adequate emotional and social support to undergo the training. It is always helpful (although not a requirement) to have had some experience in personal psychoanalysis before applying to train.

SAPA is committed to fostering and supporting applicants from financially disadvantaged backgrounds.

## ***NOMENCLATURE AND SELF-REPRESENTATION OF TRAINEES***

Upon acceptance for psychoanalytical training, the trainee will be assigned a Progress Advisor (see below) by the Training Committee, and may refer to him/herself as a “Provisional Candidate” of SAPA.

When trainees begin the sequence of Didactic and Reading Seminars, they may refer to themselves as “Candidates.” When they start seeing control cases in treatment, they may represent themselves as offering psychoanalytical treatment; however, at no time until graduation, may a trainee refer to him/herself as a “psychoanalyst.”

Upon graduation from SAPA training, the individual becomes a psychoanalyst member of SAPA, which automatically confers IPA membership.

After functioning as a psychoanalyst for a period and gaining sufficient experience in conducting psychoanalytical treatments, as well as successfully performing teaching and administrative functions within the SAPA programme, the individual may apply to be appointed as a Training Analyst with SAPA.

## ***THE CANDIDATE'S PERSONAL TREATMENT***

The foundational experience for every prospective psychoanalyst is to undergo a personal psychoanalytical treatment. This is intended to facilitate trainees' personal growth, knowledge of the nature of psychoanalytical processes, as well as awareness (and hopefully diminution) of symptomatic and characterological features that could interfere with their successful functioning as a psychoanalyst, etc.

A full personal psychoanalytical treatment implies one that is conducted at a frequency of no less than four sessions per week (with at least forty weeks in a year, which excludes vacations and other breaks and totals at least 160 sessions). For training purposes, this treatment must be conducted by a SAPA Training Analyst, should commence at least one year prior to beginning the sequence of didactic seminars. Fees for the personal psychoanalytical treatment are set by the Training Analyst. A Training Analyst over the age of 72 years is required to gain permission from the SAPA Training Committee to take a candidate into a training analysis. In addition, there is a limit as to how many candidates from the same cohort may be seen by the same analyst. These matters will be taken up within a request to train as a psychoanalyst with SAPA.

It should be noted that the Candidate's relationship with the Training Analyst conducting his/her personal psychoanalytical treatment is entirely confidential. The Training Analyst merely notifies the Training Committee two out of three possible items of information: (1) the date on which the psychoanalytical treatment began; (2) the date it completed a mutually agreed termination experience; or (3) in cases where this is not possible, the Training Analyst may simply notify the Training Committee as to the date on which he/she ceased to function in this capacity. Thus, it is to be emphasized that the Training Analyst *never* communicates to the Training Committee any information about the content or process of the treatment, nor any information about the Candidate's personal issues or analytic material.

Normally, it is expected that the personal treatment will continue at least until the Candidate is successfully involved in treating psychoanalytical patients. It must be emphasized that trainees are expected to remain in psychoanalytical treatment for as long as is necessary to effect a successful and mutually agreed (between the trainee and his/her Training Analyst) termination experience. Trainees are, however, not expected to remain in analysis artificially until they graduate; if the trainee and Training Analyst consider the trainee's personal analysis to have run its natural course, the analysis may be terminated at any point after the trainee is successfully involved in treating their first control patient under supervision. Additionally, it should be noted that Freud recommended that practicing psychoanalysts should return to personal

psychoanalytical treatment with a colleague periodically, to address any symptomatic or characterological issues that might be (re)evoked in the course of psychoanalytical practice.

## ***THE COURSE OF DIDACTIC, READING AND CLINICAL SEMINARS FOR CANDIDATES***

When a Provisional Candidate is approaching completion of at least one year in personal psychoanalytical treatment with a Training Analyst, s/he should meet with the Progress Advisor to discuss their readiness before progressing to the course of Didactic Seminars. It should be noted that the seminars involve Candidates in an intensive and rigorous programme of readings, and Trainees are strongly advised to embark on their course of study as soon as is feasible. Trainees should anticipate that significantly more time will need to be devoted to studying the reading materials than will be occupied in the seminars (perhaps as much as four hours reading per week for the entire training).

The curriculum is taught over a four-year period, each year involving about 120 hours of seminar time. Year one is dedicated to studying Freud and Klein, Year two focuses on psychoanalytic methodology; Year three studies Psychic suffering and Year four Perspectives on Psychoanalysis. The training takes place on one or two Saturdays per month and in addition has mid-week seminars on a Wednesday evening. SAPA teaching faculty include both Training Analyst and other IPA/SAPA members. The curriculum is divided into didactic seminars, involving lectures by faculty; reading seminars, in which the Candidate class meets with faculty to discuss reading materials; and clinical case seminars where clinical material is presented and discussed with the aim to further learning.

The curriculum is obligatory; no part of it may be missed. Candidates who miss seminar sessions are required to negotiate with the seminar leader (preferably in advance) as to how they can make up whatever is missed. A letter should be written to both the seminar leader and the curriculum chair and the candidate's progress advisor notifying them (preferably in advance) of any missed seminars.

It should also be noted that all faculty teaching seminars are asked by the Training Committee to make note of any problems that may seem to arise for an individual Candidate during his/her training.

## **PARTICIPATION IN SCIENTIFIC MEETINGS**

Scientific Meetings are open not only to members and candidates conducting control analyses, but also to all candidates who have commenced the theoretical component of the training. Naturally, these latter candidates will not present cases, but their attendance is strongly encouraged. Candidates must attend at least one of the monthly national or regional societal scientific meetings. Junior Candidate Clinical Seminars are held specifically for candidates to present their cases and get feedback from senior colleagues. Attendance at the Junior Candidate Clinical Seminars is compulsory for candidates.

Presentation of clinical work is understood to be, second to the personal psychoanalytic treatment, one of the most important dimensions of a Candidate's training. You need to have presented at least 8 times to meet qualification for graduation. A minimum of 8 clinical presentations are required to be given in the presence of a Training Analyst. Clinical presentations in any of the following forums are suitable for graduation criteria; Curriculum CS, SAPA Scientific Meetings, JC/CS or SAPA symposium. It is assumed and recommended that at least two different cases be presented during these 8 required presentations.

It is strongly encouraged for candidates to participate in the scientific life of the broader community, namely the SAPI/SAPA Conference, SAPI Education Day and SAPA Symposium.

## **THE CANDIDATE'S TREATMENT OF CONTROL CASES UNDER SUPERVISION**

When the Candidate is approaching completion of the first year of seminars, s/he may write to the Director of Training to request permission to be assigned a Supervisor with a view to beginning the treatment of a first control case. If the reports from Faculty teaching seminars are satisfactory, the Training Committee will assign a Supervisor for the Candidate. It should be noted that this Supervisor will be a SAPA Training Analyst who, whenever possible, must conduct the supervision on a face-to-face basis. It should be noted that Candidates who do not request a Supervisor before they begin the sequence of seminars on Method and Process ("Technique"), will be required to meet with a member of the Training Committee to discuss and explore their progress in training. *Thus, it must be emphasized that a Candidate cannot proceed through the course of Didactic, Reading and Clinical Seminars without, at some point, having experience of treating a patient in supervision.* Thus, Candidates will not be permitted to take the sequence of "Technique" seminars unless, *at the very least*, they are meeting with a Supervisor with a view to beginning a case in psychoanalytical treatment.

The Supervisor will review with the Candidate his/her practical, professional and



psychological readiness to begin a psychoanalytical treatment, the availability of a suitable patient, and other matters. Fees for supervision are set by the Supervisor. It should be noted that the Supervisor is required to report regularly to the Training Committee concerning the Candidate's progress, and that supervision is not a confidential relationship; typically, the Supervisor will write reports on the Candidate's progress every January and July. Although it is preferred that the first supervision be entirely on a face-to-face basis, it is recognized that this is sometimes not possible.

Once the Candidate has had a first Control Case in treatment for one year, s/he may talk with the Supervisor about his/her readiness to begin a second Control Case. In exceptional cases the supervisee may begin his/her second case six months after the first control case. If the Supervisor recommends this progression, the Candidate may write to the Director of Training to request permission to begin a second case. If permission is granted, the Candidate may choose a Supervisor, but the choice is subject to the approval of the Training Committee. In all cases, the Supervisor must be a Training Analyst, so designated by the IPA. At the discretion of the Supervisor, this second supervision may be conducted online, but an annual in-person meeting is strongly recommended.

As with the first supervision, the second Supervisor will review with the Candidate his/her practical, professional and psychological readiness to begin a second psychoanalytical treatment, the availability of a suitable patient, and other matters. Fees for supervision are again set by the Supervisor. It should be again noted that the Supervisor is required to write a report for the Training Committee concerning the Candidate's progress, every January and every July.

It is important to note that having two Control Cases, *one of each gender*, in full psychoanalytical treatment, for at least two years for the first case and one year for the second case under approved supervision, is the *minimum* requirement for graduation (again, these criteria are a minimum, and the Training Committee may require periods of longer duration on an individual basis). If the Training Committee judges it to be necessary, additional Control Cases under supervision may also be required. It must be understood that being in supervision implies no less than forty appointments with the Supervisor per annum.

## ***THE ROLE OF THE PROGRESS ADVISOR***

Upon acceptance for training, each Candidate or Provisional Candidate is assigned a Progress Advisor. This is *not a confidential relationship* and is designed to assist the Candidate with training, and mainly to provide a conduit by which the Candidate communicate with the Training Committee and vice versa. The Candidate and the Progress Advisor are required to meet *at least once a year in person*. Either party can ask for a meeting if uncertainties or the need for clarifications arise. The function of the Progress Advisor, who is typically a member of the Training Committee, is twofold. First, the Progress Advisor's responsibility is to communicate to the Training

Committee any concerns or questions that the Candidate may have about his/her progression in the training. Second, it is the Progress Advisor's responsibility to communicate to the Candidate any concerns about his/her progression that may have been raised by the Training Committee.

Thus, if the Faculty teaching seminars or the Supervisors have communicated concerns about the Candidate, the Training Committee may direct the Progress Advisor to communicate these concerns to the Candidate. The purpose of this procedure is to help the Candidate know how s/he is seen to be performing in seminars and in supervision, and thus to take into his/her psychoanalytical treatment any issues that might be explored for the benefit of his/her personal and professional growth.

## ***PROGRESSION IN TRAINING***

It must again be emphasized that psychoanalytical training is a matter of personal transformation, and not merely the completion of a set of external requirements. Thus, in line with the implementation of the tripartite model, Candidates are encouraged to assess their own readiness for progression through each phase and stage of the training and, if appropriate, to discuss the matter with their Progress Advisor.

Candidates who feel that they need more than a year of personal treatment before beginning Seminars are encouraged to discuss this with their progress advisor.

Candidates who, after a year of seminars, are not ready to begin treating a Control Case (either because they themselves feel unready, or because the Training Committee has concerns about their readiness), will be encouraged, or may be required, to delay continuing with Seminars until they are ready to see a Control Case under supervision. Again, Candidates will need to discuss these decisions with their progress advisor.

Candidates who, after seeing a first Control Case under supervision, are not ready to begin a second Control Case (again either because they themselves feel unready, or because the Training Committee has concerns about their readiness), will be encouraged, or may be required, to delay such progression. It is commonplace for candidates to take on additional control cases. This may be because the Candidates wish to, have been encouraged to do so, or are required to, see more than the two *minimum* number of Control Cases in supervision before applying for graduation. Again, this decision will need to be discussed with the Candidate's progress advisor.

Candidates who wish to resume training after a period of leave of absence need to discuss this with their Progress Advisor sufficiently early so that the Training Committee can decide timeously.

## **THE CANDIDATE'S RECORD OF TRAINING EXPERIENCES**

Throughout the course of training, the SAPA Training Committee keeps a record of each Candidate's progression. This record indicates the various training experiences (dates, instructors, attendance, etc.) as well as notes from the Progress Advisor. It also includes Supervision Reports written every January and July, as well as notes on the Candidate's participation in Seminars and Scientific Meetings.

In addition to the Training Committee's records, *each Candidate is required to keep a personal log of all their training experiences*. Such a log ensures that there are no disagreements or disputes at the time of graduation. Such a personal log should indicate dates of onset and termination of the training analysis, dates of courses taken (including electives), dates and details of training patients seen under supervision, details of SAPI/SAPA conferences, Education Days and SAPA Symposia, which candidates are expected to attend. A training log should also contain information on the candidate's attendance at SAPI seminars, specifically reasons for substantial absences. This log must be submitted when applying to graduate.

## **CANDIDATE LIAISON AND THE ROLE OF THE TRAINING DIRECTOR**

SAPA Candidates and Provisional Candidates are warmly encouraged to work as a group to support each other in their training and to advocate for improvements in training procedures. The formation of a Candidates' Organization is encouraged, as is the membership of each Candidate in the *International Psychoanalytical Students Organization*.

It is expected that each Candidate group will have a spokesperson, and that general concerns about training will be addressed by him/her to the Director of Training. In this context, "general concerns" implies those that are not about the specific progression of an individual Candidate.

The task of the Director of Training, with the assistance of the Curriculum Chair, is to communicate the Training Committee's decisions to the Candidates as a group, and to listen to all general concerns such that they may be communicated back to the Training Committee. This system avoids any difficulties that might arise if general concerns were to be communicated via individuals serving as Training Analyst or Supervisors.

For the same reason, all communications concerning individual progression (such as requesting the assignment of a Supervisor) should be addressed in writing to the Director of Training, with the Progress Advisor being informed and copied on the communication.

# GRADUATION PROCEDURES

Graduation is as follows:

- 1 A Candidate who wishes to graduate and feels ready to do so must write to the Director of Training to this effect, including an updated CV and training log.
- 2 An ad hoc Graduation Committee will then be convened by the Director of Training. This Committee will only involve Training Analysts and will include, as far as possible, those who have been in contact with the Candidate as Supervisors, Progress Advisors, etc.
- 3 At this meeting the Supervisors of the Candidate give their reports and any other issues around the Candidate's progress are discussed.
- 4 The Committee then writes up a brief report about the Candidate with their recommendations (either to graduate or whatever further requirements are necessary).
- 5 If the Graduation Committee's recommendation is to graduate the Candidate, the Candidate will be invited to present to the Training Committee.  
  
The Candidate both presents clinical material of their psychoanalytic work and talks about the material, and may be questioned about any other aspect of their training.
- 6 After this presentation the Candidate leaves the room and there is discussion and final feedback. We hope that this is a formality, that the Candidate graduates, but there is always the unlikely possibility of a postponement of graduation, in which case appropriate feedback will be given.
- 7 If the Candidate graduates, he or she is invited to become Member of SAPA and a graduation certificate will be awarded.
- 8 Candidates for graduation need to send their written presentation to the Director of Training at least two weeks prior to the graduation meeting.
- 9 Graduation celebrations will be held at the social functions (cocktail or dinner) during the two annual SAPI events - Education Day or the February Conference.
- 10 After qualifying, the now Member is expected to continue treating their patients until they have completed their analyses.

## **Graduation Checklist:**

- Commencement of personal psychoanalysis at least one year prior to seminars; continuation of personal analysis until a mutually agreed (between the Training Analyst and the Candidate) termination is achieved; other than in very exceptional circumstances, the personal treatment would be expected to have lasted at least 800 hours and to have continued for some time after the Candidate has begun seeing their first control case in psychoanalytical treatment under supervision.
- Full SAPI membership and regular attendance of SAPI seminars (clinical seminars or research groups), attendance of the SAPI conferences and education days, as well as attendance at the annual SAPA Members' Symposium, the latter from the year in which the theoretical training commences onwards.
- For Candidates with insufficient prior clinical training, additional clinical experience may be required.
- Full completion of the four year seminar curriculum of didactic and reading seminars.
- At least two years of approved supervision on psychoanalytic case, and at least one year of approved supervision on a second psychoanalytic case of a different gender from the first. 120 hours of direct supervision before graduation would typically be considered a minimum.
- Additional psychoanalytic cases under supervision, if mandated by the Training Committee.
- Attendance at Clinical Seminars until graduation, and presentation of clinical psychoanalytic work at least eight times in total at Clinical Seminars and Scientific Meetings.
- Presentation of a psychoanalytic case to the SAPA Faculty at the time of applying for graduation, as stipulated in the Graduate Procedures above.
- Personal suitability and maintenance of ethical standards.
- Evidence of willingness to continue in supervision at least until one successful experience with the termination of a psychoanalytic case.
- Evidence of willingness to continue treating your patients, after you have qualified, until you have completed their analyses.

**NOTICE:** *In this Training Manual, SAPA has tried to represent accurately the current policies, principles and procedures for training in psychoanalysis implemented by the South African Psychoanalytical Association (SAPA) as of August 2023. However, SAPA is a young organization, and thus the policies, principles and procedures described herein are subject to change. Please contact SAPA for any updated information. The Training Committee of the South African Psychoanalytical Association reserves the right to make changes to the policies, principles and procedures that are presented herein, and will occasionally publish amendments or new editions of this Manual.*

# THE CURRENT ROSTER OF SAPA MEMBERSHIP AS OF DECEMBER 2023

## *Training Analysts*

Armien Abrahams  
Jenni Allen  
Barnaby Barratt  
Gyuri Fodor  
Arlene Joffe  
Heather Jones Petersen  
Sue Levy  
Glynis Ponton  
Mark Solms  
Mary-Anne Smith  
Elda Storck

## *Members*

Michael Benn  
Siobhan Carter-Brown  
Irene Chait  
Vanessa Dantas e Sa  
Jeanine de Villiers  
Pieter du Toit Smit  
Yael Kadish  
Karen Kaplan-Solms  
Patricia Oosthuisen  
Zama Radebe  
Carol Richards  
Cathy Rogers  
Diane Sandler  
Adrienne Scott  
Justin Sennet  
Enzo Sinisi  
Mary-Anne Tandy  
Janine Tommy

## **SAPA Board**

President	Mary-Anne Smith
Treasurer	Adrienne Scott
Secretary	Arlene Joffe
Board member	Glynis Ponton

## **Director of Training**

Mark Solms

## **Committee Chairs**

Conferences Committee	Glynis Ponton
Curriculum Committee	Siobhan Carter-Brown
Ethics Committee	Adrienne Scott
External Relations Committee	Diane Sandler
Membership Committee	Yael Kadish

## **CONTACT INFORMATION**

For updates to this Manual, please contact the SAPA Secretary:

Arlene Joffe [arlbri@absamail.co.za](mailto:arlbri@absamail.co.za)

For enquiries about training, please contact the SAPA Director of Training:

Mark Solms [marksolms@mweb.co.za](mailto:marksolms@mweb.co.za)

The IPA may be contacted at:

International Psychoanalytical Association

Broomhills, Woodside Lane, London N12 8UD, United Kingdom (See also: [www.IPA.world](http://www.IPA.world))