

Concluding the analytic training: a dialogue experience

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Introduction

Freud's work has undergone several transformations throughout more than five decades of patient care and theoretical development. His ability to rethink his own ideas and suggest new formulations without disregarding his previous theories is commendable.

Amidst the abundance of ideas that characterize his work, some of Freud's sentences have become iconic. Among these sentences, it stands out, in our view, the statement that governing, educating, and analyzing are impossible jobs (Freud, 1937).

All of us who practice psychoanalysis are aware that the essence of our profession is to face barriers and obstacles on daily basis. In daily clinical work, on the way towards the unconscious of our patients, the analysis of a layer of resistances will open a path which will lead us to find yet another layer of resistances! And on and on.

Mentioning yet another characteristic of our craft, we know that character traits do not change so easily, since they are forged based on fixations on a primary objective: to avoid displeasure. And as Freud states in another of his striking ideas, no subject easily abandons a libidinal position acquired with hardship (Freud, 1917). We could certainly use many other examples that would support the reasons that led Freud to include psychoanalysis among the impossible jobs.

As teaching analysts (and, therefore, members of the Teaching Committee of our Institute of Psychoanalysis), and also for having held positions on the boards of the Psychoanalytic Society of Porto Alegre (SPPA) for several years, we have notions about the difficulties imposed on those who get involved with the jobs of educating and governing.

Our experience in these roles, combined with dialogues with colleagues (members and candidates) from other institutions linked to the IPA, demonstrates that one of the several problems that arise in the profession of educating in psychoanalysis has been the small participation of candidates in societal life.

In addition to the condition mentioned above there is the postponement to complete the psychoanalytic training, since the candidates have delayed the opportunity to get the titles of psychoanalyst and associate member of their Societies and consequently affiliated to our international entity.

In the case of the SPPA, for some time we have been noticing a significant increase in the number of candidates who conclude the psychoanalytic tripod training (personal analysis, case supervision and theoretical seminars) but failed to meet the requirement to

become a member of the society, which entails presenting a clinical report of a psychoanalytic process. The high concentration of candidates in this stage has brought a generational gap and a risk for the future of our Society, scientifically wise as well as related to institutional and administrative aspects.

With this diagnosis in mind, it became necessary to consider how this scenario was installed. And above all, to think about what alternatives we would have to face this problem not generating risks for the SPPA unit in the search for solutions. As will be evident throughout this paper, the alternative we found was based on a fundamental characteristic of psychoanalysis: dialogue.

The presence of the candidates in the societal life

The psychoanalytic training in institutions linked to the IPA is based on the tripod formed by personal analysis, theoretical seminars, and case supervision. These three elements are the foundations of analytic training. However, we can consider them focused on the candidate's individuality, as it predominantly places them in personal relations - analyst and supervisor - and with a small group - professors and seminar peers.

For some time now, the IPA and its component societies have been concerned with another aspect of the candidates' trajectory, namely, institutional participation, the so-called fourth axis of psychoanalytic training.

Regarding this element, Anne Rodrigues states:

The fourth axis is added to the tripod of analytic training. (...) It represents the experiences within and from the institution with all the scientific, associative, and subjective exchanges that it provides. It includes phenomena that concern analytical groupings, the relationship of the self with the other or others. (...) With the idea of the fourth axis, looking (and listening) is expanded on the phenomena that transcend the sphere of the individual and that are engendered or potentiated by the group - by being in a group. (2016, p. 44)

The presence of candidates in institutional life represents the possibility of building for the future, as it is necessary for individuals to participate actively in order to experience group interactions intellectually and emotionally, and thereby acquire experiences that will qualify them as new leaders. All this from a scientific, associative and administrative standpoint.

Evidently, the institutional participation of candidates is not uniform across institutions. It is always subject to aspects inherent to the groups, such as political and ideological disputes, competitions in which narcissistic elements are predominant,

attempts to create theoretical fiefdoms, etc. Furthermore, the variability of listening to the demands of psychoanalysts in training within their Institutes must be considered.

In spite of all these possibilities of conflicts and obstacles, present to a greater or lesser extent in all human groups, it is noteworthy that a significant portion of the candidates has been absent from scientific and institutional events promoted by their Societies. In general they restrict their participation to the Institute's curricular seminars.

In our opinion, this phenomenon does not necessarily mean a distancing from psychoanalysis, since, after completing regular seminars and/or supervisions, the vast majority of candidates maintain a growing interest in continuing education through study groups, which generally operate on a private basis. However, the general activities offered by the institutions register low participation of the candidates.

We believe that this phenomenon compromises the sense of inclusion and the relationship between candidates and the Society as a whole. It also affects the candidates' view of the IPA and other psychoanalytic federations.

The Condition of Being a Member of the Society

Regarding the participation of candidates, it is necessary to assess how each Society can include those who wish to participate in institutional life, since they will be able to influence their colleagues through representative initiatives or by joining candidates' associations.

Taking into account the specific culture and peculiarities of each institution, in several Societies the candidates have participated in the organization of scientific meetings directed to the organization at large. Furthermore they can take part in some committees of the Institute of Psychoanalysis (such as the committee for preparing the seminar program) and committees of the Society. There are also Societies in which the candidates are allowed to taking part in general assemblies, generally without the right to vote, however with the right to speak. Nevertheless, although it is important to encourage the participation of analysts in-training in the institutional life, it is important to emphasize that the condition as candidate should always be transient.

There is, however, a substantial contingent of analysts in-training who, after completing all stages required to the training tripod have failed to comply with the formal requirement that will grant them the title of psychoanalyst and member of the Society and, by extension, of the IPA. Even considering the variability of requirements among institutions, the problem exists in many IPA Affiliated Societies around the world.

According to Anne Rodrigues, in 2016, the Psychoanalytic Institutes linked to the IPA had a high percentage of candidates in this stage of transition, some of them more than 50%. We have, therefore, a contingent of candidates who remain in this condition *ad infinitum*. And it should be noted again that in this group there are people identified with psychoanalysis in its theoretical and clinical aspects.

The absence of a sense of belonging impoverishes the exchange of ideas in institutions and compromises the generational development and renewal of leadership in each Society, as well as in the psychoanalytic movement as a whole.

The difficulties in building a sense of inclusion and renewing leadership also influence the relationship with our international association. A significant proportion of the candidates show a fragile connection with the IPA. In our opinion, this occurs due to insufficient understanding of some symbolic roles of the IPA, such as:

- Historical Continuity;
- Feeling of belonging to a universe that is broader than the one surrounding us;
- Maintenance of the Standards, aiming at the training and unity of the psychoanalytic movement.

Especially in the case of the IPA, there is an important point related to this issue of analysts in-training who remain linked to the Institutes of Psychoanalysis. As permanent candidates, they will not have direct participation in several of the scientific, political and administrative departments of the IPA, nor will they contribute financially.

In view of this problem of non-completion of training, an inevitable question arose: What are the alternatives to face this situation?

SPPA: In Search of a Dialogue

We know that the problem mentioned above does not have an easy solution. It is impossible to imagine a general guideline, given the cultural aspects and the peculiarities of each of [IPA Societies](#).

In the quest to find viable alternatives, we reached out for teaching colleagues from other institutions affiliated to the IPA. Some institutions established deadlines for candidates to comply with the pending requirements in their training in order to obtain the title of psychoanalyst and associate member. The penalties could range from payment of monthly fees equivalent to those of the members or even being dismissed from the organization.

A measure adopted by some other Societies was to intensify the incentive to participate in the activities and seek to know what factors contribute to the indefinite permanence as a member of the Institute. This was the case with the SPPA.

Until the end of the 1990s, our entity respected the following rule: after completing the seminars, supervision and analysis for didactic purposes¹, the candidate would have a period of up to three years (extendable for another year) to present a clinical paper (report of a psychoanalytic process) aiming at obtaining the title of psychoanalyst and associate member of the Society. In case of non-compliance with this rule at the end of the established period, the candidate would be dismissed from the Institute. During the period of validity of this guideline, there was a very small number of dismissals for this reason.

In the early 2000s, as part of a series of changes in training guidelines and in the relationship with candidates, this rule was removed from the regulation of the Institute of Psychoanalysis, leaving the presentation of the paper at the discretion of each candidate. As the obligation no longer exists, the number of candidates who failed to comply with this requirement increased year after year, to the point that, in 2017, it represented a little more than fifty percent of the total number of analysts in-training.

This generational gap became increasingly evident and, in the near future, our organization would have serious problems of succession in the institutional and scientific roles, and even in the teaching process (since the candidate must become a member to pursue a career and, if so desired, become a professor at the Teaching Committee of the Institute of Psychoanalysis).

The perception of this situation grew among the members of the Teaching Committee. At the same time, there was a concern about the unity of our Society. We were aware that it was not possible to return to the previous rule, given that the repeal of this rule occurred in the set of transformations that reduced the natural tensions between the institution and its candidates.

As members of the Teaching Committee, the authors of this paper took the problem to the plenary of the Committee and proposed a work plan: to interview all candidates who had been in the condition of “graduated” for at least five years. We thought that we needed

¹ In SPPA the seminar program is the same for all candidates and it lasts four years.

In order to know the step each candidate is in the training process, we established three stages:

- Candidate in Seminar: The candidate attends the seminars and is under supervision and personal analysis;
- Candidate Egress from the seminar: The candidate has completed the seminars and remains under supervision and personal analysis;
- Graduated candidate: The candidate has completed the seminars, supervisions and analysis.

As a “graduated”, in order to obtain the title of psychoanalyst and associate member of SPPA the candidate needs to present a clinical paper (a psychoanalytic process report).

to establish a dialogue with the contingent of analysts in-training who were in a *limbo*, as this condition is called in many Societies. The objective was to find the reasons that conditioned the phenomenon so that we could know how to help these candidates.

After this debate at the Teaching Committee, the work plan was approved and began to be put into practice.

Working Method: The Experience with Dialogue

The project began in 2018, preparing a list of all candidates who were in the condition we call “graduated”. There were approximately 70 candidates in this situation. The time since they have completed the training tripod ranged from 5 to 20 years. With this data in hand, we tried to establish a contact strategy, aiming to schedule interviews with this group.

a) The contact with the candidates

From the beginning of the process, we focused in not generating persecutory anxiety, fantasies of penalties, etc. We thus concluded that we should make the contacts ourselves, with no texting or through the secretaries.

We then began many phone calls, explaining our concerns with the future of the SPPA, and inviting for a meeting with us. In these phone calls, we attempted to make clear that the objective was to establish a dialogue, with no intention to exert pressure. We also consulted the candidate about their preferred modality: individual interviews or in pairs.²

In the phone conversations, we began to notice some interesting facts. Despite the initial surprise, the vast majority of candidates approved the idea and expressed satisfaction at being invited to have a dialogue with us. A small number were reticent, somewhat suspicious, but accepted the invitation. Finally, eight analysts in-training declined the proposal, as can be seen below:

- 05 Candidates informed they were already planning the design of their paper;
- 01 Candidate did not want to talk for personal reasons;
- 01 Candidate considered talking over the phone enough;
- 01 Candidate asked for a grace period for health reasons.

² Considering the number of candidates to be interviewed, for reasons of schedule availability, we thought of conducting these interviews in pairs. Evidently, we were careful to propose the formation of pairs with candidates who had affinities with each other. This was possible since the SPPA is not a very large society and our trajectory as members and professors enabled us to get to know a good number of candidates as well as the personal relationships between them. The decision, however, – individual or pair – was always up to the candidate.

b) The interviews

In the interviews carried out by the authors of this paper at the SPPA main office, we sought to establish a pleasant and trusting atmosphere. We reinforced the idea that there was no intention of pressure, only of a dialogue aimed at understanding the phenomenon that worried us. We also emphasized that care for the future involves self-questioning about their role as part of a permanent construction.

We realized that these conversations became a space for listening to the particularities of each one's history within the institution and also an opportunity for the expression of personal ideas about psychoanalytic training and about the Society in general.

The interviews took place in two periods: the second semesters of 2018 and 2019.

The meetings were held weekly and each interview lasted thirty minutes.

The first period of interviews lasted from August 2018 to January 2019, as can be seen below:

- Total meetings: 29
- Meetings in pairs: 09
- Individual meetings: 20
- Total candidates interviewed: 38

At the end of this first period of interviews, we realized that individual conversations were more productive. Therefore, we decided that dialogues with the remaining candidates on the list would be carried out individually.

The second period of interviews, in which we spoke individually with 21 candidates, lasted from August to November 2019.

The total number of interviewees in these two periods was 59.

c) Initial insights on the Interviews

The opportunity to talk to the candidates was an enriching experience for us, in particular, and for the institution as a whole. Considering that the time since they completed the training tripod ranged from 05 to 20 years, the group represented a good part of the history of our Society.

We listened to each one's reports both from a personal standpoint (sometimes) and in the context of the relationship with the institution. Through these stories, it was possible to get to know a portion of the trajectory of the Institute's and the Society's relations with its analysts in-training. Comparing the candidates' descriptions with the different training periods, those with a longer path in the SPPA reported more difficult times, of tense and,

at times, authoritarian relations between the Institute and its candidates. On the other hand, candidates with shorter careers manifested a greater degree of tranquility in the Institute's relationship with its analysts in training.

This difference in reports corroborates, therefore, the impression that, over time, there has been progress in the way we think and act as an entity that trains new analysts. We know that this evolution is part of an endless process of transformation linked to the development of psychoanalysis and the demands that cultural changes bring to psychoanalytic institutions.

Regarding the interviewees, we got the impression that there was great acceptance to the initiative. Several times we heard the candidates expressing satisfaction for being heard. Some said the following sentence: *"I have been in this Society for many years and it is the first time I have been called for a conversation to know how I am doing and there is concern about my condition here"*. On the other hand, some in-training analysts showed antagonistic feelings towards the Institution. Probably these feelings were due to their disagreement with the functioning of the SPPA in its hierarchical aspects, power relations, etc., as well as because of the hurdles faced in the Institute's interaction with these candidates. In some cases, it became evident that there would hardly be availability for reflection on issues related to the status of being a candidate permanently.

The lack of clarity about the meaning of belonging and engaging in the future of the Society also caught our attention. Several candidates stated that they were not used to thinking about the administrative and scientific difficulties and also the limitations in the teaching of psychoanalysis that the SPPA could face with the increasing number of analysts in training who do not become members.

Many respondents were surprised by the idea that they could (and should) consider themselves responsible for the future of the institution. And some recognized in this vision the condition of a metaphoric filiation that denies the passing of time and imagines that the parents will always be there to take care of the house.

After the interviews, the authors of this paper sometimes asked themselves: a) would this way of thinking about the institution be an issue linked to the SPPA's own history (in which the times demanded for transformations would have generated an infantile stance of our candidates) or b) would it be linked to the characteristics of the collective engagement in contemporary culture? Considering that this is not a problem restricted to the SPPA, and also our experience as professors in other educational institutions, we note that, in general, there is a decline in the engagement of the new generations in the future of the institutions to which they belong. On the other hand, even

though our Institute's relations with candidates have undergone significant changes, it is undeniable that certain previous aspects of this interaction remain in the collective unconscious of the SPPA, as can be seen in the list of reasons for not meeting the requirement for the category change in the SPPA.

Reasons for not presenting the paper

- Disagreements in relation to the culture and functioning of the SPPA in its hierarchical aspects and power relations;
- Past stories of unresolved situations between the SPPA and the candidate;
- Confidentiality issues associated with the reduced number of patients seen under analysis;³
- Lack of knowledge about the possibility of presenting the paper in small groups in cases of confidentiality issues;⁴
- Absence of pressure linked to the previous rule that established a deadline for the presentation of the paper;
- Personal harmony in relation to working as a psychoanalyst even with no title of psychoanalyst;
- Personal difficulties with public presentations;
- Long time since the completion of the tripod of psychoanalytic training, making it meaningless, in the candidate's opinion, to fulfill the requirement to obtain the title;
- Lack of clarity about the importance of being an associate and/or effective member and being able to exercise leadership or teaching functions within the institution;
- Expectation that the previous generation could keep its functions for a long time.

As the interviews were conducted with analysts in-training who had concluded the training tripod for some time, we found that it would be necessary for the work carried out so far not to be limited to a retrospective nature. We thought we would need to anticipate a new increment of candidates in the *limbo*. We then started an action we called prospective movement, through meetings that have been held since 2019, with the groups of candidates who were completing the theoretical seminars program. Our aim was to plant among them the seeds of belonging and of responsibility for the future of the SPPA.

³ These two factors are associated since the few patients in analysis are often times psychiatrists, psychologists and people known in town, who have relations with many members of the SPPA or their relatives.

⁴ This presentation modality, called "*petit comité*" by the SPPA, foresees that, shall there be a need for secrecy, the paper will be read and debated by a small group of analysts, assigned from a list written by the candidate, informing which members of the Society are not allowed to read the text.

Results

A first element that we noticed was the dissemination, within the SPPA, of the news about the mobilization carried out with the candidates. The manifestations we received showed that there was a perception (although not made explicit) among members who are not part of the Teaching Committee about the need to bridge this generational gap. In general, colleagues were in favor of the initiative. Furthermore, among the candidates in seminars and those who had not completed supervision and/or analysis for didactic purposes (i.e. had not yet reached the status of “graduated”), it was possible to perceive an acceptance of the ongoing movement. We can, therefore, consider that a first result of the interviews was the opening of a debate that, until then, was silent. And we believe that this debate contributed in some way for the members and analysts in-training to reflect on their role for the future of the institution.

Evidently, we had some level of expectation regarding the concrete impact we would have, that is, how many candidates would be nudged to write their papers.

At the beginning of 2020, as we know, the Covid-19 pandemic began, changing completely our daily lives. All SPPA activities, including the Teaching Committee meetings, were then carried out through virtual platforms. Adapting to this new format brought doubts and difficulties. Among the questions within the Teaching Committee, we asked ourselves about how the assessment processes would change – if at all - in a virtual environment. As it became clear that the pandemic would not end in the short term, we decided that adaptation to the new scenario would be necessary.

Already in the first half of 2020, we started to verify the results of the effective action. During that period, we received two papers for evaluation intended to obtain the title of psychoanalyst and associate member. It is interesting to note that one of these was sent by an analyst in training who had been “graduated” for several years. The other was authored by a candidate who, in 2019, was completing the curriculum and had participated in one of the prospective meetings, which were held with candidates who were finishing the seminars.

At the beginning of the second half of 2020, four other papers were handed to the Teaching Committee. With these papers in hand, we realized that the interviews carried out in the previous two years had already presented satisfactory results.

From this moment on, The Teaching Committee started to receive an increasing number of papers, a movement that continued throughout 2021, as can be seen in the table below:

Papers in 2020	Papers in 2021
6	12

Of the total number of papers sent in these two years following the interviews, the majority were written by candidates who had remained for years in the “graduated” category:

Less than 05 years after “graduation”⁵	More than 05 years after “graduation”
03	15

Although the topic of the interviews was circulating within the SPPA and we expected some positive results, the total number of papers delivered surprised the authors of this paper, the Teaching Committee and the group of members, as well as the candidates.

However, as we know, absolute numbers tend to portray a moment and not necessarily capture a process. Therefore, as a way of evaluating and comparing the results taking into account the institution's timeline, we examined the number of papers sent to the Teaching Committee in the ten years prior to the beginning of the interviews:

Papers in the period 2010 – 2019	Papers in the period 2020 – 2021
32	18

Another way of evaluating the process on the timeline (and the significance of the mobilization carried out with the candidates) is to compare the number of papers delivered to the Teaching Committee on each biennium, starting in 2010.

Papers for attaining the title of associated member delivered each biennium between 2010 and 2021

2010 – 2011	2012-2013	2014-2015	2016-2017	2018-2019⁶	2020-2021
06	07	01	10	06	18

⁵ Candidates who participated of the prospective meetings mentioned above and had just finished the education tripod.

⁶ The papers presented in the biennium had no relation with the interviews carried out in that period.

The tables above allow us to consider that the action carried out with the candidates was relevant in relation to the number of papers as well as the numbers by biennium. We believe the result correlates a lot with the perception of the candidates of an institution which is open to listening and dialoguing.

Another important and unexpected effect was that in this same period of 2020/2021, eight papers were handed out to the Teaching Committee by associate members, aiming to obtain the title of effective member.⁷

The comparison between moment and timeline can again be seen in the table below:

Papers aiming at attaining the title of effective member delivered at each biennium between 2010 and 2021

2010 – 2011	2012-2013	2014-2015	2016-2017	2018-2019	2020-2021
02	01	04	02	03	08

Insofar as it was not our focus to encourage papers to obtain the title of effective member, we were surprised by the number of articles aimed at this purpose. We may consider that, probably, some of these texts were already being written by the authors even before the news about the interviews. Possibly they would be delivered regardless of that. However, comparing the previous biennia with the period of 2020-2021, one can think that the favorable atmosphere in the society facilitated this movement regarding the two categories of membership.

Another important aspect to be considered in relation to these numbers refers to the Covid-19 pandemic. Social distancing had restricted people's outdoor activities. We can think, then, that this confinement became a facilitator for the dedication of the candidates explaining, in a way, the large number of papers delivered in the period 2020-2021. Possibly this factor had some influence on the result discussed here. However, we can consider that the free time was dedicated to the writing of the papers by some people who had already been encouraged to do this in the previous interviews. As further evidence of the importance of this process, having been in contact with colleagues from other Societies which were facing the same challenges regarding candidates, we found that there was no rise in their number of papers to obtain the title of associate member during the pandemic.

⁷ In SPPA, effective member is the associate member who presented a paper that addresses a subject of psychoanalytic theory or technique. The status of effective enables the member to analyze candidates. Aiming to progress in the career and be part of the Teaching Commission of the Institute of Psychoanalysis, the effective member must apply to join to the Commission

Regarding 2022, we can see in the table below the number of papers delivered to Teaching Committee aiming at the title of psychoanalyst and associate member:

Papers aiming at title of Psychoanalyst and Associate Member in 2022⁸
04

Looking at the numbers, we can see that in this year the movement is still happening. However, although in 2022 we received the same number of papers as in 2020, it is less when we compare 2022 with 2021. Facing this possibility, we asked ourselves: has our action reached a plateau? It is possible. However, as this specific condition of candidates who have completed the training tripod is a long-standing issue, in our opinion it is important to observe what happens from now on, as we will discuss below.

Concluding the presentation of the results, we can see below the number of papers aiming at the title of effective member delivered in 2022:

Papers aiming at the title of Effective Member in 2022⁸
03

In the following section, we propose some ideas regarding the effects of this number of papers for SPPA.

Final thoughts

Over more than one hundred years, despite resistance, psychoanalysis has occupied a legitimate place in the culture of each time period, both in terms of its status as a therapeutic method and in its understanding the collective functioning of humankind. In this sense, we can say that psychoanalysis and culture have a mutual influence. Consequently, this mutual relationship inevitably reflects on the institutions whose goals are to develop psychoanalysis and train new generations of psychoanalysts.

Faced with these challenges, the Institutes of Psychoanalysis need to be watchful to the cultural transformations brought by the new generations of analysts in training. At the same time they need to make sure to preserve the invariant principles of psychoanalysis

⁸ Papers delivered until October 2022

which have stood the test of time. The balance between tradition and innovation is at the basis of the future of psychoanalysis.

Encouraging the institutional participation of candidates, the idea of the fourth axis of analytical training seems to us to be an important addition to the training models for new generations of psychoanalysts:

With the idea of a fourth axis, gaze (as well as listening) expands on the phenomena that transcend the sphere of the individual and that are engendered or enhanced by the group – by being in a group. (Anne Rodrigues, p.44)

The candidates' more intense involvement with the institutional life of the Societies would potentially provide a strengthening of their psychoanalytic identity and a broader understanding of their role in the future perspective of their institution, the IPA and psychoanalysis as a whole.

The importance of these factors became clear in the interviews with the candidates, in which we noticed the difficulty of reflecting on their present and future role in institutional life. As mentioned above, most of the group said that they did not usually think about institutional issues and had no idea of the administrative, scientific and transmission limitations of psychoanalysis that the SPPA could have with the increasing number of analysts in training who do not become members.

Taking into account that in only two years, those subsequent to the interviews (2020/2021), the number of papers submitted to the Teaching Committee reached sixty percent of the total sent in the previous decade and that in the same period the papers for obtaining the title of effective member reached seventy-five percent of the sum of the same previous decade, we can consider that, from the quantitative standpoint, the action carried out was *very* successful.

Considering the qualitative perspective, a new group of associate members opens the path for the participation of a new generation of psychoanalysts in the institution's scientific, institutional, administrative and external representation destinies

Still thinking about the qualitative perspective, a new generation of effective members would have an impact on the renewal of the Teaching Committee since they can apply to joint to this Committee.

Furthermore, the increase in the number of effective members may represent new postulations for admission to psychoanalytical training, since patients of these new effective members who are interested in psychoanalysis will be able to apply to join the Institute of Psychoanalysis of SPPA, in accordance with our statute.

Despite the importance of all these factors, we emphasize that the success of the action reported here is strongly connected with the perspectives of reflection that have opened up in the institution's instances. With regard to candidates, the opportunity to be heard and have a dialogue reinforces the feeling of belonging and being welcome, in addition to contributing to the perception of their role in the continuity of the institution.

Regarding the Institute of Psychoanalysis and its faculty, the work carried out allowed a historical view of the relationship between the Institute and its candidates. Furthermore, it was possible to understand the different reasons that led so many candidates to indefinitely postpone the conclusion of their analytical training. Finally, we were allowed to evaluate the effects of the changes made in the guidelines of analytical training over time and to think on the advances that can still be achieved.

Although we can consider the success of the initiative, we are conscious that this question our Society face with the candidates is a long-standing issue. Since generational changes require a long time to be made, probably new rounds of dialogue with the candidates will be need over time. In a way, this long-term vision already started when we decided to hold prospective meetings with candidates who were just finishing the seminar program.

As we stated at the beginning of the text, we know that there is no single or definitive solution intended to encourage the candidates' engagement in caring for the future of psychoanalysis and its institutions. We hope, however, that the description of the process carried out at the SPPA can help other Societies to find their own alternatives in order to promote the connection of analysts in-training to the effort for the future of our scientific field and our institutions.

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