



**C G JUNG INSTITUTE  
OF CHICAGO**

**ANALYST TRAINING PROGRAM  
HANDBOOK**

**2016 Edition**

**Adopted by the Chicago Society of Jungian Analysts  
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## Overview of the Analyst Training Program

### Analytical Psychology

Analytical Psychology is a relational psychotherapeutic approach initially developed by Carl Jung that articulates the complexity of the human psyche. Jung's approach includes the life-long development of the self in dialogue with the personal and collective aspects of the psyche. Analytical Psychology makes creative and symbolic use of unconscious material to deepen the individual's sense of purpose and meaning in relationship to the larger whole.

### The Analyst Training Program

The Analyst Training Program prepares experienced licensed clinicians to be certified as Jungian Psychoanalysts. The program is designed for mature, psychologically conscious individuals who seek an in-depth understanding of Analytical Psychology within the context of contemporary psychoanalytic practice. The training of candidates takes place within a learning community of candidates and analysts working together to foster mutual development and psychological awareness. Graduates are eligible for membership in the Chicago Society of Jungian Analysts, the National Association for the Advancement of Psychoanalysis and the International Association for Analytical Psychology.

Applications are accepted annually.

### Elements of the Training Program

**Personal Analysis** forms the core of analytic training. Candidates are expected to be in analysis throughout their training with an analyst of their choice who is a member of the IAAP. Carl Jung was the first to initiate a compulsory training analysis. He conceived the analytic relationship as mutually transformational with the analyst's own maturity and psychic development as essential for analytic work. Analysis is to be conducted on a weekly basis throughout training. It is recommended that candidates work with both a male and a female analyst in order to deepen their awareness of personal and cultural complexes involving gender.

**The Curriculum** provides a four-year course of study taught on nine three-day weekends each year. It provides an organized thematic reading of Jung's seminal writings as well as subsequent developments in Analytical Psychology and psychoanalysis. Courses in theory and practice are organized around major themes that include the structure and complexity of the psyche, the creative use of mythic patterns, symbol formation, and Jung's model of mutual transformation of analyst and analysand within the interactive field of analysis. The curriculum also includes case seminars, case colloquia, dream practica, and group process.

**Clinical Consultation** is an essential component of analytic training. Candidates must be in clinical consultation weekly with a CSJA member throughout training. Candidates in the final stage of training engage in “control analysis” – an intensive consultation on two ongoing analytic processes.

**Assessment** of each candidate is provided by consultants, faculty, and monitoring committees throughout the training process. The purpose of this evaluative component of the training is to provide feedback to the candidate so each can expand their consciousness and become a better analyst. Candidates are expected to work in analysis with the issues noted in evaluations.

## **Admissions Requirements**

The Admissions Committee reviews and assesses all applicants on the basis of their personal maturity, psychological readiness, and academic ability to successfully engage professional training in the practice of analysis. Requirements include:

1. An in-depth analysis within the recent past – required minimum 100 hours;
2. A basic knowledge of Analytical Psychology through reading and lectures;
3. Clinical experience beyond licensure in long-term psychotherapy;
4. State licensure in mental health, e.g., clinical psychologist (PhD or PsyD), psychiatrist (MD or DO), clinical social worker (LCSW), clinical professional counselor (LCPC), marriage and family therapist (LMFT), or psychiatric nurse (MSN)..

## **Certification Requirements**

The Certifying Committee reviews and assesses all candidates for certification on the basis of their successful completion of the following requirements:

1. The completion of the Analyst Training Program’s four year curriculum involving a minimum of 700 hours of class time.
2. The successful completion of an intermediate five-part exam (two written and three oral) on the theory and practice of Analytical Psychology, called the Propaedeuticum Exams.
3. A minimum of 200 hours of required consultation. Of those hours, 100 are control analysis. Fifty (50) hours of control analysis are to be dedicated to a single case with a single control analyst, and 25 hours are to be with a control analyst other than the one the candidate has worked with the most during the control stage (see section 5 for the acceptable distribution of hours using electronic media). The other 25 hours may be with either, or with another control analyst.
4. The approval by each monitoring committee and the Training Committee that 1) their expectations of the candidate as articulated in their reports have been met satisfactorily and 2) the candidate is advanced to the next stage.
5. The successful completion of the analytic process exam and the thesis exam.

## **Tuition**

Tuition for the 2015-2016 Academic Year is \$4,800.00

## **Financial Assistance**

The Michael Hudac Education Fund has been established to provide interest free loans for candidates during their training. Interest on the loans begins to accrue only after graduation. See Section 12 for more information on Financial Matters.

## **Stages of Training**

Candidates proceed through three formal stages at a pace determined by the candidate in close consultation with their analyst, supervisors, and monitoring committees.

### **Preliminary Stage**

Admission to training is provisional in the first year, and the trainee is considered a matriculated auditor for this year. During his time, each matriculated auditor and the training community mutually discern his or her capability to be a psychoanalyst. Successful completion of the year leads to being a candidate in training.

### **Candidacy Stage**

During this stage, candidates broaden and deepen their understanding of the theoretical foundations of Analytical Psychology while advancing their clinical work in the direction of analytic practice. Early in this stage the candidate writes a paper to demonstrate their ability to work with conceptual material. The depth of the candidate's understanding of Analytical Psychology, their clinical development, their personal progress in self understanding, and their personal maturity in communal interactions are monitored by the training community. Towards the end of this phase a five-part oral and written Propaedeuticum Examination occurs.

### **The Control Stage**

In this final stage, candidates focus their analytic work with two analysands in control analysis that is reflected in two written analytic process reports. These two analyses need to have occurred for a minimum of 100 hours over two years or if less than two years, 150 hours each. These analytic process studies form the basis for an Analytic Process Exam that assesses the quality of the candidates' analytic work. Control Stage candidates also prepare a written thesis that forms the basis of their Thesis Exam.

The participation of candidates from other institutes (e.g., IRSJA or any IAAP-approved candidate organizations) may be permitted to participate or present in analytic process colloquia as space permits, for a fee (\$100/colloquium). Candidates from our program will be provided priority in scheduling presentation of cases. (See section 8.4)

**The Mission of the C. G. Jung Institute of Chicago** is to advance the theory of Analytical Psychology and the practice of Jungian psychoanalysis and psychotherapy – practices that speak to the basic human need for psychological growth and consciousness. The objectives of the Institute are to train psychotherapists to become Jungian psychoanalysts, to educate mental health professionals and the general public in the principles of Analytical Psychology. Three categories of membership enable analysts, graduates of the Jungian Psychotherapy and Jungian Studies Programs, and the general public to be involved in the mission of the Institute. The Institute maintains a collegial society (The Chicago Society of Jungian Analysts) that provides continuing education and ethical review for member analysts. The Institute supports scholarly research and publication among its members to advance the theory and practice of Analytical Psychology. In addition to the collegial society for Jungian Analysts, the Institute maintains an alumni organization (the Professional Affiliates) for all graduates of its Jungian Psychotherapy Program (JPP) and Jungian Studies Program (JSP). The Institute also offers educational programs in Jungian thought for the general public.

### **Institute Certifications**

The International Association of Analytical Psychology recognizes the C. G. Jung Institute of Chicago as a training institute for Psychoanalysts. The American Board for Accreditation in Psychoanalysis, Inc. recognizes the C. G. Jung Institute of Chicago as an accredited training institute.

**Continuing Education** The C. G. Jung Institute of Chicago is approved by the American Psychological Association to sponsor continuing education for psychologists. The Institute maintains responsibility for the programs and their content. The Institute is also approved by the Illinois Department of Professional Regulation to offer continuing education courses and workshops for social workers, marriage and family therapists, and professional counselors. Participation in the Analyst Training Program earns 1 CE credit for every hour of in-class participation.

**Non-Discrimination Policy** The C. G. Jung Institute of Chicago does not discriminate on the basis of race, gender, sexual orientation, religious affiliation, ethnic or national origin, age or physical handicap. For the Institute's discrimination policy, see Appendix P.

### **For additional information and application forms please contact:**

Director of the Analyst Training Program  
C. G. Jung Institute of Chicago  
53 W. Jackson, Suite 438  
Chicago, IL 60604  
Ph: 312-701-0400 Fax: 312-701-0403  
Email: [jung@jungchicago.org](mailto:jung@jungchicago.org) / Website: [www.jungchicago.org](http://www.jungchicago.org)

## 1. GENERAL GUIDELINES

**1.1 Personal Analyst Role:** Throughout all phases of the training program, the trainee's current or previous personal analyst is not permitted to serve on any of the trainee's monitoring or examining committees, nor to serve as his or her supervisor or thesis advisor, nor to consult with any such committee or person. This prohibition cannot be waived by the candidate. In the event that a personal analyst is teaching a required course, the trainee has the option to defer taking this course and make other arrangements with the Director of Training. When a policy or procedural matter stemming from or directly relating to the situation of a particular candidate is being reviewed and/or considered for modification by the training committee or the CSJA, the candidate's former and current analysts are to be recused from the discussion and the decision.

Candidates must have absolute confidence in the hermetic seal of their personal analysis. They must know that they can be as vulnerable as one can be without it influencing their training. If the analyst of any one candidate has any input whatsoever in the decisions affecting the training of that candidate—or participates in discussion of issues directly arising from that candidate's training—the inviolability of the containment of every candidate's analysis is called into question. There are times when honoring the sacred containment of analysis requires a willingness to endure the agony of silence.

No committee, nor individual analyst, may contact the personal analyst of a trainee inquiring of the trainee's analysis.

**1.2 Attendance:** The training program is designed to rely heavily upon the interaction among the training faculty, the trainees, and the various evaluative committees. The active participation of the trainee in all phases of the training is vitally important. Thus attendance is expected at all of the training events: classes, colloquia, retreats, and committee meetings. Trainees are encouraged to inform the course instructor of all absences. Credit for all aspects of the training program requires 80% or above attendance as well as the completion of all course requirements. Failure to do so results in no credit for the course.

**1.3 Trainee Files:** Each trainee has a file folder kept at the Institute that holds his/her application materials, monitoring committee reports, consultation reports, and teacher evaluations. A trainee is permitted to see his/her file at any time. Photocopying from one's own file is also permitted. Trainees may not remove anything from these files or remove files from the building. Analysts have access to trainee files, with the exception of the personal analyst. Each file contains a sign out-sheet bearing the signature of anyone who has accessed the file. Trainees do not have access to one another's files. Trainees are required to review their personal training file to ensure its completeness. For inclusion in their training file, trainees may submit personal statements and/or supporting material to the Training Committee, which will decide its appropriateness for the file.

- 1.4 Handbook Purpose & Changes:** This Analyst Training Program Handbook is your guide to the analytic training at the C. G. Jung Institute of Chicago. It contains the policies and procedures for the program and is intended to be a guide for your time in the program. Matriculated auditors and candidates at all stages, regardless of the date of admission, are required to follow the current handbook. If after consulting the Handbook you still have questions, please contact the Director of Training for the ATP.

The C. G. Jung Institute of Chicago and the Chicago Society of Jungian Analysts through the ATP Training Committee reserve the right to change requirements for admission or certification specified in this handbook and to change programs of study, academic requirements, teaching staff, class meeting times, financial schedules and other published information in accordance with Institute procedures. While the Institute will seek to inform the candidates about changes that are made to the Handbook, candidates are expected to read each new edition of the Handbook when it is issued and be familiar with any changes. Candidates will be asked to acknowledge in writing their receipt of a new ATP Handbook, or of any changes in policy or procedure that are made between handbook editions. The Training Committee and the monitoring committees shall give due consideration to making allowances for candidates in situations where new procedures or policy create hardships for the candidate because they had been functioning according to old policies and procedures.

- 1.5 Nomenclature:** In this document all references to members of the Chicago Society of Jungian Analysts is also a reference to the analyst members of the C.G. Jung Institute of Chicago.

## 2. Administrative Structure

### **(Relationship of the Training Committee to Monitoring Committees, to the Director of Training, to the Chicago Society of Jungian Analysts (CSJA), and to the Board of Directors of the CG Jung Institute of Chicago)**

**2.1 The International Association for Analytical Psychology (IAAP)** is composed of member societies of Jungian analysts throughout the world. In 1980, the Chicago Society of Jungian Analysts was organized, was affirmed as a member of IAAP and was authorized by the IAAP to train Jungian analysts.

**2.2 The Chicago Society of Jungian Analysts (CSJA)** elects a Training Committee and delegates to it the full responsibility of conducting the Analyst Training Program (ATP) as a training program of the C. G. Jung Institute of Chicago.

#### **2.2.1 The CSJA is responsible for:**

- a. Electing the Director of Training;
- b. Electing the chairs and the members of the Training Committee and the three monitoring committees (Admissions, Candidacy and Certifying);
- c. Adopting the policies for the ATP.

#### **2.2.2 The Training Committee is responsible for**

- a. Proposing policy for the ATP to the CSJA;
- b. Establishing procedures for the ATP;
- c. Supervising and evaluating the Director of Training;
- d. Designing the curriculum for the ATP;
- e. Establishing the calendar for the year for the ATP; and
- f. Approving the selection of instructors and examiners for the ATP.

**2.3 The Training Committee** shall respect the decisions of the monitoring committees and the Director of Training when such decision is made within the legitimate exercise of their authority and responsibility. When the Training Committee differs with the report of a monitoring committee, the differences shall be resolved with the monitoring committee. The final report shall be presented to the candidate by the monitoring committee.

**2.4 The Monitoring Committees** (Admissions, Candidacy and Certifying) are responsible for evaluating and guiding the matriculated auditors and candidates through the training process. While their actions are subject to the approval of the Training Committee, the final reports and decisions are presented to the candidate by the Monitoring Committees.

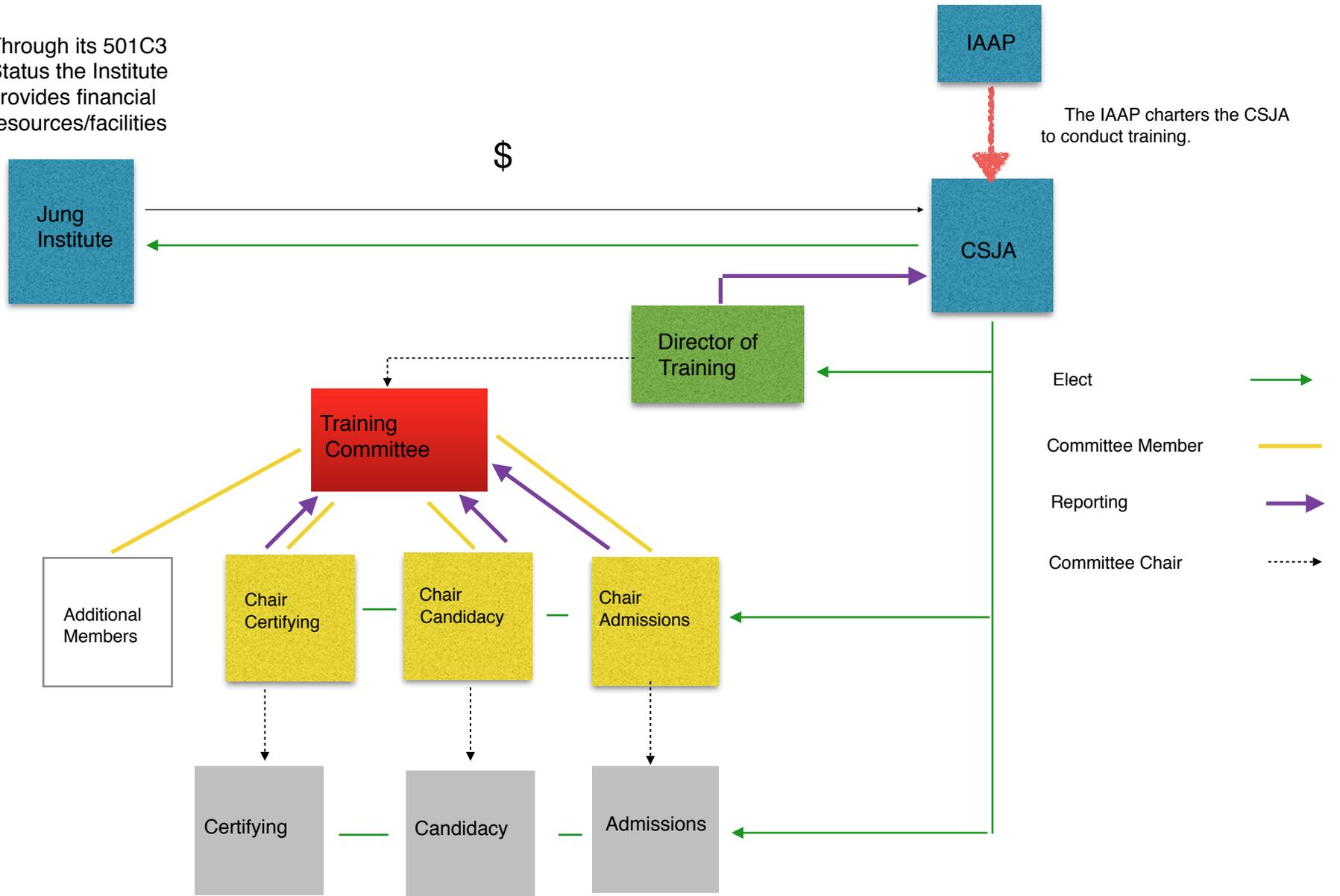
**2.5 The Director of Training** is the chief administrator for the ATP. S/he is a full member of the Board of Trustees of the Institute and the Executive Committee of the Board. S/he is responsible for seeking compliance with Institute policy and procedures and shall report regularly to the Board and to the CSJA. S/he is to educate the CSJA membership, the Training Committee, the Monitoring Committees, the candidates, the matriculated auditors regarding the policies established by the CSJA and the procedures established by the Training Committee and shall do what s/he can to see that they are followed. S/he is to work closely with the Training Committee on the selection of courses and instructors. S/he is responsible for all the administrative aspects of the Training Program: maintenance of files, publication of the curriculum, scheduling of courses, retreats, exams and special events.

**2.6 Individual Analysts:** If an analyst member of the CSJA has a complaint against a procedure or decision of the Director of Training or a monitoring committee, s/he is expected first to speak to that person or committee regarding the matter. Because of confidentiality, the person or committee may not be able to reveal the reasons for the decision but the complainant's concerns shall be fully considered and discussed within the committees. If there is no satisfactory resolution, it is to be brought to the Training Committee for final resolution. If the complaint is of an ethical nature, the Director of Training shall inform the complainant that such a complaint should go to the Chairperson of the Professional Standards Committee of the C. G. Jung Institute of Chicago.

**2.7 The Board of the Institute,** and particularly its President, following from their fiduciary and governance responsibility for the Institute and all its programs, shall see that the established policy and procedures for the Institute and the ATP are maintained, shall supervise and administer the financial aspects of the ATP, support the work of the elected training committees, provide and maintain an adequate educational space for the ATP, and provide administrative support for the ATP, especially the Director of Training. The Board shall have no involvement in any evaluative decision regarding particular candidates but shall receive regular reports from the Director of Training.

**2.8 Organizational Chart:** see attached page.

Through its 501C3 Status the Institute provides financial resources/facilities



### 3. CURRICULUM

- 3.1 Introduction:** The Analyst Training Program is composed of five tracks of classes: The History and Development of Analytical Psychology, The Theory and Practice of Analytical Psychology, Topics in Analytical Psychology, Process Group, and Analytic Process Colloquium/Seminar. Also two Community Training Weekends are held each year and sometimes a Candidate Group Retreat. Candidates are required to take all courses in the four-year curriculum, and are encouraged to take additional courses in subsequent years (see 3.8 below). CE hours are granted per class hour.
- 3.2 History and Development of Analytical Psychology:** This track explores the evolution of Analytical Psychology through a sustained and focused reading of the Collected Works of C. G. Jung, as well as collateral work such as Jung's published seminars and related materials. This track meets for 4.5 hours, usually 1.5 hours on the training weekend and 3 hours by telecommunication on intervening weeks. Matriculated auditors meet separately for the first year to obtain an introduction and overview of the Collected Works. This track extends across the four years of training. See Appendix K for specific reading sequence.
- 3.3 The Theory and Practice of Analytical Psychology:** This track is designed to provide a strong, integrated understanding of Jungian theory and practice, including analytic techniques. This track meets for 5 hours of each weekend and extends across the four years of training.
- 3.4 Topics in Analytical Psychology:** This track is designed to complement the issues explored in The Theory and Practice of Analytical Psychology. This allows for continuity of study while providing an additional forum for exploration and discussion. This usually involves two separate courses. This track meets for 4 hours each weekend and extends across the four years of training.
- 3.5 Analytic Process Colloquium or Seminar:** An analytic process colloquium facilitated by an analyst focuses on the analytic process with one case presented by an advanced candidate to all of the other candidates. Control stage candidates are required to attend all Analytic Process Colloquia while in training and where reasonable, to attend in person. After entering the control stage, a minimum of ten colloquia are to be attended in person prior to sitting for their analytic process exam. At three of these ten, they may present their analytic work. Beyond the ten, where distance creates a hardship for the candidate, candidates may attend through the use of electronic communication, as long as the presenting candidate and the facilitating analyst consent. If the presenting candidate or the consulting analyst decline to allow electronic media for the class, the candidate who lives at a distance is excused from needing to attend. This class period can also serve as a seminar in which candidates at all stages of training can present their psychotherapy or analytic work. The purpose of the Seminar is to give candidates at all stages of training an opportunity to discuss analytic work and clinical issues. This class meets for 3 hours each weekend and extends across the four years of training. See Section 8 Control Stage for more details.

- 3.6 Process Group:** Candidates will participate in a Training Process Group designed to serve as a forum for experiential learning as well as peer support. Personal therapy is not the focus, but experiential learning may lead to discoveries that may be processed further in individual therapeutic work. The process group will be facilitated by psychotherapists certified by the American Group Psychotherapy Association who play no role in the analytic training and evaluation of the candidates. The task of this group will be to co-create a culture with norms of safety, trust, openness, nonjudgmental feedback, cohesiveness, and encouragement to focus on the affective component of learning. This empathically attuned holding environment tends to reduce stress during analytic training and serves as a safe base from which to deeply explore the ways in which training is affecting each candidate and their work with clients. At each meeting, group members will be invited to contemplate and speak to three questions: How is training affecting me personally? How is training affecting my work with clients? How is this training weekend impacting me in the here-and-now? This type of group experience can protect against institutional splitting and has the potential to lead to lifelong collegial relationships. The confidentiality of the process groups prohibits facilitators from serving in any evaluative capacity for candidates in training.
- 3.7 Community Training Weekends:** Candidates and members of the Chicago Society of Jungian Analysts participate in Community Training Weekends. These weekends are devoted to an intensive examination of specific areas of theory or practice as presented by an analyst with expertise in a given area. Often the presenting analyst is from an institute other than the Chicago Society of Jungian Analysts. Community Training Weekends occur in the fall and spring of each year beginning on Friday and ending Sunday at noon. Monitoring committee interviews will be scheduled first on Friday and if necessary also on Thursday.
- 3.8 Additional Courses:** Candidates may take additional courses for mental health professionals offered through the Program Committee - one course each quarter - with the cost covered by their tuition. The candidate must request credit for these courses from their monitoring committee who will then determine the credit granted for the course. These courses can also be taken to make up for credit hours missed due to absences during the regular curriculum, again with the permission of the candidate's monitoring committee. In addition, the candidate has the option to continue taking courses in the Analyst Training Program after they have completed the required courses with the cost covered by their tuition.
- 3.9 Credit Hours:** Credit hours are granted on the basis of one credit hour for every hour of class participation. Candidates must attend all classes during the year in order to receive credit on their transcript. In case of approved absences, the candidate may be absent for up to 34 hours each year (80%) and still earn credit for that year. Again, in case of illness, the candidate may also seek permission from the Director of Training and the course instructor to attend class via the web and/or a conference phone. Finally, the candidate may take Public Program Courses, with permission of their Monitoring Committee, to make up for credit hours missed due to absences during the regular curriculum.
- 3.10 Curriculum Requirement for Certification:** In order to qualify for certification, candidates must accumulate **700 credit hours**. Specific required courses/colloquia are described in detail above.

**3.11 Meetings with the Director of Training:** Throughout the year, the Director of training will meet with the candidates to discuss training issues that have arisen, to explain the Handbook and changes that the Training Committee has made, and to receive candidate suggestions for courses, instructors, and changes to the Handbook.

## 4. SYSTEM FOR EVALUATION

**4.1 General Statement Concerning Evaluation:** The Analyst Training Program includes an important evaluative component. Jung understood that consciousness is limited by the experiences that life has provided. The archetypal energy that is humanized in an individual is the energy that has entered consciousness through particular life experiences. Thus the ego complex is largely shaped by the experiences of life and does not express the Self fully. The transformation of consciousness occurs as life expands through additional experiences. In the ATP, such expansion of consciousness is enabled through the experiences in the classroom, the consultation, and most deeply through the analysis. Jung was also quite clear that our shadow is most clearly seen by others and that the reflective feedback of others is crucial for the incorporation of shadow elements and their archetypal energies into consciousness. The ATP has a vigorous evaluative component whose purpose is to provide caring but firm feedback to the trainee so that consciousness will be expanded and each will become a more whole analyst, expressing more of the Self. This caring but firm feedback will often be experienced as a challenge to the ego, or as Jung says, a death of the ego complex, but will have the longer term result of a rebirth of a more mature, inclusive ego complex. This challenge may include both recognition of strengths that are being denied, and limitations that are unrecognized. While the immediate experience of this may be difficult for the ego, it is also the intention of the evaluative process of the ATP to provide a sufficiently supportive environment for the ego to work through its negative feelings and be re-born.

The monitoring committees provide a unique arena within which this evaluative process can occur. Through the individual and group interviews the monitoring committee members come to experience the candidate over the entire training process and provide a mirror for the candidate to see themselves as other's see them. The candidate then can take the evaluation of the monitoring committee back to their consultant and especially their analyst to work through the perspective and the emotions that have been raised in the interaction with the monitoring committee. The record of the perspectives of the monitoring committees is recorded in their regular reports which are made available to the candidate, the analyst and the consultant. Hopefully the candidate comes to consciously experience more shadow aspects of themselves and a more complete embodiment of the Self.

The system for evaluation and monitoring is intended to provide a framework for developing the highest quality of Jungian analysts. The evaluation system:

- Provides a forum for the candidate to demonstrate his or her mastery of the theory and practice of analytical psychology.
- Provides an environment for analysts to observe and reflect with the candidate upon the candidate's development as an analyst.
- Provides an avenue for monitoring analysts to provide and candidates to receive evaluations regarding their developing skills and the areas requiring additional work in their journey to becoming an analyst.
- Provides an organized process in which the candidate either may be affirmed as developing well toward becoming an analyst or may be asked to leave the training

program because of identified personal behaviors or characteristics that render them unsuitable for being a candidate in our training program.

- Serves as a system of checks and balances within a diverse group of personalities and professional perspectives.

The nature of this process is viewed as authoritative rather than authoritarian. A relationship of mutual respect between professionals is fundamental to the process. Committee members have the authority to seek from consultants, instructors, administrators and previous monitoring committees, the appropriate information needed to evaluate each candidate comprehensively and to make judgments concerning the capability and suitability of the candidate for certification as a Jungian analyst.

While the process aims toward comprehensive assessment, the Training Committee recognizes the evolving and organic nature of training to be an analyst. Changes to the Handbook can be made with the approval of the Training Committee and the Chicago Society of Jungian Analysts in consultation with candidates.

**4.2 Areas for Evaluation:** The following general areas are explored with each candidate in both group and individual interviews with his/her monitoring committees. Committee members also utilize the written bi-annual clinical evaluations from each candidate's consultants as well as case colloquium evaluations, examination reports, and faculty evaluations.

**4.2.1 Commitment to training**

- Level of preparation for discussion
- Level of participation in discussion
- Completion of assigned work
- Attendance
- Intensity of interest

**4.2.2 Grasp of Theoretical Concepts of Analytical Psychology**

- Ability to articulate the principle aspects of the theory
- Ability to apply theory to clinical practice
- Ability to apply theory to one's own individuation process
- Ability to articulate the theory's chronological development
- Ability to differentiate Analytical Psychology from other schools of psychoanalysis as well as to articulate contemporary developments in Analytical Psychology
- Ability to criticize the theory

**4.2.3 Personal Development**

- Self-awareness: the willingness and ability to share a narrative account of one's personal analysis and experience.
- Psychological mindedness: the appreciation of psychic reality as evidenced in the ability to think and understand in a symbolic, metaphoric, or imaginal dimension.
- Containment: the ability to sustain reflection on Self-awareness, the willingness and ability to share psychological issues, to identify complexes and how they function in their life and clinical work, to tolerate and utilize criticism and to achieve adequate and flexible ego defenses and boundaries.

- Interpersonal skills: the ability to relate to and to demonstrate empathic respect for the analytic process of self and others.
- Critical judgment: the ability to weigh issues in terms of attitudes and typological functions, the capacity for insight into self and other.
- Self-reliance: the ability to persevere and endure with intelligence and determination.

#### **4.2.4 Professional development**

- Ability to integrate the impact of curricular and clinical learning experiences in one's professional work and personal individuation,
- Ability to understand diagnoses, psychopathology, dream work, active imagination within the context of the analytic relationship, and with a thorough understanding of transference and counter transference,
- Ability to maintain one's clinical practice in a professional manner including access to medication consultation, in-patient treatment options, and access to third party eligibility.

#### **4.2.5 Relation to the Training Program and Community**

- Suitability for training within the context of the program,
- Candidate's sense of satisfaction and accomplishment,
- Degree to which the candidate is integrated into the program and community.

#### **4.2.6 Fulfillment of Minimum Requirements**

- Number of class hours, case colloquium hours, control analysis/consultation hours, personal analytic hours
- Payment of all tuition, leave, exam fees
- Minimum length of time in each stage of training: Preliminary (1 year), Candidacy (1 year), and Control Stage (2 years)
- Monitoring Committee approval for advancement
- Successful completion of a candidacy paper, the propaedeuticum exams, three case colloquia presentations, the final case and thesis examinations
- Appropriate level of attendance in classes, Community Training Weekends, etc.
- Interviews with respective committees
- Any further requirements established by the Training Committee or respective monitoring committees

**4.3 Recusal Policy:** The recusal policy is intended to protect the inviolability of the candidate's analysis and to reduce both the positive and the negative bias of evaluators. Personal analysts are expected to recuse themselves from being practice consultants, control analysts and thesis advisors for their current or former analysands. Analysts are required to recuse themselves from any evaluative committee of an applicant, matriculated auditor or candidate with whom they have had a significant peer, professional or personal relationship or with a member of that person's family. Also they are not permitted to consult with evaluative committees. Should the analyst fail to recuse him/herself, the applicant, matriculated auditor or candidate is required to request the recusal in writing to the DOT, specifying the reason for the request. They are also expected to recuse themselves from the Training Committee or the CSJA when policy and procedural matters are being discussed that stem from or directly relate

to their current or former analysts.

Analysts sitting on a monitoring committee of a trainee must recuse themselves from being an examiner of that trainee in analytic process or thesis exams.

Candidates and matriculated auditors may request in writing of the DOT that a particular analyst be recused from serving on all evaluative (monitoring and examining) committees when the analyst has had a significant peer, professional or personal relationship outside of training with the candidate or a family member. These reasons are to be identified in the request.

During the entire period of training, candidates have the right to make two and only two “no fault” requests in writing to the DOT that a particular analyst be recused from all monitoring and examining committees for the duration of training. These two requests need not specify a reason and may be made at any time during training and are to be granted.

**4.4 Monitoring Committees’ Responsibility, Composition, Intent, and Procedure:** Committees are composed of three to five certified members of the Chicago Society of Jungian Analysts. Personal analysts and consultants are not permitted to serve on a candidate’s monitoring committee and must recuse themselves from interviews with the candidate or discussions of the candidate (See Recusal Policy, Section 4.3). It is the responsibility of monitoring committees to ensure the integrity of the training experience for each candidate or matriculated auditor as he or she progresses through the various stages of the training program. The duty of all monitoring committees is to facilitate the growth of candidates into mature and capable analysts through assessment and identification of issues that are inhibiting their development as a Jungian analyst and through affirmation and support of both their already established and their newly acquired personal analytic character. This may include requiring an individual candidate to go beyond the specific requirements as outlined in this handbook. On occasion a monitoring committee may also recommend termination from the program (see Section 4.10).

The responsibility of the chairperson is to maintain the integrity and boundaries of the monitoring committee process. The chairperson is responsible for seeing that candidate reports are written incorporating all views represented on the committee (see Appendix F – Committee Report). Committee reports should build upon previous reports, noting when previously identified concerns have or have not been well addressed. Each member of the committee will have the opportunity to review the reports and each candidate will review their report before the reports are submitted to the Training Committee (see Section 8.7). Once submitted, the report is received by the Training Committee as having the support of all of the committee members. Individual committee member reports will not be received.

While it is best for each monitoring committee member to be familiar with the entire file of a candidate, experience has suggested that identifying one person in the committee who is expected to be fully familiar with the entire file of one or more candidates has worked well. If the committee chooses this, the committee needs to pay attention to the potential for personal biases and complexes to be present. It is also suggested that the committee might meet in person, have a conference call and/or a video conference before the actual meeting

with the candidate.

Monitoring committees are expected to track the issues that previous monitoring committees have identified and to discuss the candidate's progress with these issues.

### **The Specific Roles of Admissions, Candidacy and Certifying Committees**

**4.4.1 The Admissions Committee** is responsible for assessing the qualifications of applicants to the Training Program and for making a recommendation for their acceptance or rejection to the Training Committee. This recommendation is subject to the approval of the Training Committee. Further, the Admission Committee is charged with the responsibility of monitoring the progress of accepted applicants during the Preliminary Stage. The Committee's intent is to select the most qualified candidates for training.

#### **4.4.1.a Procedure for the Selection of Candidates**

- 1) Application materials may be requested from the Director of Training to be completed for submission by January 15<sup>th</sup> for admission into the Analyst Training Program the following September (see Appendix A for application materials).
- 2) The Chair of the Admissions Committee will review all applications to ensure that they are complete and do not contain any inappropriate material. All applicants' files are open to all members of the Society (excluding personal analysts or analysts with prior personal relationships) for inspection and comment. All comments will be communicated directly and only to the Admissions Committee Chair.
- 3) The Admissions Committee Chair notifies all committee members of the names of the applicants and requests that the Administrative Assistant duplicate and circulate the applications among committee members for study. Any committee member who has been a personal analyst of, or had any prior personal or professional relationship with, an applicant is not eligible to consider that individual's application. (See recusal policy, Section 4.3) In that case, the training committee will appoint an alternate to replace the ineligible member.
- 4) Individual interviews for all applicants will be scheduled with the members of the Admissions committee to take place at the Jung Institute Offices on the second or third weekend in March. The Admissions Committee Chair will facilitate the organization of these interviews.
- 5) Following the completion of all individual interviews, the Admissions Committee meets to decide which applicants will be advanced to the next stage in the process. The decision to invite an applicant to the full committee interview requires a majority vote of the committee. The

committee will notify each applicant by letter to inform him or her of the Admissions Committee's decision. (See the Admissions Committee calendar for the dates when the various steps in the admissions process are scheduled.)

Applicants selected for advancement will be invited to a full committee interview. A notice will be sent to all members of the Institute/Society indicating the names of those applicants who have been invited to the full committee interview. Members will be requested to contact the chair of the Admissions Committee if they have any concerns regarding these applicants.

Applicants not selected for advancement will be notified of the Committee's decision. An internal report outlining the Admissions Committee decision making process regarding non-acceptance of each candidate will be submitted to the training committee for the Institute files.

- 6) The Admissions Committee chair arranges the schedule and location for the group interviews and notifies the applicants. The date is not negotiable and is typically scheduled in late April.
- 7) The Admissions Committee interviews applicants, discusses the findings of the interview and formulates recommendations regarding the acceptance or non-acceptance of the applicant. Recommendation for admission requires a 4/5ths vote of the committee. A report incorporating all of the opinions of the committee members concerning each applicant will be added to the applicant's file. If salient issues (see Sec. 4.2 above for examples) to be followed in training are identified in this interview process, they are to be included in the final report, which is also to be sent to the accepted applicant.
- 8) The recommendation of the Admissions Committee is subject to the approval of the Training Committee.
- 9) The Admissions Committee notifies applicants of their acceptance/non-acceptance by letter.
- 10) The acceptance of an applicant to the Analyst Training Program is valid for the beginning of the academic year in the fall of the admissions process. If an applicant requests to postpone their matriculation, or if the Training Committee decides not to initiate a training class for that year, the Admissions Committee will conduct a second full Committee interview at no additional cost to the applicant. The Admissions Committee may alter the previous decision if new information has come to its attention that warrants a change. If the applicant wishes to postpone their matriculation, he or she will need to follow the full

admissions process again, including the payment of application fees.

- 11) Applicants may request feedback on their admissions process by contacting the Admissions Committee Chair, who acts on behalf of both the Admissions Committee and the Training Committee.
- 12) Decisions by the Admissions Committee and the Training Committee are regarded as legitimate exercises of professional judgment, and are, therefore, not subject to appeal by an applicant.

#### **4.4.1.b Procedure for Monitoring Matriculated Auditors**

**The Admissions Committee** continues to monitor the suitability for training of the matriculated auditor. Of particular importance in this stage is the matriculated auditor's ability 1) to be self-reflective, 2) to think symbolically, 3) to grasp and work with concepts from analytical psychology as well as a personal ability to engage the practice of analysis.

- 1) Each year matriculated auditors must have one individual interview with each member of the Admissions Committee and two group interviews with the Committee as a whole. Matriculated Auditors are responsible for scheduling two individual interviews in each quarter of the training year so that all individual interviews are completed prior to the April group interview. The chair of the Admissions Committee schedules group interviews (See the Admissions Committee calendar), with at least 6 weeks' notice so candidates and analysts can make the needed arrangements.
- 2) Areas of proficiency and deficiency for each matriculated auditor are identified during the committee meeting and are reflected in a bi-annual written report that is sent to both the candidate as well as the Training Committee. The Admissions Committee may direct the matriculated auditor to seek appropriate remedial resources. The deficit areas are then monitored for improvement.
- 3) Following the Spring interviews, the Admissions Committee recommends that each matriculated auditor a) be moved to full candidacy status in the ATP, b) be maintained as a matriculated auditor for a minimum period of another year, c) or be asked to leave the program. These recommendations are subject to the approval of the Training Committee.

**4.4.2 The Candidacy Committee** continues to monitor the suitability for training of the candidate. Of particular importance in this stage is the candidate's attainment of an organized understanding of the theory of analytical psychology as well as a personal readiness to engage the practice of analysis.

- 1) Each year candidates must have one individual interview with each member of the Candidacy Committee and two interviews with the Candidacy Committee as a whole. Candidates are responsible for scheduling two individual interviews in each quarter of the training year so that all individual interviews are completed prior to the spring Committee interview. The chair of the Candidacy Committee schedules the group interviews on the Friday of the Community Training Weekend. The scheduling is to be done at least 6 weeks before the meeting so candidates and analysts can make needed arrangements.
- 2) Areas of proficiency and deficiency for each candidate are identified during the committee meeting and are reflected in a bi-annual written report that is sent to the candidate, the candidate's consultant, and the Training Committee. The monitoring committee may direct the candidate to seek appropriate remedial resources. The deficient areas are then monitored for improvement.
- 3) Each candidate is required to write a 15-page candidacy paper on an aspect of analytical psychology (see 7.5 for details) by February 1 of his/her first year in the Candidacy Stage, unless s/he is planning to take the Propaedeuticum exams in June of that year, in which case the candidacy paper is due by October 1. This paper will be circulated to all committee members and may be discussed during the spring committee interviews.
- 4) Candidates must have completed 100 hours of practice consultation and 200 hours of personal analysis (including the 100 pre-admission hours) in order to be eligible to take the Propaedeuticum Exams. Candidates are eligible to sit for the written and oral portions of the Propaedeuticum Exams in June of the first year of the Candidacy Stage of training.
- 5) Written Propaedeuticum Exams are offered twice a year, in December and in June. Requests for December exams must be made no later than the preceding spring committee interview and requests for June exams must be made no later than the preceding fall committee interview. Oral Propaedeuticum Exams for candidates are offered only in June. Candidates must submit a formal request to sit for exams to the Candidacy Committee. A copy of this request must also be sent to the Director of Training. Re-takes of up to two propaedeuticum exams may be taken the following December if approved by the Candidacy Committee and the Training Committee.
- 6) After the Propaedeuticum Exams are passed, the Candidacy Committee receives the examiners' reports. It is at this point that the Candidacy Committee reviews all pertinent reports in the candidates file including the exam reports and makes their recommendation regarding the readiness of the candidate to advance to the Certifying Stage of training. The decision of the Candidacy Committee is subject to the approval of the Training Committee.

**4.4.3 Certifying Committee:** It is the intent of the Certifying Committee to continue to monitor the continued suitability for training of the candidate, his/her attainment of a thorough understanding of and ability to articulate the theory of analytical psychology, his/her ability to function clinically as an analyst, his/her ability to contribute to the theory of Analytical Psychology, and particularly his/her psychological readiness for certification.

The candidates have chosen a rigorous evaluative program for their training. It is likely substantially different from any they have had thus far in their professional careers precisely because of the personal evaluative component. They have chosen the ATP, consciously and/or unconsciously, because they want to be more fully seen. They want their personas acknowledged and treasured, their shadows more fully uncovered and the golden nuggets of the Self more fully embraced and embodied in their lives. Often it is in the experience with the Certifying Committee that these personal elements are brought to greater consciousness. The consequence is that the candidate is more whole and a better analyst.

- 1) Regular interviews. The candidate meets individually with each member of the Certifying Committee once a year and meets with the committee as a whole twice a year. At least one individual interview with a member is to occur each quarter of the year so the candidate's progress is monitored through the year. Interviews center on a candidate's bi-annual reports from the Control Analyst(s), reports by Case Colloquium facilitators, teacher feedback, Case Exam and Thesis Exam reports by examiners, and other areas of personal and professional development. The Chair of the committee is to inform the candidates of the committee interview schedule at least six weeks in advance of the community training weekend, so candidates and analysts can make the necessary arrangements. The chairperson writes a draft report or sees that a draft report is written (see Appendix F for guidelines) summarizing the findings and recommendations of the Committee that incorporates the views of all the members. This draft is then sent to the candidate for a check on the facts and/or comment. This report is then sent by the chair, first, to the control analyst and second, to the Training Committee, and the administrative assistant places a copy of this report in the candidate's file (see 4.7 below).
  
- 2) The Extended Interview. The monitoring committees (Certifying, Candidacy and Admissions) are all focused on the training process of each candidate as well as his/her academic progress and professional formation. In addition to these regular committee meetings, it is required that each Control Stage candidate, after 50 hours of control work, arrange with the committee chairperson for a special 1½ hour interview with the full committee. This interview will occur before permission to take either final exam and will focus on the personal development of the candidate toward being an analyst. Before the interview, the certifying committee shall audit the entire training record to ensure that all salient issues identified during training have been adequately addressed. After this interview, the committee will make recommendations as to the psychological readiness of the candidate to proceed to taking both exams and

move toward the completion of training. This may include requiring an individual candidate to go beyond the specific requirements as outlined in this handbook and may include requiring a second extended interview. If there is a gap between exams, a re-audit may be performed.

- 3) **Certification Recommendation.** After the thesis and case examinations are passed and the Certifying Committee receives the examiners reports, the Certifying Committee reviews all pertinent reports and finding them in order, makes their recommendation regarding the readiness of the candidate to be certified as an analyst (see Section 8.13). The decision of the Certifying Committee is subject to the approval of Training Committee. At this time the candidate must have completed 700 hours of coursework (30 of which are accrued via 10 case colloquia during the Control Stage) and 100 hours of consultation (control analysis) – 50 of which are with one Control Analyst on one case). Personal analysis must also have continued throughout the program for a minimum of 300 hours and all training-related fees must have been paid in full.

**4.5 Candidate and Matriculated Auditor Responsibility:** Candidates and Matriculated Auditors are expected to present their consultation and monitoring committee reports to both their analyst and their consultants, where the salient issues can be addressed and worked through.

**4.6 Instructor Feedback on Candidates:** At the conclusion of each course or at the end of each trimester, the instructor/instructors will complete an on-line feedback form for each candidate (see Appendix I). The form provides a place to rate the candidate's participation and space to make additional comments. These feedback forms can be reviewed by the monitoring committees per their request and are placed in the candidates' files.

**4.7 Candidate Feedback on Instructors and Courses:** At the conclusion of each course or at the end of each quarter, candidates will complete an on-line survey giving feedback on the course and the instructor/instructors (see Appendix H). These forms are distributed by and returned to the ATP Administrative Assistant. The form provides a place for a quantitative as well as a qualitative assessment. The results of on-line assessments are collated into a single document for each instructor so the anonymity of candidate feedback is safeguarded. The results are distributed to instructors after their feedback forms on candidates have been completed. Candidates are also invited to discuss any aspect of the Analyst Training Program with individual monitoring committee members or in the full committee interview. A special conference with the Director of Training may also be requested.

#### **4.8 Procedures for the Distribution of Consultation and Case Colloquium Reports**

**4.8.1** The consulting analyst issues a draft of his/her report and discusses it with the candidate 6 weeks before the fall meetings and the spring meetings. After discussion with the candidate, the analyst makes any agreed upon revisions and sends/emails the report to the candidate, to the chair of the monitoring committee and to the Administrative Assistant by four weeks before the fall and the spring meetings of the monitoring committee.

**4.8.2** The Administrative Assistant notes the receipt of the consultation reports on the candidate checklist in the candidates file and places a copy in the candidate's file and emails another copy to the chair of the monitoring committee.

**4.8.3** The monitoring committee reviews the consultation reports that become a part of the monitoring committee reports.

#### **4.9 Procedures for the Distribution of Monitoring Committee Reports**

**4.9.1** The chair of the monitoring committee issues a draft report and distributes it to committee members for comment and proposed revision (see Appendix F – Guidelines for Monitoring Committee Report). Any revisions are then returned to the committee chair and incorporated where appropriate.

**4.9.2** The revised report is re-circulated among Committee members for their approval.

**4.9.3** The chair then sends copies of the report to the candidate for his/her review.

**4.9.4** After the candidate has reviewed the report and the committee has reviewed any further revisions, the committee chair sends the report to the administrative assistant who places it in the candidate file.

**4.9.5** The chair of each monitoring committee reports on the monitoring committee meetings with the candidates to the Training Committee. When necessary, the Training Committee will discuss specific reports brought to their attention by the chair of a monitoring committee. In those instances, the Training Committee can make recommendations to be implemented by the chair of the monitoring committee.

**4.9.6** Any modification made following the Training Committee review is communicated to the candidate by the chair of the monitoring committee. Monitoring committee reports and training committee recommendations are placed in candidates' files.

**4.9.7** The administrative assistant notes the receipt of the final monitoring committee report on the candidate checklist in the database, places the report in the candidate's file, and sends a copy to the practice consultant/control analyst.

#### **4.10 Termination Policy:**

**4.10.1** At any stage in the Analyst Training Program, the matriculated auditor or candidate may be terminated from the program according to the procedures below. Acceptance into the program, the passing of any exam, or passage from one stage of training to another does not guarantee completion of the program or the granting of a diploma.

#### **4.10.2 Grounds for termination**

- Failure to comply with the training requirements as stipulated for each stage of training in the ATP Handbook (e.g., course and colloquium attendance, personal analysis, consultation, etc.)
- Non-payment of dues
- Repeated failure of exams
- Violation of Professional Ethics in the ATP (see Section 10)
- Predominant and consistent negative evaluations by the candidate's evaluating committees
- Other extraordinary circumstances judged to be so by the monitoring committee in consultation with the Training Committee.

#### **4.10.3 Procedures for termination**

- 4.10.3.a.** The monitoring committee, separately and with the candidate, discusses whether there are grounds for terminating a candidate from the Analyst Training Program.
- 4.10.3.b.** The monitoring committee following its committee interview with the candidate, issues a report identifying the issues being considered as grounds for termination.
- 4.10.3.c.** The monitoring committee is required to make two such regular committee reports before recommending termination.
- 4.10.3.d.** The monitoring committee determines that it will recommend to the Training Committee that the candidate be terminated from the ATP.
- 4.10.3.e.** The monitoring committee issues notice in writing in its committee report to the candidate stating the reason(s) for recommending termination, provides the candidate with the opportunity to respond to the allegations or submit a letter of resignation, and sets a deadline for both actions.
- 4.10.3.f.** The monitoring committee recommendation, report and any response from the candidate are presented to the Training Committee.
- 4.10.3.g.** The Training Committee decides whether the candidate should be terminated from the ATP.
- 4.10.3.h.** The candidate is advised in writing of the decision of the Training Committee. Termination shall be final 30 days from the date of the letter. Within 30 days, the candidate has the right to initiate a grievance or to appeal the decision pursuant to Section 13.
- 4.10.3.i.** If there is clear evidence of a violation of the ethical standards of the training program, then no advance notice is required, though consultation with the Professional Standards Committee is recommended.
- 4.10.3.j.** If the candidate is terminated for an act or conduct similar to an act or conduct that would constitute grounds for disciplinary action as set forth in state laws governing the candidate's profession and licensure, the ATP Training Committee is required and shall report to the Illinois Department of Financial and Professional Regulation the final action of termination of the candidate.

## 5. Telecommunications Technology Guidelines in the ATP

- 5.1 Professional Organization and State Guidelines:** All matriculated auditors and candidates are required to be familiar with the professional guidelines for telecommunication of the professional organization to which they belong and the statutes, regulations, and law of the state in which they practice. All matriculated auditors and candidates are required to ensure they are practicing pursuant to all applicable state and federal laws in the jurisdiction in which they practice.
- 5.2 Informed Consent and Authorization:** Candidates/Trainees must execute a Consultation Form (for in-person consultation or for use of telecommunication technology) prior to participating in control analysis and training consultation. See Appendix L for two forms.
- 5.3 Waiver:** The DOT shall obtain a waiver from each training analyst and candidate who uses telecommunication technologies in training that indicates that the training analyst and/or consultant indemnifies and holds the Chicago Society of Jungian Analysts and the C. G. Jung Institute of Chicago harmless of and from any claims resulting from the decision to utilize electronic technology for training analysis or consultation. See Appendix M for two forms.
- 5.4 Initial In-Person Sessions:** In training a face-to-face relationship must be established before electronically mediated analysis and consultation sessions begin. This facilitates establishing a trusting relationship so that a good working relationship can proceed. These initial face-to-face meetings provide the opportunity to assess the candidate's ego strength, capacity for reflection, impulse control, and absence of concerns and/or issues that might favor or require in-person analysis or consultation.
- 5.5 Order of Communication Preferences:** The recommended first preference is for the training analysis and the training consultation to be done in person. Most often this has advantages over the use of telecommunication technologies and it is the mode that analysts are currently most trained in. The second preference would be to use video telecommunications technologies (Adobe Connect, Go To Meeting, etc.) which provide certain advantages over telephone communication. Both parties see one another, albeit from the waist up. But facial expressions and gestures can be easily captured and responded to. The third preference would be to use only audio telecommunications technologies (telephone).
- 5.6 Frequency of Face to Face Sessions:** The minimum expectation for candidates is for weekly analysis and consultation while in training. It is also expected that as many of these as possible be conducted face to face. While attending classes (the

first four years), if distance requires, 25% of their analysis and consultation sessions must be in person and 75% may be via the use of telecommunication technology. Following completion of the first four years of classes, candidates are expected to do as much analysis and consultation as possible in person and are expected to negotiate with their monitoring committee what is workable in their particular situation.

Regarding colloquiums, candidates are expected to attend all colloquiums while in training, and must attend at least 10 in person. Beyond the 10, they are expected to attend in person where that is reasonable. Where it is not reasonable, they may attend through the use of telecommunication technology as long as the presenting candidate and the consulting analyst agree to its use. If they do not agree to its use, then the candidate who cannot attend in person is excused from attending. Throughout training, candidates are expected to keep their monitoring committees informed regarding their use of telecommunication technologies in training.

**5.7 Reports:** Consultation reports and Analytic Process reports shall include the number of sessions held in-person, by video telecommunication and by audio telecommunication.

**5.8 Sending Confidential Information:** All communication of confidential information by telecommunication technologies, like consultation reports, colloquium reports and analytic process reports, should be encrypted before sending. Microsoft Office Word makes it easy to encrypt a document. The process to encrypt a document is contained in Appendix J. When encrypting a document, a password is needed and must be provided to the recipient so they can open the document. Annually a password will be assigned by the DOT that all analysts and trainees can use for the encryption for that year, unless they choose to use a separate password for each document they send. Individuals may also choose to use snail mail for communicating reports.

**5.9 Control Cases.** Control cases must be conducted primarily face to face. Any sessions conducted by telecommunication must be noted in the Analytic Process Write-up.

## 6. PRELIMINARY STAGE

- 6.1 Purpose:** During the Preliminary Stage of training, the trainee, called, “a matriculated auditor,” meets with his/her Admissions Committee to assess the mutual "fit" of the training program and his/her suitability for training as a Jungian Psychoanalyst and to identify salient issues to be addressed during training. At the end of the first year, the Admissions Committee may recommend to the Training Committee that the Matriculated Auditor (1) be advanced to the candidacy stage, (2) remain a matriculated auditor for an additional year or (3) be asked to leave the training program (see Section 10.3.1b).
- 6.2 Criteria:** The minimum criteria for acceptance as a candidate in the training program include:
- a. Interest in Analytical Psychology
  - b. An ability to be self-reflective
  - c. An ability to be selectively open regarding complexes
  - d. A capacity to engage the symbolic life
  - e. An ability to maintain longer term therapeutic relationships
  - f. Licensure to Practice Independently in the state in which they practice (See Appendix N for the Institute Licensure policy)
- 6.3 Admissions Committee Interviews:** During the Preliminary Stage, the members of the Admissions Committee will continue to monitor those matriculated auditors they recommended for acceptance. Each matriculated auditor must meet individually with two members of the Admissions Committee each quarter. **Matriculated auditors must schedule the interviews with the individual committee members themselves.**

The Admissions Committee will arrange to meet with each matriculated auditor for two group interviews, one in the winter and one in the spring, usually at the time of the Community Training Weekend. These committee interviews are to be scheduled at least 6 weeks in advance to allow all to make arrangements. At the conclusion of the spring interview, if the Committee’s assessment is that s/he is capable of doing analytic work and the analytic training, the committee will recommend to the Training Committee that the matriculated auditor be advanced to the Candidacy Stage of training. The Committee chair will write a report that reviews the interview process with each matriculated auditor and the Committee’s decision regarding his/her advancement. The report will also identify salient issues which have emerged in these interviews and which are to be tracked during his/her training. Those reports will be mailed to the matriculated auditor and submitted to the Training Committee within three weeks of the interviews (see Section 8 System of Evaluation). After approval by the Training Committee the administrative assistant or the DOT will send the Admissions Committee report to the candidate’s practice consultant. The candidate is expected to bring the salient issues identified to her/his analysis for exploration and further work.

**6.4 Application by Transfer Trainees:** Candidates who transfer from another IAAP approved institute are subject to the following regulations:

Transfer candidates will complete the full application for admission, including interviews with the Admissions Committee. The Admissions Committee will recommend either not to admit or to admit the transfer applicant. The Admissions Committee will further recommend placing the transfer applicant under the jurisdiction of the Candidacy Committee or, when the applicant has passed the propaedeuticum or equivalent examination at the institute where previously enrolled, under the jurisdiction of the Certifying Committee.

All transfer applicants admitted to the Analyst Training Program will be under the jurisdiction of the appropriate monitoring committee for at least their first year in the ATP as “matriculated auditors.” Advancement to full candidate status depends on the recommendation of the relevant monitoring committee and the vote of the Training Committee. The Admissions committee report will also identify the salient training issues that were noted in the interviews.

**6.5 Consultation:** Individual consultation on a weekly basis is required throughout training with a member in good standing of the Chicago Society of Jungian Analysts.

**6.6 Personal Analysis:** Personal analysis is required throughout training including during leaves of absence. Analysts must be chosen from among members in good standing of the International Association of Analytical Psychology.

## 7. CANDIDACY STAGE

- 7.1 Purpose & Definition:** During the candidacy stage, the candidate is expected to:
- develop an organized understanding of the basic theory of Analytical Psychology (see below for the subject areas of the propaedeuticum exams),
  - to have identified the dynamics of their major complexes so as to be able to recognize them in their control analysands,
  - Have developed their self-understanding sufficiently to be able to work with transference and counter-transference dynamics in control analysis.

The Candidacy Stage of training begins with successful passage from the Preliminary Stage. The Candidacy Stage ends when the auditor successfully passes the Propaedeuticum Exams, receives the recommendation of the Candidacy Committee for advancement to the Control Stage, and gains the approval of the Training Committee. The Candidacy Stage must be at least one year in duration. However, each candidate is expected to consult with the Candidacy committee regarding the appropriate time to take the Propaedeuticum exams and move into control stage training. The Candidacy Committee will monitor academic, clinical and psychological progress, and will continue to evaluate the candidate's suitability for training to be an analyst.

- 7.2 Curriculum:** The class format remains the same as it did for the Preliminary Stage (see Section 3 – Curriculum).

- 7.3 Monitoring Committee Interviews:** Once candidates enter the Candidacy Stage, the Candidacy Committee will monitor them. The Candidacy Committee continues to monitor both the development of analytic skills and knowledge as well as personal growth. Each year candidates must meet once individually with each member of the Candidacy Committee and twice with the committee as a whole. Candidates are responsible for scheduling no more than two individual interviews in each three month period of the academic year, so that all individual interviews are completed prior to the spring group interview. The chair of the Candidacy Committee schedules the group interviews to meet on Fridays of the Community Training Weekend (sometimes Thursdays may be needed, if the number of candidates is large).

- 7.4 Composition of the Candidacy Committee.** See recusal policy in Appendix G.

- 7.5 The Candidacy Paper:** In the candidate's first year in the Candidacy Stage, she/he is required to write a 15 page paper (double-space, 12 point font, 1" margins) on an aspect of Analytical Psychology. The paper shall demonstrate the candidate's capacity to write both theoretically and clinically within the perspective of Analytical Psychology. Five copies of this paper should be submitted to the Candidacy Committee. The paper is assigned after advancement to the Candidacy Stage and is due by February 1 of the following year, unless the candidate intends to take the propaedeuticum exam the following June, in which case the paper is due by October 1 so the committee has it available when deciding on the request to take the propaedeuticum exams. The paper is typically discussed at the next monitoring committee interview.

- 7.6 Consultation:** Consultation continues as it did in the Preliminary Stage (see Section 7 – Consultation).
- 7.7 Personal Analysis:** Personal analysis is required throughout training.
- 7.8 Propaedeuticum Exams:** Candidates must have completed 100 hours of Practice Consultation and 200 hours of personal analysis to take the Propaedeuticum Exam (including the 100 hours of analysis required for acceptance into the ATP).

Written Propaedeuticum Exams are offered twice a year, in December and in June. Oral Propaedeuticum Exams are offered once a year, in June. Requests for December exams must be made no later than the preceding spring committee interview and requests for June exams must be made no later than the preceding fall committee interview. Candidates must submit a formal written request asking to sit for the Propaedeuticum Exams to the chair of the Candidacy Committee. A copy of their request must also be sent to the Director of Training. Upon approval of the request by the Candidacy Committee, the Director of Training sets the dates and times for the exams, contracts with analysts to serve on the exam committees, and informs the candidates about these details concerning their exam process. The exam fee is due one month before the examinations begin.

The Propaedeuticum is composed of 5 exams: 2 written and 3 oral. Each exam is evaluated by a group of three analysts. The candidate is not identified on the written examination papers. Oral exams are conducted face to face. The candidate may contest the composition of his/her oral exam committees in writing to the Director of Training who will bring it to the Training Committee. The oral exams will be decided on a pass/fail basis by a majority vote of the exam committee.

**7.8.1 Archetypal Exam.** This is a written exam. Eight weeks prior to the oral Propaedeuticum, the candidate will receive three questions from which to choose one question to answer in a ten (10) page paper (double-spaced 12 point). Three (3) weeks are allowed to complete this exam. Reference materials may be consulted. Discussion of the exam content with any person is not permitted. Three analysts will grade the exam on a scale from 1 (highest) to 5 (lowest). An average of 3 is needed to pass. The APA style is required for all papers submitted for Propaedeuticum exams, case colloquia, final case exams, and Theses.

**7.8.2 History and Development of Analytical Psychology Exam.** This is a written exam. Four weeks prior to the oral Propaedeuticum, the candidate will receive four questions from which to choose two questions. The candidate is to answer each question in a five-page paper (double-spaced, 12point). Three (3) weeks are allowed to complete this exam. Reference materials may be consulted. The exam content may not be discussed with any person. Three analysts will grade the exam on a scale from 1 (highest) to 5 (lowest). An average of 3 is needed to pass. The APA style is required for all papers submitted for Propaedeuticum exams, case colloquia, final case exams, and Theses.

### **7.8.3 Practice of Jungian Analysis Exam**

This is a 1½-hour oral exam that includes:

- Frame issues, such as fee setting, frequency of sessions, personal disclosures, and overall case management
- The nature of the therapeutic relationship
- Transference/countertransference theory and management
- Phases of analysis
- Utilization of imaginal and other techniques
- Analytic timing regarding interventions, such as interpretations, introductions of specific techniques, etc.

### **7.8.4 Jungian Understanding of Personality and Psychopathology Exam**

This is a 1½-hour oral exam that includes:

- The nature of the unconscious
- Structure and dynamics of the psyche
- Psychological types
- Complex theory
- Psychopathology, diagnosis, and comparative theories
- Psychological processes, such as regression, adaptation, and individuation

### **7.8.5 Activation and Interpretation of Unconscious Material Exam**

This is a 1½-hour oral exam that includes:

- Dream theory and interpretation
- Active imagination
- Transcendent function
- Sand tray, picture or film interpretation
- Amplification
- Reductive, dynamic, synthetic interpretations

**7.8.6 Composition of Exam Committees:** The Written Exam Committee is made up of three analysts from the Chicago Society. The Oral Exam Committee is made up of two Chicago analysts and one IAAP member of another society. The exam committees will examine each candidate in the designated content areas and recommend pass or failure subject to the approval of the Training Committee. See the recusal policy (Appendix G) regarding who is not permitted to serve on the examining committees.

**7.8.7 Cancellation of Examination:** If the candidate withdraws from the examination process for any reason, the following charges will ensue:

- If the cancellation is received 60 days or more from the scheduled date of the exam(s), no charge will be applied.
- If the cancellation is received 59-30 days from the scheduled date of the exam(s), a charge of \$75.00 per exam will be applied.
- If cancellation is received 29 days or less from the scheduled date of the exams(s), the full fee for the exams will be charged.

**7.8.8 Exam retakes:** Candidates need to retake only the individual exam(s) they failed. The examination fee is the same for retakes as for first-time exams. When a candidate has failed either one or two of the Propaedeuticum exams in June, he or she may retake those exams the following December. The scheduling of retakes needs the approval of the Candidacy Committee. Candidates will remain in the Candidacy Stage until all 5 exams are passed.

**7.8.9 Announcement of Exam Results:** A candidate taking the exams in the winter (usually Dec) will be informed of the results within three weeks of taking the last exam. The candidate taking the oral and written exams in June will **not** be informed about the results of any of the exams until all the exams have been completed. At that time, the analyst chairing the last oral exam will inform the candidate of the results of **all** exams. (The results will have been passed along to this analyst.)

## 8. CONTROL STAGE

- 8.1 Purpose & Definition:** The Control Stage begins after the candidate has successfully completed the Propaedeuticum Exams, receives the recommendation of the Candidacy Committee to advance to the control stage, and gains the approval of the Training Committee. It ends with the certification of the candidate as a Diplomate Jungian Analyst. The Certifying Committee's assessment of a candidate's readiness to sit for either or both of the final exams will include the candidate's having demonstratively established a relationship between ego, self, and complexes so that complexes do not unduly intrude in clinical, ATP, and personal settings. Coming to terms with one's complexes is an ongoing task of individuation; thus the candidate should recognize and be able to talk about their complexes and how they are presently activated." Certification occurs when the candidate has successfully fulfilled all certification requirements, receives from the Certifying Committee the recommendation to be certified as a Jungian Psychoanalyst, and gains the approval of the Training Committee. The Candidate must be in the Control Stage for at least two years. The Certifying Committee monitors each candidate's readiness for certification. To fulfill certification requirements, each Control Stage candidate must present and pass final examinations on two analytic process reports and a thesis. The thesis is to be of professional quality demonstrating the candidate's competence in exploring a chosen topic from the viewpoint of Analytical Psychology. The written analytic process reports and the content and process of the oral examinations should be a demonstration of the candidate's readiness to function as an analyst.
- 8.2 Curriculum:** Class structure remains the same. Upon completion of the 700 hours, candidates are not required but may opt to attend classes. Candidates are required to attend all analytic process colloquia while in training. While in the control stage each candidate is to present three analytic process reports in three colloquia, and to attend in person an additional 7 colloquia. After attending 10 colloquia in person, the candidate may attend by web and phone conference call (see Section 5 for additional details).
- 8.3 Monitoring Committee Interviews:** Control Stage candidates are monitored by the Certifying Committee. Each year candidates must meet once individually with each of the members of the Certifying Committee and twice with the whole committee. Candidates are responsible for scheduling at least one but no more than two individual interviews in each quarter, so that all individual interviews are completed prior to the spring group interview. The chair of the Certifying Committee schedules the group interviews on the Friday of the Community Training Weekends in Fall and Spring (sometimes the number of candidates may require Thursday interviews.)

The Certifying Committee continues to monitor both the professional and personal development of each candidate. To this latter end, once a candidate has completed 50 hours of control analysis, s/he will be scheduled for a 1½ hour group interview with the committee. This interview will take the place of the regularly scheduled group interview, and will focus primarily on the candidate's individuation issues and the salient issues identified thus far in training. At the conclusion of this extended interview, the certifying committee shall have

arrived at the conclusion that barring any further changes, they feel confident that the candidate is sufficiently trained to be able to sit for the final clinical exam.

**8.4 Analytic Process Colloquium:** The Analytic Process Colloquium provides the challenge and the opportunity to place one's deepening analytic work in the full view of one's peers to receive their comments, criticisms, and encouragements. The candidate should view the colloquium as a serious preparation for his/her analytic process exams where the professional quality of his/her analytic work will be demonstrated and evaluated. While the consulting analyst, given his/her unique vantage point within the ongoing work, is likely to have a significant influence on the candidate's conceptualization of the analytic process, it should not be a dominating one. As such, the presentation materials, though having the benefit of consultative input, should essentially reflect the candidate's own thinking and analytic work.

The responses of the colloquium group to the analytic process report should be carried back into consultation where discussion and careful consideration can lead to the appropriate integration of new perspectives within the context of the candidate's ongoing analytic work. Each analytic process report should build on the previous one, providing candidates with an opportunity to deepen their analytic awareness and skill while also providing them with an opportunity to prepare for their final analytic process exam.

The Facilitating Analyst assumes responsibility for maximizing the educational value of the colloquium, working with the candidate's analytic process material, the content of the discussion, and the dynamics of the group. The facilitating analyst will write a 1-3 page report evaluating what is working and what is not working in the analytic process report, as well as to address the issues in the report that need further development if the report were to be presented for the final case examination. The facilitating analyst should review his/her report with the candidate and then send a copy of the report to the chair of the Certifying Committee as well as to the candidate's control analyst. The Certifying Committee will review the colloquium report and place it into the candidate's file.

The participation of candidates from other institutes (e.g., IRSJA or any IAPP-approved candidate organizations) may be permitted to participate or present in case colloquia as space permits, for a fee (\$100/colloquium). Candidates from our program will be provided priority in scheduling presentation of cases. (See Section 8.5)

## **8.5 Guidelines for Case Colloquium**

**8.5.1 Scheduling Presenting Candidates and Facilitating Analysts:** When the candidate has the approval of the Control Analyst and the Certifying Committee she/he should contact the Director of Training to request a colloquium date. Two of the three colloquia will present the primary cases that are the focus of the ongoing control work. The candidate may choose the third for reasons of special interest, difficulties, or analytic/therapeutic innovations and need not be a control case.

The presenting candidate and facilitating analyst for each colloquium will be selected and scheduled well in advance of the actual date of the presentation so they may meet and discuss the candidate's aims for and the analyst's approach to the colloquium. At

this time, the facilitating analyst can clarify requirements for the form and content of the presentation. The presenting candidate is expected to deliver his/her presentation materials to the facilitator and the colloquium group members a minimum of four weeks prior to the presentation (see Section 5.8 - Telecommunication regarding available distribution methods) This allows for an informed discussion of the analytic process and the report, which obviously enhances the colloquium's depth and usefulness.

**8.5.2 Confidentiality:** The candidate is required to have obtained the written authorization of the client/analysand to discuss his/her case in professional consultation (See Appendix L). The facilitating analyst is required to a copy of the "Acknowledgement of Consultation Form" signed by the candidate and the consulting analyst that is in the candidate's training file (See Appendix D). It is not necessary that the analysand know of the particular colloquium. For clinical reasons it is advisable that the candidate obtain consultation authorizations early in the treatment process or when the candidate begins training.

**8.5.3 Analytical Perspective:** The conceptualization and work are, of course, expected to be primarily from the point of view of Analytical Psychology and of analytic treatment.

**8.5.4 Frequency of Presentation & Attendance:** Candidates are expected to attend all colloquia throughout their training experience. The perspective of senior candidates is particularly valuable to the presenting candidate. While in the control stage, the candidate is to attend 10 colloquia in person, at three of which they are presenting. Beyond these 10 colloquia, the candidates are expected to attend in person where that is reasonable. Where it is not reasonable, they may attend through the use of telecommunication technology. It is understood that attendance in this manner is not as secure as "in-person" attendance and that all participants in the colloquium must consent to a candidate attending by phone and video conference call. If the presenting candidate or facilitating analyst is uncomfortable with the use of phone and video conference calls because it is less secure, then candidates who would have attended by electronic means are excused from attendance at these colloquiums. Throughout training candidates are expected to obtain the agreement of the monitoring committee regarding their particular situation and their use of telecommunication technologies. Each candidate must present at three case colloquia in order to fulfill the minimum requirements in order to sit for the analytic process exams. Usually, a candidate will not present at more than two analytic process colloquia per year.

**8.5.5 Outline for Colloquium Analytic Process Presentation:** The written colloquium report should be a minimum of 15 to 20 pages, double-spaced. The candidate may also choose to present a full report, similar to what they would present for their analytic process exam (see Appendix C),

**8.5.6 Distribution of Analytic Process Reports:** These reports contain confidential information. The means used to distribute them shall maintain the confidentiality of the material. At the end of the colloquium, the candidate shall ensure that the distributed material is returned to them or destroyed. Distribution through the U.S.

Postal Service allows the candidate to collect the printed copies at the end. Encryption is essential if distribution by the internet is used and candidates shall require that the distributed material be destroyed after the colloquium, e.g., by obtaining a signed statement from each candidate and the facilitating analyst that it has been destroyed. (see Telecommunication Guidelines Section 5).

**8.6 Consultation:** Consultation in the control stage is referred to as control analysis and consultants as control analysts. Candidates in the control stage are required to have a minimum of two years of weekly sessions totaling 100 hours of control consultation with a control analyst for graduation. (Hours spent previously in "practice consultation" do not count towards these 100 hours.) Fifty hours (50) of that control analysis must be with one analyst and must concentrate on one case. Each candidate in the control stage is also required to do a minimum of 25 weekly or bi-weekly hours with a consultant other than the one the candidate has worked with the most during the control stage. A candidate must remain in consultation throughout the program. Candidates who have passed the final case exam may meet with consultants on a bi-weekly basis instead of a weekly basis.

**8.7 Selection of Control Cases:** Control stage candidates should work closely with their consultants in the selection of their control cases. Case selection should follow "The Guidelines for Determination of an Analytic Case" as outlined in Appendix B. In addition to their consultant, it is recommended that candidates seek a one-hour consultation with three other CSJA analysts to review the selection of their analytic cases. It is further recommended that these consulting analysts represent diverse perspectives within Analytical Psychology. Analytic work with control cases is required to be primarily face-to-face.

**8.8 Procedure in the Event of Unplanned Termination:** Should it transpire that a case initially identified by the candidate in consultation with their control analyst terminates before the two year and 100-hour requirement (see 8.9.3 in this section) has been met, the candidate shall notify the chair of the Certifying Committee, who will review the pertinent circumstances and determine the appropriate action to be taken, e.g., either allow the case to be utilized for the Analytic Process Exam or require a new case to be substituted.

## **8.9 Case Exam Committee Guidelines**

**8.9.1 Fees.** See Section 12, Financial Matters for the schedule of exam fees.

**8.9.2 The Analytic Process Examination,** held only in June, is 1½ hours in length. The candidate presents and discusses her/his analytic process with two cases with a committee of three analysts, comprised of two members from the Chicago Society of Jungian Analysts and an analyst from another society who is a member of the International Association of Analytical Psychology. The committee will recommend pass or fail with their recommendation being subject to the approval of the Training Committee. The candidate may contest the composition of his/her exam committee in writing to the Training Committee (see Section 7.4).

**8.9.3 Exam Committee composition: see recusal policy Appendix G.**

- 8.9.4 Quantitative Requirements for Final Analytic Process Exam:** While the candidate is in control analysis, the analytic cases must be seen for a minimum of two years of weekly sessions and 100 analytic hours to be eligible for final case exams. Additionally, a minimum of 50 control hours must be dedicated to a single case with a single Control Analyst.
- 8.9.5 Request for Analytic Process Examination:** When the required hours of control analysis have been met, the candidate must submit a written request to sit for their analytic process examination to the chair of the Certifying Committee with a copy to the Director of Training. This request must be submitted to the Certifying Committee in the fall interviews for June examinations. The Certifying Committee will approve or not approve this request with their decision subject to the approval of the Training Committee.
- 8.9.6 Training File:** The training file will not be provided to examining committees.
- 8.9.7 Written Analytic Process Report and Submission Deadline:** Two months prior to the Case Exam, the candidate must submit three copies of the final draft of the two analytic process reports to the three examiners. These reports shall follow APA guidelines, be 12pt, double-spaced with 1" margins and approximately 30 pages long (see Appendix C).
- 8.10 Thesis Guidelines & Procedures:** Writing the thesis provides the candidate with an opportunity to explore a chosen topic in depth from the viewpoint of analytical psychology. The thesis should demonstrate the candidate's capacity to synthesize analytical theories in relation to the chosen topic. The thesis should include a literature review that locates the candidate's exploration of the chosen topic within the theory and practice of Analytical Psychology. The thesis should be 80 to 100 pages in length, and follow the APA style guidelines. The thesis advisor is responsible for guiding the candidate through this process in accordance with these guidelines. It is hoped that the final thesis is of a quality that makes a contribution to Analytical Psychology. While it is not required, the inclusion of amplifying clinical material, personal experience and professional experience is recommended.
- 8.10.1 Thesis Advisor Selection:** The candidate shall select an International Association for Analytical Psychology member who is three years post diploma to serve as a thesis advisor as well as an advocate for the thesis during the final exam. The candidate's past and present personal analyst may not serve as the thesis advisor or as an examiner. The candidate's control analyst(s) may serve as a thesis advisor and an advocate on the final exam committee. If the thesis advisor (both CSJA members and non-CSJA members) lives at some distance from Chicago, she/he must be willing to attend the final exam in person and the candidate is expected to pay the expenses. The fee for the thesis advising is a personal matter arranged between the advising analyst and the candidate.
- 8.10.2 Request for Thesis Examination:** When the thesis advisor approves the thesis, the candidate must submit a written request to sit for a June examination to the Certifying Committee in the fall committee interview. The Certifying Committee will support or decline this request and the Training Committee will have final approval.

- 8.10.3 Thesis Submission Deadline:** Two months prior to the Thesis Exam, the candidate must submit a copy of the final draft of the thesis directly to each of the three examiners.
- 8.10.4 Thesis Exam Fee:** The candidate is expected to pay the exam fee prior to the examination (see Section 12.7 – Financial Matters – Schedule of Fees).
- 8.10.5 The Thesis Examination:** is 1½ hours in length. The candidate will present and explain the thesis to a committee of three analysts: a member of the CSJA, the thesis advisor, and an outside examiner. The committee will recommend pass or fail. The candidate may contest the composition of his/her exam committee in writing to the Training Committee. During the exam, the candidate or a member of the exam committee may request a break if and when complexes are activated. Such requests are to be honored.
- 8.11 Personal Analysis:** Personal analysis is required throughout training.
- 8.12 Policy on Separate Exam Times:** Candidates do not have to take their case exams and their thesis exams during the same exam period.
- 8.13 Recommendation for Certification:** After the thesis and case examinations are passed, the Certifying Committee receives the examiners reports and reviews all pertinent records in the candidate's file including the payment of all fees. Given that 1) the Certifying committee upon the conclusion of the extended interview was confident that the candidate was prepared to sit for the final exams, 2) no substantial changes have occurred in the candidate, and 3) the candidate has successfully passed the exam, the certifying committee shall review the financial account of the candidate and then recommend to the Training Committee certification of the candidate as a Jungian psychoanalyst. The decision of the Certifying Committee is subject to the approval of the Training Committee.
- 8.14 Celebration of Completion of Training:** This celebration is usually a dinner at the beginning of the academic year. Analysts, candidates and their guests are invited. Each newly certified analyst and a guest attend at no charge. At the celebration dinner, new analysts are presented with their diplomas and are asked to present a 10 minute synopsis of their thesis.
- 8.15 Membership in the Chicago Society of Jungian Analysts:** New diplomate Jungian Analysts wishing to join the Chicago Society of Jungian Analysts are expected to apply by letter to the President. At the next meeting of the CSJA, the President presents the applying Jungian Analyst(s) to the society membership and the society votes by written ballot on their request. In order to be admitted to the International Association for Analytical Psychology, an analyst must first become a member of a local society.

## 9. CONSULTATION

**9.1 Consultation:** Weekly consultation is required for all candidates throughout training in the Analyst Training Program with a minimum of 200 consultation hours required for graduation (100 hours minimum in the Candidacy stage and 100 hours minimum in the Control stage). Consultants must be chosen from among analysts who are qualified consultants and who are members in good standing of the Chicago Society of Jungian Analysts. Consultation is a contractual agreement among the Training Committee, the consulting analyst and the trainee. The consulting analyst functions on behalf of the Training Committee and its monitoring committees to train the candidate in the clinical work of analysis. The consulting analyst makes semi-annual reports to the appropriate monitoring committee on the process and progress of the candidate, including identifying and tracking the salient issues emerging from the consultation. Regarding fees, the CSJA has established a maximum fee that member analysts may charge for consultation (see Section 12.7 –Financial Matters—Schedule of fees) and has established the required minimum frequency of consultation, namely, weekly. The exact fee and the date and time of the consultation are contractually arranged with the particular analyst.

Candidates are required to work with more than one consultant during training. It is also strongly recommended that sometime during training, candidates should work with both a female and male consulting analyst. **Monitoring committees may require a candidate to change their consulting analyst.**

**9.2 Consultation Reports:** Six weeks prior to the meeting of the monitoring committee in the fall and in the spring, consultants must write reports that evaluate the candidate's progress in consultation, noting the salient issues and complexes that have arisen (see Appendix E for the Consultation Report Outline). In addition to these bi-annual reports, consultants are required to write a final report at the conclusion of any consulting relationship. All consulting reports must be discussed with candidates prior to their being mailed to the Analyst Training Program Assistant with copies sent to the chairs of the monitoring committees and the Director of Training. The monitoring committees will review all reports in their group meetings with candidates and, in turn, communicate the outcome of these reports to the Training Committee. All consulting evaluation reports are placed in the candidates' files. Candidates are expected to present their consultation reports to their analyst for information and discussion.

**9.3 Practice Consultation:** Preliminary and Candidacy Stage consultation is called "practice consultation." The practice consultant is an analyst member of the Chicago Society of Jungian Analysts who has a minimum of three years post-diploma practice experience and who has completed a consultation seminar to qualify as a consultant. Practice Consultants should be chosen by the sixth week of the first year of training. A candidate must remain with each Practice Consultant for at least six months before changing to another. A minimum of 100 hours of practice consultation is required prior to taking the Propaedeuticum Exams.

- 9.4 Control Analysis:** Control Stage consultation is called “control analysis.” The consulting “Control Analyst” is an analyst member of the Chicago Society of Jungian Analysts who must have five years post-diploma practice experience and have qualified as a consultant. A minimum of 100 hours of control analysis is required for graduation. In addition, a minimum of 50 hours must be dedicated to a single case with a single consultant.
- 9.5 Acknowledgment of Professional Consultation:** Candidates are required to verbally inform their clients that they regularly participate in professional consultation. Consultants are required to document that the clients discussed in practice consultation and control analysis have been informed that consultation may take place (See Appendix L). A form for the candidate’s signature appears in Appendix D that must be signed and placed in the candidate’s file.
- 9.6 Non-CSJA Consultants:** Up to 20 hours of consultation with an International Association for Analytical Psychology member who is not a member of the Chicago Society of Jungian Analysts can be counted towards the consultation requirement.

## 10. PROFESSIONAL ETHICS IN THE ATP

**10.1 Standards:** The Analyst Training Program (ATP) endorses and accepts, as applicable to its members and candidates, the Guidelines for the Ethical Conduct and Standards for Professional Practice of the C. G. Jung Institute of Chicago. Among the principles included in those guidelines, the C.G. Jung Institute Chicago sets forth and emphasizes the following Standards for those involved in training:

**10.1.1** Given our commitment to psychic development and the seriousness and sensitivity of our responsibility to those who come for analysis, our primary concern is the welfare of the analysand.

**10.1.2** Professional ethics preclude a psychoanalyst or candidate in training from the exploitation or harassment of a patient; they likewise preclude exploitation or harassment of a candidate by an instructor or supervisor. Exploitation and harassment are most fully, if not exhaustively, defined in the C.G. Jung Institute of Chicago Guidelines for Ethical Conduct and Standards for Professional Practice.

**10.1.3** Members and candidates of ATP agree to uphold the reputation of the ATP and the honor of the profession, and to abide by the Guidelines for Ethical Conduct and Standards of the Institute as well as those of the respective professional groups to which they belong.

**10.1.4** Analysts and faculty shall not use their professional relationships with candidates and candidates shall not use their professional relationships with their clients, to give or receive other personal gain or services for themselves or to further their business, political or religious interests, nor shall they encourage analysands or candidates to engage in activities in order to profit professional groups or organizations.

**10.1.5** Attendance at courses in which case material is part of the subject matter obliges all participants to observe strict confidentiality. Outside such course situations any discussion of a specific case is unethical. Supervisors and other faculty as well as candidates will exert due diligence to ensure that the identity of cases under discussion will remain anonymous.

**10.1.6** A candidate in the ATP shall not represent himself or herself as a “Jungian Analyst.” Rather a candidate should represent himself or herself to a patient or to the public-at-large as a candidate in the ATP.

### 10.2 Responsibilities

**10.2.1** By virtue of accepting nomination to the Training Committee of the ATP or in accepting appointment to any staff position or committee assignment, an individual affirms that he/she has not been in violation of any ethical Standard of the Institute in the preceding five years. For purposes of this code, staff shall be defined as any teaching instructor, case seminar leader, supervisor of candidates, member of any committee of the ATP, or any professional administrative personnel of the program.

- 10.2.2** The Training Committee, besides having a formal responsibility for the ATP as an institution, has a major psychological responsibility for the ATP, for its members, and for what affects the life and well-being of its community. In any ethical procedure involving a person or persons who participate in the training program, a major responsibility of the Training Committee is to be a closed psychological container in which to process material related to the matter.
- 10.2.3** Faculty, professional staff and especially supervisors and case seminar leaders are responsible for being familiar with the C.G. Jung Institute of Chicago Guidelines for Ethical Conduct and Standards, and for helping candidates to learn and understand them, to identify such issues as they arise within the analytic context, and to recognize and take responsibility for instances where their work may be in violation of those Guidelines. In cases of repeated violation, the supervisor or staff member shall take the matter up with the candidate and may bring it to the Training Committee.
- 10.2.4** When a Training Committee member, faculty or professional staff member of the ATP has reasonable cause to believe another member has committed an ethical violation of a serious nature by another member, he or she has the responsibility to take the matter up with that person (unless there is quite compelling reason not to) and to bring this to the Chairperson of the Professional Standards Committee (PSC) who will then bring it to that committee for the appropriate processing and action, if need be.
- 10.2.5** If a candidate has a complaint against a member of the Training Committee, faculty or professional staff member in regard to their training role, he or she should bring that to the President of the C.G. Jung Institute of Chicago who will discuss it with the PSC Chair, and they, if they deem it appropriate, will bring it to the PSC to be resolved.
- 10.2.6** If a candidate has a complaint against another candidate in the ATP, he/she has the responsibility to take the matter up with that person (unless there is quite a compelling reason not to). If it cannot be resolved in this manner, the candidate may bring the matter to the Chair of the PSC.
- 10.2.7** If a candidate has an ethical complaint against any CSJA member in their capacity as an analyst, they may take that to the Professional Standards Committee of the C. G. Jung Institute of Chicago.
- 10.2.8** If anyone other than a candidate makes a complaint against a Training Committee, faculty or staff member concerning their ethical practice, the Chair shall inform the complainant that such a complaint should go to the Chairperson of the PSC of the C.G. Jung Institute of Chicago.

### **10.3 Procedures**

- 10.3.1** In any instances where formal charges of professional misconduct against a member of the Training Committee, faculty or professional staff or against a candidate by an analyst or others have been brought pursuant to the Training Committee of the C.G. Jung Institute of Chicago Rules and Procedures for the PSC, the president of the C.G. Jung Institute of Chicago or the Chair of its PSC may give the ATP Chair full information about the charges and the respondent's reply (according to the PSC Rule and Procedures).

- 10.3.2** The PSC Chair and the ATP Chair may give to the respondent the option of resigning from all training responsibilities, except any analytic relationship he has with a candidate, until such time as the matter is resolved. If the respondent elects this option, the training committee does not need to be informed. If the respondent does not elect this option, then the ATP Chair shall bring this information (full information about the formal charge(s) of professional misconduct and the respondent's reply) to the full Training Committee for its consideration
- 10.3.3** The Chair may also, at that time, consult with the respondent concerning his/her training responsibilities.
- 10.3.4** Subsequently, according to the PSC Rules and Procedures, the training Committee may, if it chooses, appoint an observer to attend the Professional Standards Committee's processes in the case.
- 10.3.5** Determinations of the complaint shall be made in accordance with the provisions of the PSC Rules and Procedures.
- 10.3.6** Further, the Chair of the PSC may periodically report to the Chair of the ATP concerning significant matters and shall promptly notify the Chair of any determination of the complaint. The Chair of the PSC may provide information about the nature of the violation (if such was determined), the recommendation and decisions of the Professional Standards Committee, and especially about any matters that affect the ATP. (These reports may be in writing or in personal reports to the Chair of the ATP except in any case the Chair shall receive a copy of the final written report of the PSC.)
- 10.3.7** Both Chairs of the PSC and ATP shall take care that the Training Committee receives all such information and it shall then decide what, if any, further actions are necessary within the ATP concerning the respondent's training responsibilities. In this respect, the Training Committee may deal only with the training responsibilities; otherwise the Training Committee shall accept the adjudication and decisions of the PSC and C.G. Jung Institute of Chicago.
- 10.3.8** Following the Training Committee's decisions about the respondent's training responsibilities the respondent may, within two months of the Training Committee's determination of those decisions, appeal back to the Training Committee for reconsideration. After that reconsideration, the Training Committee's decision shall be final.
- 10.3.9** All Training Committee decisions in these matters shall be by majority vote, except for action to remove or bar an analyst from all training responsibilities or to remove a candidate from the ATP. On these cases, the decision requires a 2/3 vote.
- 10.3.10** In and throughout these procedures the Training Committee and any relevant committees thereof shall maintain confidentiality to the fullest extent possible, consistent with reaching and implementing its decisions, and except as allowed or required by law.

## 11. LEAVE OF ABSENCE

- 11.1 Purpose:** A trainee may request a leave of absence for personal reasons, such as family medical, psychological or financial necessity.
- 11.2 Length:** A leave of absence is for one full year during which the trainee has withdrawn from most formal aspects of training (see 11.4 below).
- 11.3 Credit during Leave:** No course credits may be earned during a leave, except for attendance at Community Training Weekends. Practice consultation and control analysis during a leave will not be credited toward the required hours for advancement in the program. The year of leave will not be credited toward the required duration of any stage of training, e.g., the leave year cannot be considered one of the two minimum years of the control stage.
- 11.4 Requirements of the Trainee During Leave:** While most of the requirements of training are suspended for the period of the leave, the trainee is required to do the following:
- 11.4.1 Monitoring Committee Interviews:** Meetings with individual members of the appropriate monitoring committee and with the committee as a whole is required as usual as a means of maintaining contact between the trainee and the ATP.
  - 11.4.2 Community Training Weekends:** Attendance is required as a means of maintaining contact between the trainee and the training community.
  - 11.4.3 Personal Analysis:** Personal analysis must be continued.
  - 11.4.4 Fees:** Payment of the leave of absence fee is required (see Section 12.7 for the Schedule of Fees).
- 11.5 Requesting a Leave:** The trainee must submit a written request, including reasons for desiring a leave of absence, to the chair of his/her monitoring committee. That committee will consider the request on its own merits and may require a personal meeting with the trainee. The monitoring committee will make its recommendation subject to approval by the Training Committee.

## 12. FINANCIAL MATTERS

- 12.1 Tuition and Fees:** Tuition and examination fees are determined annually. See the fee schedule below for current fees. Included in the tuition are two training weekends. One training weekend is normally held at a resort, off site, and included in your tuition is \$200 for an overnight room; any fees over that amount will need to be covered by the individual candidate. Tuition does not cover the cost of food, transportation, parking or other incidentals. The other training weekend is held at the Institute.
- 12.2 Due Date:** Tuition must be paid in full at the beginning of the academic year or by special arrangement with the Operations Manager in consultation with the Director of Training. Failure to pay tuition as agreed upon may result in suspension from the program.
- 12.3 Tuition Refunds:** Requests to withdraw from a class or from the Institute must be made in writing prior to the second-class session in the trimester. There will be no refund if the withdraw occurs after the second class in a given trimester. For good cause shown (e.g., illness or family care given), the monitoring committee, subject to the approval of the Training Committee, may give additional consideration to the request.
- 12.4 Additional Fees:** Courses, workshops or seminars beyond the regular curriculum will entail additional fees.
- 12.5 Consultation, Analysis & Thesis Advising Fees:** The trainees pay these fees directly to the analysts. By a decision of CSJA in 1996, consultation fees for both the "practice consultation" and "control work" are fixed. (See paragraph 12.7, Schedule of Fees.) The fees for the personal analyst and the thesis advisor are determined by the analyst and trainee.
- 12.6 Loans:** A trainee may apply in writing for a loan or a payment plan. The schedule for its repayment will be determined at the time of such an application. See Appendix O for the Institute Policy on Loan and Tuition Waivers.

### 12.7 Schedule of Fees: 2015-2016

Tuition	Annually	\$4,800	
	Quarterly	\$1,200	
Leave of Absence	Annually	\$550	
Propaedeuticum Exam		\$1000	(\$ 700 - oral and \$300 - written)
Case Exam		\$500	
Thesis Exam		\$500	
Consultation		\$100	(maximum fee per session)
Application Fee		\$500	

## 13. POLICY AND PROCEDURE FOR APPEALS AND GRIEVANCES WITHIN THE ATP

### 13.1 Criteria for Appeals and Grievances

**13.1.1 Appeals Process** The appeals process specifically addresses the review of decisions made by a monitoring or examining committee, supervisor, or teacher that are considered by a Candidate to be unfair and to affect adversely his/her good standing or status within the ATP.

**13.1.2 Grievance Process** The grievance process specifically addresses two distinct circumstances in the training community:

**13.1.2.a Procedures** utilized in making decisions within the ATP considered to be unfair by the Candidate that adversely affected his/her good standing within the ATP.

**13.1.2.b Inappropriate behavior** on the part of any individual within the training community considered by any other member of the training community to affect adversely his/her good standing within ATP.

### 13.2 The Appeals Process

**13.2.1 Admission Decision** The initial decision of the Admissions Committee to accept or reject an applicant is not subject to appeal by the applicant.

**13.2.2 Formal Appeal Process** No Candidate, once admitted to the ATP, will be penalized for appealing decisions in good faith.

**13.2.3 Process** Any Candidate who believes his/her good standing or status within the ATP has been adversely and unfairly affected by the decision of an evaluative committee, a consultant or a teacher may appeal the decision.

- 1) The Candidate must first discuss the matter with the chair of the committee, the consultant, or the teacher in question.
- 2) If this discussion has failed to resolve the matter, the Candidate may then present the matter to the Director of Training. The Director will consider the matter in relation to the official policies of the ATP and may recommend various means of resolving the matter through renewed discussion between the parties, with or without mediation, or through an official appeal.

- 3)** If after meeting with the Director of Training and after receiving his/her recommendations, no satisfactory resolution has occurred, the Candidate may request a formal appeal. In order to begin the formal appeal process the Candidate must submit a letter to the Training Committee within 30 days after the discussion with the Director of Training. The letter must detail the nature and circumstances of the decision in question and the reasons that the Candidate believes the decision should be rescinded. Documentation to support the Candidate's position will be accepted.
- 4)** Upon receipt of the letter, the Training Committee will review the relationships between Training Committee members and the Candidate in question to recuse from the appeal process all personal analysts, all consultants, and all Training Committee members who are directly involved with the complaint. Likewise, the Training Committee will review the relationships between its members and the committee, consultant and/or teacher named in the appeal to recuse those individuals where a bias might affect the appeal process. Only the elected members of the Training Committee (or additional analysts appointed to fill vacancies created by Training Committee members disqualified from participation) will serve on the Appeals Committee. There will be no less than five members on the Appeals Committee. The Candidate, Committee Chair (representing either the exam or monitoring committee), consultant or teacher in question will have the right to object to the composition of the Committee and must explain his/her objections in writing. The Appeal Committee will consider the objections and make a final determination regarding its composition.
- 5)** Once the Appeals Committee is formed it shall notify the person(s) complained of, who shall have the opportunity to respond in writing to the Candidate's complaint and provide appropriate supporting documentation.
- 6)** The Appeals Committee will then consider the merits of the complaint after reviewing it and the response. If the Committee determines that the complaint has no merit, it will notify the involved parties that the matter has been closed and no action will be taken. If the Committee determines that a formal appeal is appropriate, it will notify the parties and begin a consideration of the complaint.
- 7)** If an appeal is initiated, the appeal process will, in most cases, begin within 30 days of the Appeals Committee's decision that a complaint is appropriate for an appeal and will proceed as expeditiously as possible.
- 8)** The Appeals Committee may request any and all parties whom it deems to have information relevant to the appeal to provide that information either in writing or in oral report.

- 9) The Appeals Committee will record the minutes of all meetings and provide copies to the Candidate and the committee chair, supervisor or teacher in question.
- 10) The Appeals Committee, after gathering and reviewing all relevant information, will make a final determination.

### 13.3 The Grievance Process

**13.3.1 Formal Grievance Process** No person will be penalized in any way for pursuing this process in good faith.

**13.3.2 Process** Any person, who believes that his/her good standing or status in the ATP has been adversely affected by a violation of the established procedures as described in the ATP Handbook or by the inappropriate behavior of another member of the Training Community may file a grievance.

- 1) First s/he must discuss the matter with the chair of the committee, consultant, teacher, or individual in question within 15 days of the incident.
- 2) If this discussion does not result in satisfactory resolution, the complainant may then present his/her grievance to the Director of Training. The Director of Training will consider the matter in relation to the official policies of the ATP and may recommend various means of resolving the matter through renewed discussion between the parties, with or without mediation, or through the official grievance process. If after meeting with the Director of Training and receiving his/her recommendations no satisfactory resolution has occurred, the candidate may choose to begin the formal grievance process.
- 3) In order to begin the formal grievance process, the candidate must submit a letter within 30 days after the discussion with the Director of Training. The letter should detail the nature and circumstances of the procedure or behavior in question and the means by which the candidate believes the grievance should be resolved. Documentation to support the Candidate's position will be accepted.
- 4) Upon receipt of the letter, the Training Committee will review the relationships between the Training Committee members and the candidate in question to recuse all personal analysts, all consultants and all Training Committee members directly involved with the complaint. It will also review the relationships between Training Committee members and the committee, consultant and teacher named in the appeal to recuse those individuals where a bias might affect the grievance process. Only the elected members of the Training Committee (or additional analysts appointed to fill vacancies created by disqualified Training Committee members) will constitute the Grievance Committee. There will be no less than five members on the Grievance Committee. The candidate, the Committee Chair (representing the Monitoring or exam committee), and the consultant or teacher in question, will have the right

to object to the composition of the Grievance Committee explaining his/her objections in writing. The Grievance Committee will consider the objections and make a final determination regarding its composition.

- 5) Once the Grievance Committee is formed it shall notify the person(s) named in the complaint who then have the opportunity to respond in writing to the Candidate's complaint and where appropriate provide supporting documentation.
- 6) The Grievance Committee will then consider the complaint and determine if the complaint has merit. If the Committee determines the complaint has no merit, it will notify the parties involved that the matter has been closed. If the Committee determines that the complaint requires a hearing, it will notify the parties involved and begin consideration of the complaint.
- 7) If a grievance is initiated the grievance process will, in most cases, begin within 30 days of the Grievance Committee's decision that a complaint is appropriate for a grievance and will proceed as expeditiously as possible.
- 8) The Grievance Committee may request any and all parties whom it deems to have information relevant to the grievance to provide that information either in writing or in oral report.
- 9) The Grievance Committee will record the minutes of all meetings and provide copies to the Candidate and the committee chair, supervisor or teacher in question.
- 10) The Grievance Committee, after gathering and reviewing all relevant information, will make a final determination.



# The C.G. JUNG INSTITUTE OF CHICAGO

53 W Jackson Boulevard, Suite 438  
Chicago, Illinois 60604  
Phone: (312) 701 – 0400  
Fax: (312) 701 – 0403

ANALYST TRAINING PROGRAM  
APPLICATION FOR TRAINING  
Deadline: January 15, 2016

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Phone: \_\_\_\_\_

Office Address: \_\_\_\_\_

Email Address: \_\_\_\_\_

Present Occupation: \_\_\_\_\_

How long have you been employed in this position? \_\_\_\_\_

Place of Birth: \_\_\_\_\_ of Birth: \_\_\_\_\_

Name of Institutions of education attended (grade school through graduate and/or professional school) with degrees granted and dates of attendance. Please have transcripts from college and graduate schools sent to the Institute:

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List all Licenses, Certificates, or Board Accreditations:

--

Professional Affiliations and Memberships:

--

Publications:

--

Current Clinical Practice (individual, group, marital, number of years – including field work):

--

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Please list the name(s) and addresses of your supervisor(s) and the number of hours of supervision:

List the name(s) of your personal analyst(s) with their address, and the dates your analysis started and ended (100 hours of analysis required for admission). Please contact them and ask them to verify the dates and hours of your analysis in a letter to the Institute (see page 4 for mailing information):

List the names and addresses of three (3) professional references. Please contact them and ask them to write us on your behalf (see page 4 for mailing information):

Please state how you plan to pay for tuition costs. For example, with loans, current income, spousal support, etc:

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How did you hear of The C.G. Jung Institute of Chicago?

Please write a brief autobiographical essay that emphasizes your psychological development. Include a statement of why you wish to attend the C.G. Jung Institute of Chicago and how you intend to use the training, if completed. The essay should be typewritten and approximately 2000 words.

Please enclose the following with your application:

- (1) A recent photograph
- (2) A copy of your licensure in the state in which you are licensed to practice psychotherapy
- (3) A copy of your current malpractice insurance certificate
- (4) A copy of your curriculum vitae
- (5) Your typewritten autobiographical essay
- (6) The notarized waiver (see page 5)
- (7) Non-refundable application fee (\$500 check or money order) made payable to *Jung Institute of Chicago*.

It is the applicant's responsibility to see that the following are sent to the Institute:

- (1) Transcripts for all college, graduate and post graduate education
- (2) Letters from your analyst(s) verifying the dates and hours of your analysis
- (3) Letters from three (3) professional references.

**This application and supporting materials are due by January 15<sup>th</sup> to:**

The C.G. Jung Institute of Chicago  
ATTN: Admissions  
53 W Jackson, Suite 438  
Chicago, Illinois 60604

Application Procedure

Qualified applicants to the ATP Program of the Jung Institute of Chicago will be required to attend on-site interviews with the Admissions committee on the weekends of March 19<sup>th</sup> and April 16<sup>th</sup>.

Non-Discrimination Policy:

The Institute shall not discriminate on the basis of race, gender, sexual orientation, religious affiliation, ethnic or national origin, age, or physical handicap.

Tuition:

Tuition for the 2016-2017 academic year is \$4,800.

WAIVER FOR PROSPECTIVE CANDIDATES

I have read the Brochure of the Analyst Training Program of The C.G. Jung Institute of Chicago. If I am accepted as a candidate, I agree to abide by the rules and regulations as described therein.

As an applicant for admission to the Analyst Training Program, I also hereby agree to the following:

1. I understand that the Institute, in granting the title “Jungian analyst/psychoanalyst” assumes no responsibility whatsoever for that aspect of my preparation which concerns the legal requirements pertaining to the practice of psychology or psychotherapy in the state in which I practice.
2. I assume full responsibility in all matters of professional ethics, and, specifically, for meeting any legal requirements governing the practice of psychotherapy or the use of professional titles mandatory in the state in which I practice.
3. I agree not to engage in practice as a Jungian analyst/psychoanalyst, or to style myself as such until authorized to do so by the Training Committee of the Institute or by another training institute recognized by the International Association of Analytical Psychology.
4. I have / have not (please circle) been the subject of any disciplinary investigation or action by the professional licensing board of the state(s) in which I have practiced. If you have, please explain.
5. I have / have not (please circle) been convicted of any crime, including any sex-related or child abuse-related offenses. Moreover, I have not had a lawsuit filed against me for charges of professional misconduct in the state in which I practice. If you have, please explain.
6. I have read the admission process document attached to this application.
7. I have read the Institute’s Discrimination policy.
8. I have read the Institute’s policy on the use of telecommunication and will obtain a signed release from my clients when I begin training.
9. I am duly licensed to provide MH services in the state (s) of \_\_\_\_\_ and have included a copy of my license.
10. I have included in this application, a copy of my current liability insurance.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

SUBSCRIBED AND SWORN TO BEFORE ME this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_.

\_\_\_\_\_  
Notary Public in and for  
\_\_\_\_\_

### **The Admission Process of the C.G. Jung Institute of Chicago**

**The Admissions Committee** is responsible for assessing the qualifications of applicants to the Training Program and for making a recommendation for their acceptance or rejection to the Training Committee. This recommendation is subject to the approval of the Training Committee. Further, the Admission Committee is charged with the responsibility of monitoring the progress of accepted applicants during the Preliminary Stage of training, the committee will hold matriculated auditor monitoring meetings alongside the interviews of the other Institute monitoring committees. The Committee's intent is to select the most qualified candidates for training.

#### **Procedure for the Selection of Candidates**

1. Application materials may be requested from the Director of Training to be completed for submission by January 15<sup>th</sup> for admission into the Analyst Training Program the following September (see Appendix A for application materials).
2. The Chair of the Admissions Committee will review all applications to ensure that they are complete and do not contain inappropriate material. All applicant files are open to all members of the Society (excluding personal analysts or analysts with prior personal relationships) for inspection and comment. All comments will be communicated directly and only to the Admissions Committee Chair.
3. The Admissions Committee Chair will notify all committee members of the names of the applicants and will request that the staff duplicate all of the applications materials and circulates them among committee members for study by February 1st. Any committee member who has been a personal analyst to an applicant, or had any prior personal or professional relationship with an applicant is not eligible to consider that individual's application. In that case, the training committee will appoint an alternate to replace the ineligible member.
4. The members of the Admissions committee will meet to review all applications and select those applicants who will be invited for individual interviews.
5. All Applicants will be individually interviewed by all members of the Admissions Committee at the Institute offices located at 53 W. Jackson Boulevard, Suite 438. The Admissions Chair will arrange the schedule and dates for these individual interviews. Dates once set are not negotiable. For the 2016-2017 application period all interviews will take place at the Jung Institute office on March 19<sup>th</sup>.
6. Following the completion of all individual interviews, the Admissions Committee will meet to decide which applicants will be advanced to the next stage in the process. The decision to invite an applicant to the full committee group interview requires a majority vote of the committee. The committee will notify each applicant by letter to inform him or her of the admissions committee's decision. For the 2016 application period, initial notification letters to applicants will be mailed no later than April 1<sup>st</sup>.

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7. Applicants selected for advancement will be invited to a full committee interview that will be held at the CG Jung Institute of Chicago. The Admissions Committee chair arranges the schedule for the full committee group interviews and notifies the applicants. The date is not negotiable. For the 2016 application period, group interviews will be held at the Jung Institute of Chicago on the weekend of April 16<sup>th</sup>.
8. Applicants not selected for advancement will be notified of the Committee's decision. An internal report outlining the Admissions Committee decision making process will be submitted to the training committee for the Institute files.
9. The Admissions Committee interviews applicants, discusses the findings of the interview and formulates recommendations regarding the acceptance or non- acceptance of the applicant. Recommendation for admission requires a 4/5ths vote of the committee. A report incorporating the admissions process of the committee members will be added to the applicant's file.
10. A notice will be sent to all members of the CSJA indicating the names of those applicants who have passed the full committee interview. Members will be requested to contact the chair of the Admissions Committee if they have any concerns regarding these applicants.
11. The recommendation of the Admissions Committee is subject to the approval of the Training Committee.
12. The Admissions Committee notifies applicants of their acceptance/non-acceptance by letter. For the 2016 application period, final notification letters will be mailed no later than May 15<sup>th</sup>.
13. The acceptance of an applicant to the Analyst Training Program is valid for the beginning of the academic year in fall of the admissions process. If an applicant requests to postpone their matriculation for one year, or if the Training Committee decides not to initiate a training class for that year, the Admissions Committee will conduct a second full Committee interview at no additional cost to the applicant. The Admissions Committee may alter the previous decision if new information has come to its attention that warrants a change. If the applicant wishes to postpone their matriculation for more than one year, he or she will need to follow the full admissions process again, including the payment of application fees.
14. Applicants may request feedback on their admissions process by contacting the Admissions Committee Chair, who acts on behalf of both the Admissions Committee and the Training Committee.
15. Decisions by the Admissions Committee and the Training Committee are regarded as legitimate exercises of professional judgment, and are, therefore, not subject to appeal by an applicant.
16. Applicants must inform the Institute of their intention by June 1<sup>st</sup>.

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APPLICATION CHECKLIST

Name of Applicant: \_\_\_\_\_

Date of Desired Admission: \_\_\_\_\_

- \_\_\_\_\_ Completed application form with photo, and notarized waiver included
- \_\_\_\_\_ Academic transcripts
- \_\_\_\_\_ Curriculum vitae
- \_\_\_\_\_ Autobiography (2000 words, typewritten)
- \_\_\_\_\_ Letters from analysts with whom applicant has worked (including number of hours and dates of analysis)
- \_\_\_\_\_ Letters from three (3) professional references (none of whom are past or current analysts)
- \_\_\_\_\_ State License to practice psychotherapy
- \_\_\_\_\_ Malpractice Insurance Certificate
- \_\_\_\_\_ \$500.00 check/money order made out to The C.G. Jung Institute of Chicago

## Guidelines for the Selection of Control Cases

The following guidelines are intended to identify the parameters for the cases that have the potential to be the best control cases for the training experience of the candidate. Whether or not the work with an individual chosen as a control case actually is analysis depends on how the analyst-in-training functions during the control phase.

I. Ego Strength: The analysand shows a commitment to expand consciousness through the integration of unconscious material and possesses sufficient ego strength to be able to integrate unconscious material. The use of suggestions and supportive measures should not have been a major part of the prior psychotherapy.

II. Symbolic Attitude: The analysand has a rudimentary awareness of the value of the symbolic process. Although this is often hard to define, Jung stated that the symbolic attitude "...is the outcome of a definite view of life endowing the occurrence, whether great or small, with a meaning to which a certain deeper value is given than to pure actuality" (Jung, CW 6, 1921, p. 604).

III. Collateral Contacts: Ideally no collateral contacts (contacts with relatives, friends, employers, etc. and contacts between analyst and analysand outside of the analytic frame) have occurred. If some collateral contacts have happened early in the case they should have been kept to a minimum and not be continuing.

IV. Medications: The use of psychotropic medication does not preclude a case from being considered. However, drug and alcohol use should be carefully assessed. Ongoing dependence on drugs and/or alcohol rules out a case from consideration.

V. Transference/countertransference: The analysand shows curiosity about the dynamics of the experience in the analytic container and is able to use these dynamics to further his/her consciousness.

VI. Activation of the Unconscious: The analysand demonstrates an interest in and ability to use some avenues of accessing unconscious material, i.e., dreams, active imaginations, fantasies, synchronicities.

VII. Session Frequency: The frequency of sessions is no less than once per week at the time of selection as a control case. The possibility that the analysand might come more frequently increases the value of the case for control work. The case should have been in treatment for a minimum of 4 months, with 6 months being preferred.

VIII. Commitment To Personal Development: The analysand shows a strong enough commitment to his or her analysis that he or she is likely to remain in analysis for a minimum of two more years.

IX. Life Situation: The analysand's life situation supports the possibility of an extended analysis, e.g., isn't a student, isn't likely to move, isn't financially uncertain, etc.

X. Analytic Container: Control cases are required to be face to face sessions. If any telecommunication sessions occur, they are to be noted in the Analytic Process Write-Up.

## Guidelines for Analytic Process Colloquiums and the Written Analytic Process Report

In the written analytic process report and the oral examination, you are to demonstrate and document the process of analysis with your analysand. Jung provided the basic model in his diagram in his 1946 essay, "The Psychology of the Transference" (CW 16, par. 423). There is verbal exchange at the intentional, conscious level. There is intrapsychic communication from unconscious to conscious. And there is interpersonal communication from the unconscious of one to the unconscious of the other.

Part of the analyst's task is consciously to register and process the communication from unconscious to consciousness, and appropriately to return this to the analysand. In the written analytic process report narrative, your well-chosen verbatim passages document this aspect of your work with your analysand.

Your well-chosen verbatim passages are an important part of your written analytic process report narrative because it is there that you can demonstrate – in the "she said - I said" – how both you and the analysand respond to each other's communications as to "adaptive contexts" (Robert Langs), facilitate corrections on each's understanding of the other, and effect changes in each other. Include your hunches, bodily sensations, images, as well as what you say and feel, etc., in your verbatim. This sort of material will demonstrate the *process of analysis* as dialogue.

The topics listed below are not to be understood as constituting an "outline." Rather, they identify areas you should be sure to cover in your written case report. Please follow the APA style guidelines, and limit your written case reports to no more than 50 pages. Write a one-page summary as a preface to each written case report.

### I. Frame Issues

- A. Identifying information:** Describe analysand's age, gender, race, nationality, sexual orientation, marital status, education, profession, physical characteristics.
- B. Presenting problem:** Describe the analysand's motivation for seeking treatment, precipitating event, presenting symptoms and complex indicators.
- C. Nature of the Frame:** Describe initial circumstances of treatment including the nature of referral, previous relationship between analyst and analysand, frequency and length of sessions, and the use of telephone sessions.
- D. Fees:** Describe how fees are collected, changes in fee structure, and any difficulties in payment.
- E. Canceled and Missed Sessions:** Describe your policy about missed sessions.
- F. Collateral Contacts:** Describe any contacts with anyone besides the analysand, i.e., relatives, previous therapist, etc. and the purpose of these contacts?
- G. Use of medication:** Describe the decision for a medication consultation.
- H. Phenomenology:** Describe what it is like to be with this analysand – typical interactions?
- I. Acknowledgement of Professional Consultations:** Was the analysand informed of your obtaining consultation?

- J. Use of telecommunication:** Identify the use of telephone, texting, e-mail and internet video (e.g., Adobe Connect) during the analysis and what you see to be the effect of these.

## **II. History**

Give a brief family history outlining major life events. Also describe how was it obtained, i.e., an intake interview, emerged over time.

## **III. Diagnosis**

- A. Jungian:** Describe the analysand's initial psychic structure including the typology, major complexes, personas, shadow material and how they function within the analysand's life as well as archetypal motifs and images that inform their psychopathology.
- B. DSM V or ICD 10:** Describe reasons for a particular diagnosis as well as possible differential diagnoses.

## **IV. The Work**

- A. Development of the analysis:** Describe the progression of analysis through stages of analysis – confession, elucidation, education and transformation. Trace essential changes in psychic structure noting prominent mythic themes, motifs, images and amplifications that have manifested throughout the analysis.
- B. Transference/Counter transference Overview:** Describe the major shifts in the transference/counter transference dynamics suggesting how and why. Include examples of where your complexes were evident and how you worked with them in the analysis.

## **VI. Process Notes**

Using process notes, give an example of a therapeutic interaction involving a defense, a dream, or a transference or counter transference reaction.

## **VII. Prognosis**

Describe where you see the work going and what issues remain.

## **VIII. Summary**

Write a one page summary as a preface for your written case report. This report should not exceed 50 pages



**C. G. Jung Institute of Chicago  
Analyst Training Program**

**Consultation Form  
Use of Telecommunication Technologies**

Trainee/Candidate: (Print Name) \_\_\_\_\_

In the course of my participation in the Analyst Training Program, I understand that I will be discussing my clinical work with clients with consulting therapists in Control Analysis and training consultation. This consultation may be conducted via the use of telecommunication technologies. Telecommunication technologies include two-way, live interactive communication with audio and video, telephones, facsimile machines and email. I have obtained from my clients the written authorization in which they authorize the disclosure of de-identified case material. Disclosure made in connection with my participation in the Analyst Training Program shall not be redisclosed except as provided under state or federal law.

\_\_\_\_\_  
Signature of Trainee/Candidate

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Practice Consultant/Control Analyst

\_\_\_\_\_  
Date

## Guidelines for Bi-Annual Consultation Reports

Written consultation reports should evaluate the candidates' clinical work as seen through Practice Consultation and Control Analysis. These reports are central to the training process as they document the development of the candidate as an analyst from the close observations of the consultant. These evaluative reports provide the major substantive data for the monitoring committees and bring the evaluative component also to the forefront of the candidate's reflections. They provide an informed overview of the candidates' developing ability to integrate their analytic training into their clinical practice. Consulting analysts are reminded that they function on behalf of the training committee as well as of the candidate. These reports thus also document what has been the training that is occurring in the consultation and assist the monitoring committee to evaluate the overall training process for a particular candidate. Consultation Reports are due four weeks prior to the meeting of the monitoring committees on the fall (Dec) and spring (April or May) community Training Weekends.

1. The date when the consultation began
2. The total hours completed to date, including the number by phone and/or internet.
3. The frequency of meetings
4. A brief description of the consultation methods, i.e. review of taped sessions, process recordings, candidate oral and/or written reports of treatment, etc.
5. The focus of the consultation, i.e. dream work, transference, imaginal techniques, etc.
6. The types of patients discussed in consultation
7. Comments on the candidate strengths and weaknesses in clinical work related to the areas outlined below:
  - a. The candidate's general ability to manage the formal aspects of analysis such as length of sessions, place, fees, and other frame issues.
  - b. The candidate's ability to understand transference and countertransference and to use them effectively.
  - c. The candidate's mastery of Jungian methods of treatment such as dream analysis, active imagination, expressive modalities along with the knowledge of when and when not to use them
  - d. The candidate's ability to formulate a case in theoretical and diagnostic terms.
  - e. The candidate's ability to identify where his/her complexes were present in the analysis (enactments) and how she/he worked with that experience with the analysand.

Please discuss your report with your consultee prior to submission and submit your report to the Administrative Assistant as well as to the chair of the appropriate monitoring committee prior to the deadlines listed above with a copy to the Director of Training. Control analysts must read the candidate's final case write up prior to it being submitted by the candidate for the final Analytic Process Exam.

## **Guidelines for Monitoring Committee Interviews and Reports**

The bi-annual monitoring committee meetings with each candidate reflect on and identify areas of proficiency and deficiency in the candidates' analytic development. These areas should be reflected in the bi-annual written report that is sent to the candidate, the consultant or Control Analyst and the Training Committee. The monitoring committee may direct the candidate to seek appropriate remedial resources. The deficit areas are then monitored for improvement.

There are several areas in the ATP curriculum that monitoring committees should cover in the group interviews. Generally, the curriculum breaks down into cognitive/instructional (Theory and Practice, History and Development, Topics in Analytical Psychology), clinical (consultation and Analytic Process Colloquium), and reflective/collegial (Process Group).

It is essential that monitoring committees review candidate progress in each of these areas, in part to give the candidate feedback and recommendations, in part to give the Training Committee feedback on the effectiveness of the curriculum and over-all candidate development toward certification.

The monitoring committees should seek to cover each of these areas in sequence, moving from the cognitive, to the clinical and then the reflective/collegial. Below are some possible questions:

### **Cognitive/instructional**

- What classes / courses / topics are you finding particularly useful intellectually and practically?
- How is the balance between clinical and archetypal in the classroom and personally for you?
- What more do you need or desire in your training?

### **Clinical**

- What are you finding especially beneficial in your work with your consultant?
- What diversity in training have you had among your different consultants?
- Have you worked with both male and female analysts and consultants? If not, why not?
- Where do you see your clinical skills and attitude developing? Where are you strongest? Where weakest?
- How are you benefiting from case colloquium, and what might make it more valuable to you?
- What clients are you finding easiest to work with and what clients hardest? Why do you think that is?

### **Reflective/collegial**

- How is your interaction with fellow candidates facilitating your intellectual and emotional understanding of the material you are studying?
- In what areas do you see your need for further growth as a clinician, as a person, and as a colleague?

It will be most helpful to the Training Committee and to future monitoring committees if you cover most of this sequence of topics in your interviews with candidates, and prepare your written interview reports accordingly.

The following areas should be considered in assessing analytic development:

- Aptitude for symbolic thinking
- Capacity for unconscious exploration
- Engagement with their training experience and material
- Theoretical competence
- Understanding and appropriate use of boundaries
- Sensitivity to ethical issues
- Capacity for empathy
- Capacity for self-reflection, including awareness of shadow material and complexes.
- Willingness to explore and remediate areas of deficiency



## ATP Exam Recusal Form CG Jung Institute of Chicago

Congratulations on arriving at your readiness to take exams. To help the Director of Training secure your examiners we ask that you please fill out the following form. It asks for you to list the past and current analysts, consultants (supervisors) and monitoring committee members who have served in these roles as part of your training process. Please know that past monitoring committee members are eligible to sit on your committee and it is helpful for us to have this information on file when organizing your committee.

You are permitted two “no fault” recusals throughout the entire duration of your training, please list them below. If you have questions regarding the composition of your committee, please let the Director of Training know.

	PAST	CURRENT
<b>ANALYSTS</b>		
<b>CONSULTANTS (supervisors)</b>		
<b>MONITORING COMMITTEE MEMBERS</b>		
<b>Other Committees of CSJA          Analysts who were involved in evaluative decisions regarding you. (Training, Prof. Stds, etc)</b>		
<b>TWO “NO FAULT” RECUSALS</b> (It is not required that you name two “no fault” recusals but you may name up to two for the entirety of your training.)		
<b>PERSONAL OR PROFESSIONAL RELATIONSHIPS REQUIRING RECUSAL</b>		

## ATP Candidate Feedback on Instructor Template

with  
\_\_\_\_\_

We would like your help in evaluating this course and the instructor. Please indicate your satisfaction by clicking the appropriate circle below, using a scale of 1 (low satisfaction) to 5 (high satisfaction).

### I. Course Content and Instructor

	1	2	3	4	5	N/A
1) The course was well-organized.	<input type="radio"/>					
2) The course was grounded in clinical practice.	<input type="radio"/>					
3) The instructor was clear and knowledgeable in course content areas.	<input type="radio"/>					
4) The instructors study questions/written assignment facilitated your understanding of the material.	<input type="radio"/>					

### II. Learning Objectives

	1	2	3	4	5	N/A
1) The course met the learning objectives as outlined in the syllabus.	<input type="radio"/>					

**What did you particularly like about this course?**

**How could this course be improved?**

Thank you for completing this evaluation.  
Arlo compaan, Director of the ATP

## ATP Instructor Feedback on Candidates Template

**This is an evaluation of the candidate's in-class participation.**

**Please respond to each statement by selecting the box that most accurately represents your experience of the candidate's understanding and articulation of the material in your course:**

	Not at all	Somewhat	Satisfactory	Superior	N/A
The ability to understand the course material	<input type="radio"/>				
The ability to link course material with clinical reasoning	<input type="radio"/>				
The ability to link course material with personal complexes and their potential impact on the transference/countertransference field	<input type="radio"/>				
The ability to communicate effectively with colleagues and faculty for purpose of fostering a collaborative learning environment	<input type="radio"/>				
The ability to complete assigned study questions/written assignments	<input type="radio"/>				

**Please list the skills you believe are the candidate's greatest strengths as well as those skills they most need to develop.**

**\* Has the candidate satisfactorily completed all of the requirements to complete this course?**

- Yes  
 No

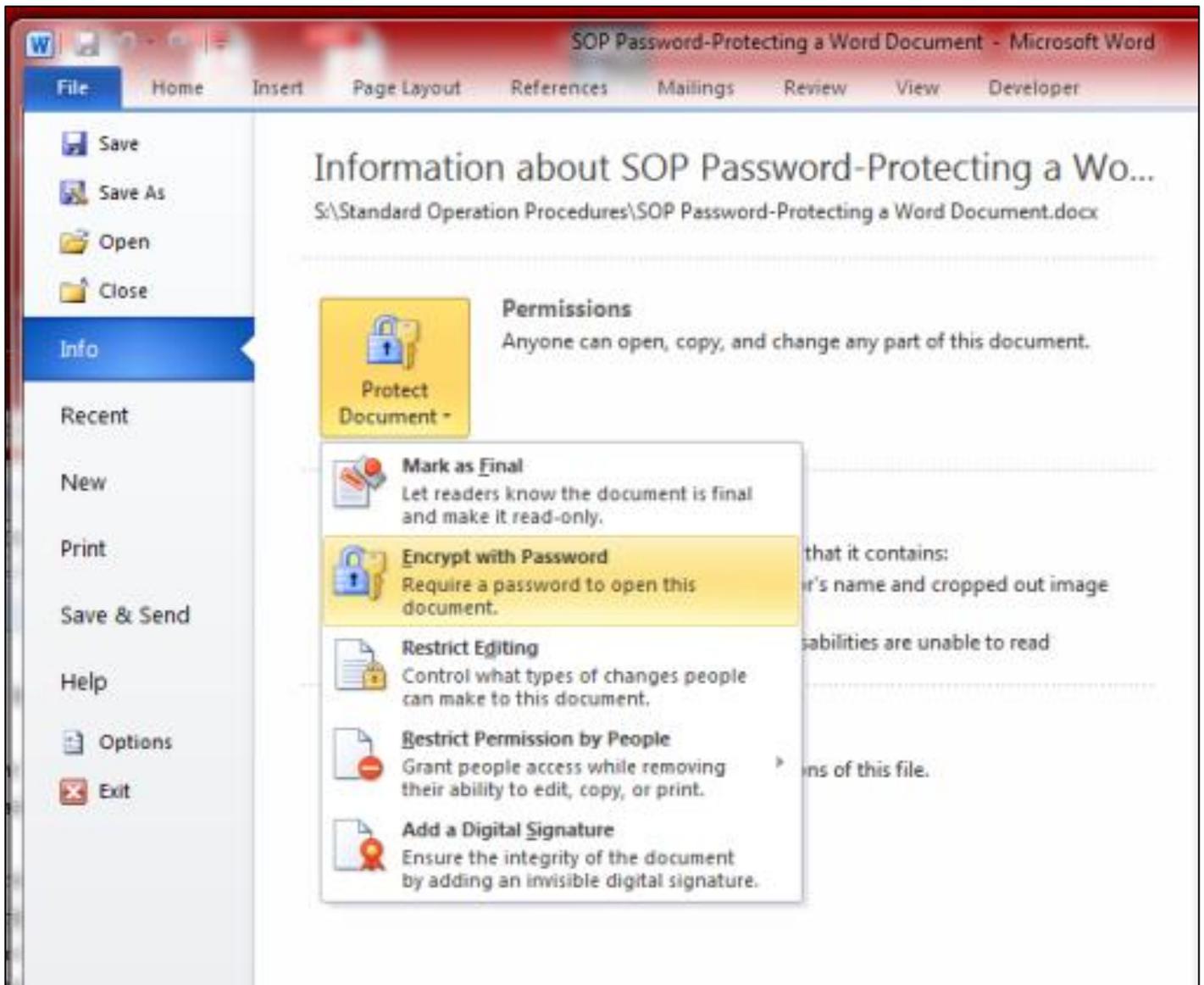
**\* Should this candidate receive credit for this course?**

- Yes  
 No

Thank you for completing this evaluation and for teaching in the Analyst Training Program.  
Arlo Compaan, Director

## Password-Protecting a Word Document

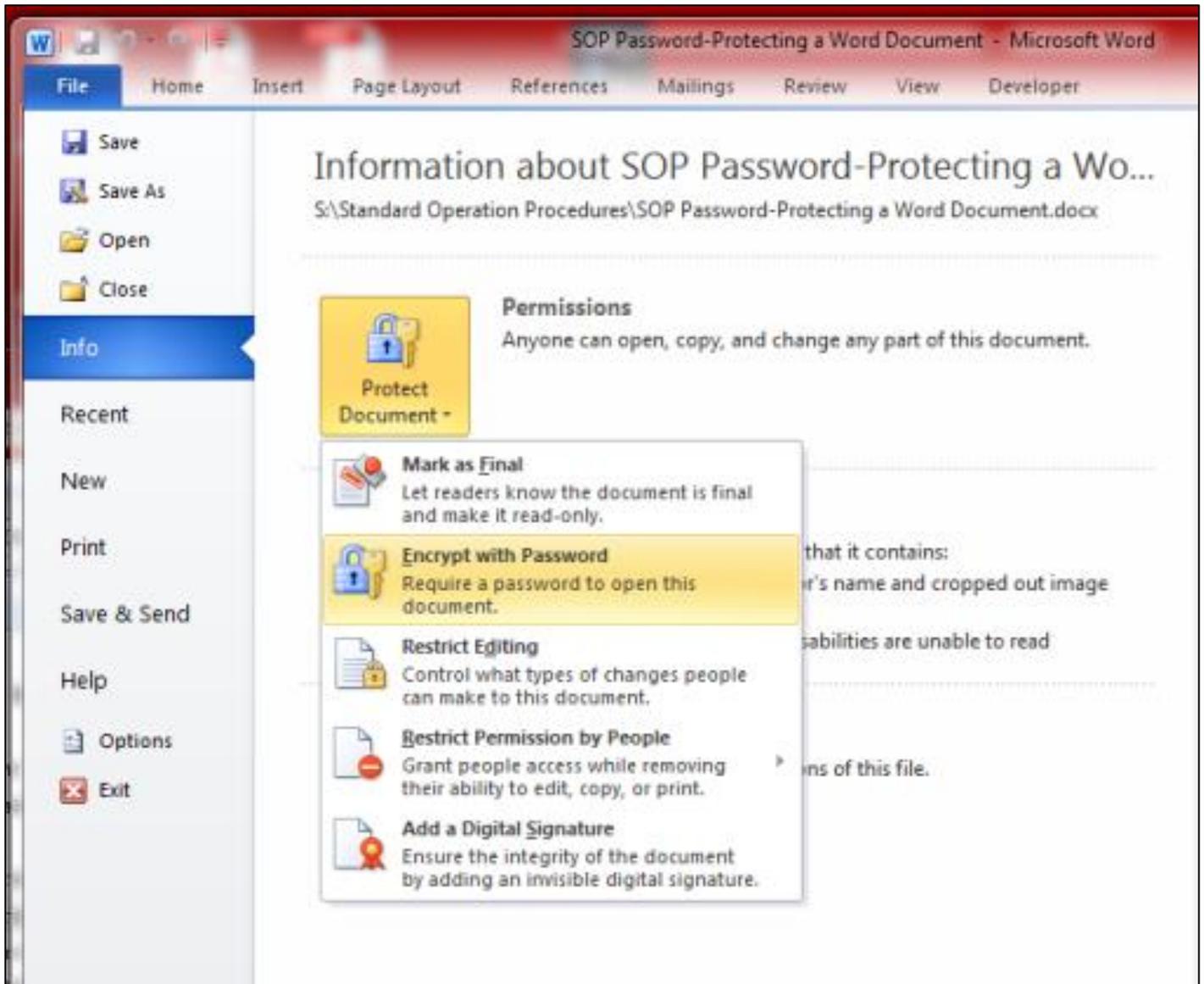
- 1) Open the document in Word
- 2) Under “File > Info > Permissions” click “Protect Document”
- 3) Select “Encrypt with Password”



- 4) Type in the password you want to use. **Do not lose this password. If you are second-guessing your password choice, choose “Encrypt with Password” again and use something memorable.**
- 5) Click “Ok” and save the document.

## Removing Password-Protection from a Word Document

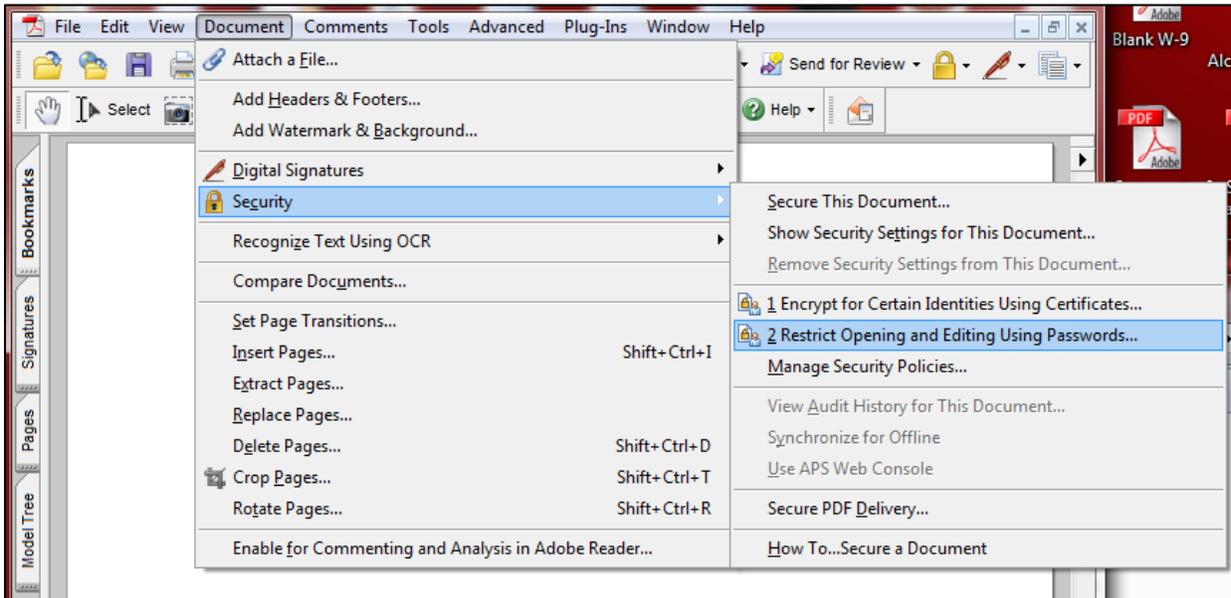
- 1) Open the document in Word
- 2) Under “File > Info > Permissions” click “Protect Document”
- 3) Select “Encrypt with Password”



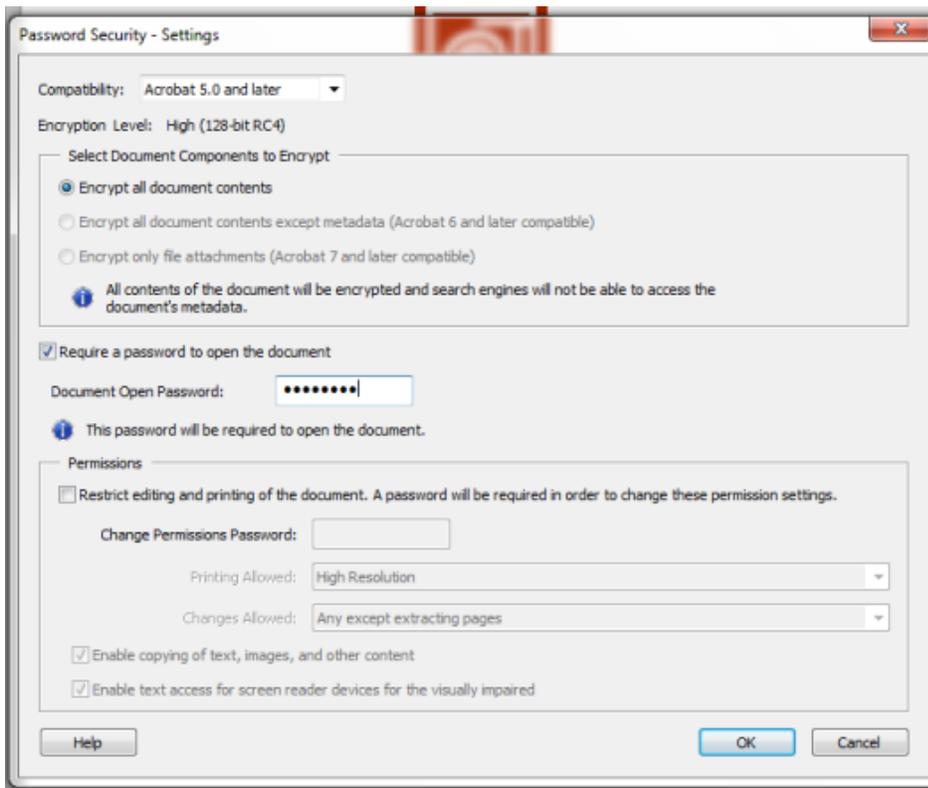
- 4) Then a box will open with the current password already typed in (but hidden). Delete the password, leave the field blank, and click “Ok”.
- 5) Save the document.

## Password-Protecting a PDF Document

- 1) Open the PDF in Adobe Acrobat
- 2) Click Document > Security > Restrict Opening and Editing Using Passwords...

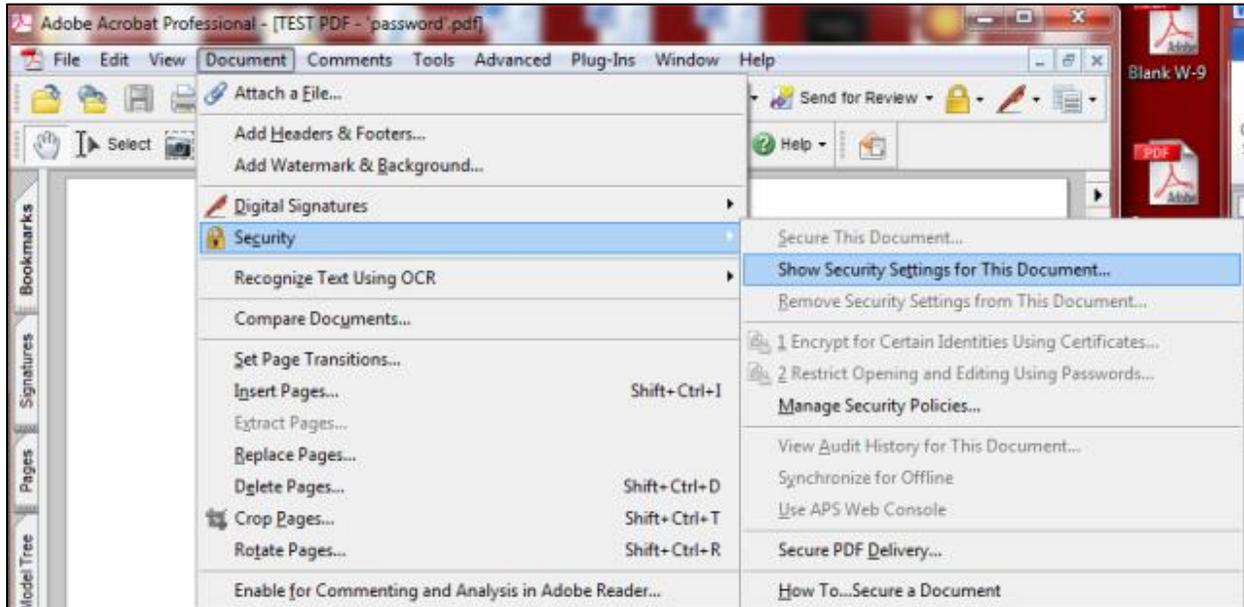


- 3) Click "Require a password to open the document" and enter the password you want to use

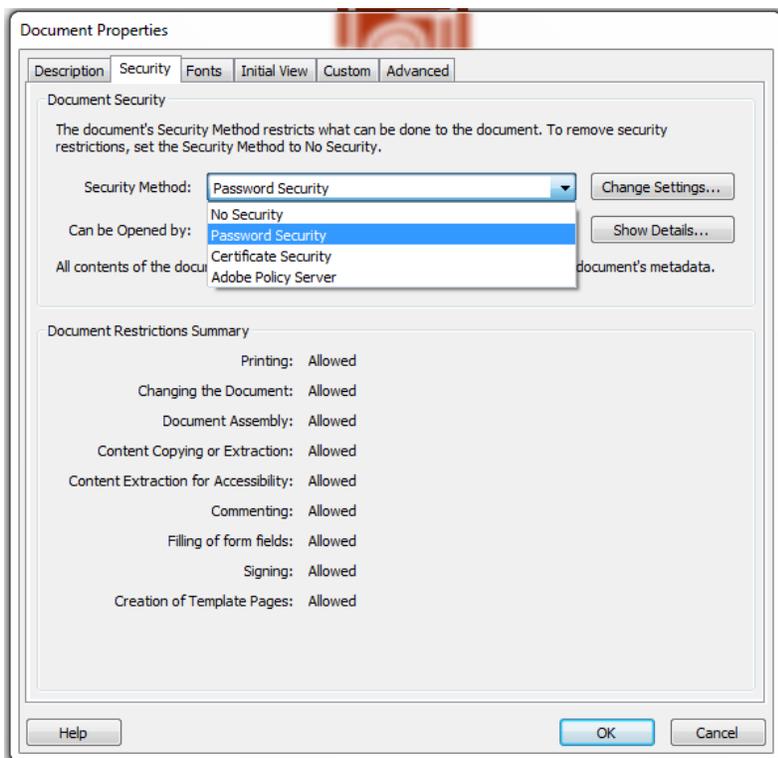


## Removing Password-Protection from a PDF Document

- 1) Click Document > Security > Show Security Settings for This Document



- 2) Under "Security Method", change from "Password Security" to "No Security"



## **History & Development of Analytical Psychology Four Year Curriculum**

### **History and Development Curriculum C. G. Jung Institute of Chicago**

**History and Development of Analytical Psychology:** This track explores the evolution of analytical psychology through a sustained and focused reading of the collected works of C. G. Jung as well as collateral work such as Jung's published seminars and related materials. In addition Jung's Autobiography and other biographies will be read. This track meets for 1.5 hours on the training weekend and for two 1.5 hour sessions by video conference between the training weekends. This track extends across the four years of training.

Matriculated Auditors (first year trainees) participate in a foundational course, "The Matrix of Jung's Thought." They meet as a separate seminar. Readings are drawn from the biographical roots of Jung's perspective, his earlier writings and those that offer an overview of basic concepts.

Candidates in their 2nd, 3rd, and 4th years, will meet together in a History and Development seminar to discuss their reading. Readings are planned so that every candidate will read the majority of the Collected Works over the course of four years. Within each year the readings will be arranged in the order that Jung wrote them. Because of the small number of candidates, the sequence of readings is rotated. Hence some candidates will read the 4<sup>th</sup> year selections before the 2<sup>nd</sup> year or the 3<sup>rd</sup> year selections.

#### **Year One:**

### **Matriculated Auditors: The Matrix of Jung's Thought**

#### **Primary References Include**

Jung and Jaffé, Aniela. *Memories, Dreams, and Reflections*

Hannah, Barbara. *Jung: His Life and Works, A Biographical Memoir*

*The Collected Works of C. G. Jung,*

Supplementary Vol A, *The Zofinga Lectures*

Vol. II, *Experimental Researches*

VI, *Psychological Types*

VII, *Two Essays*

VIII, *The Structure and Dynamics of the Psyche*

X, *Civilization in Transition*

XVI, *The Practice of Psychotherapy*

McGuire, William (ed). *Freud-Jung Letters*, Cambridge, MA: 1974.

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*Introduction to Jungian Psychology: Notes of the Seminar on Analytical Psychology, Given in 1925.*

## Specific Readings

Bair, Diedre. *Jung: A Biography*. (2002) Ch 2, "Pastor's Carl" pp 19-38; Ch 3 "Unconventional Possibilities" pp. 39-54; pp 96-200.

Hannah, Barbara. *Jung: His Life and Work*.

Jung & Jaffé, *Memories, Dreams, Reflections*

CW Supplementary Vol A., *The Zofingia Lectures*. (1896-99)

    "Editorial Note" by McGuire, pp. v-vii

    "Introduction" by von Franz, pp. xiii-xv

    "Some Thoughts on Psychology" pp. 21-47

    "Thoughts on the Interpretation of Christianity" pp 89-111

CW I "On the Psychology of the So Called Occult Phenomena" (1902) pp. 3-88.

CW II "Psychoanalysis and Association Experiments" (1904-7/10) pp. 288-317

    "The Psychopathological Significance of the Association Experiment" (1904- 07/10)  
pp. 408-425

    "Disturbances in Reproduction of the Association Experiment" (1904-7, 1910) pp.  
426-438

    "Doctrine of the Complexes" (1911-13) pp. 598-604

CW IV "The Significance of the Father in the Destiny of the Individual" (1909), pp. 301-23.

CW III "On the Importance of the Unconscious in Psychopathology" (1914), pp. 203-210.

CW IV "Freud and Jung: Contrasts" (1929) pp. 333-342

CW VI, "Introduction" pp. 3-7.

    "Four Papers on Psychological Typology" (1913, 1923, 1928, 1936) pp.  
449-555.

CW VII, *Two Essays* (1917-43)

CW VIII “Review of the Complex Theory” (1934) pp. 92-106.

CW X “The Transcendent Function” (1916) pp. 67-91.

“The Role of the Unconscious” (1918) pp. 3-28.

CW XIII “Commentary on ‘Secret of the Golden Flower’” pp. 1-56.

CW XVI “The Therapeutic Value of Abreaction” (1921/28) pp. 129-138

McGuire, William (ed), (trans. Ralph Manheim & R.F.C. Hull) *Freud-Jung Letters*, p. 420, 472-552, 3-117

\_\_\_\_\_ *C. G. Jung Analytical Psychology: Notes of the Seminar Given in 1925.*

### **Suggested Secondary References**

Dieckman, Hans. trans. Boris Matthews, *Complexes: Diagnosis and Therapy in Analytical Psychology*, Wilmette, IL: Chiron, 1996.

Ellenberger, Henrie. *The Discovery of the Unconscious: The History and Evolution of Dynamic Psychiatry*, esp. pp. v-xi and 254-330.

Marlan, Stan. *Black Sun*.

Shamdasani, Sonu. *Jung and the Making of Modern Psychology: The Dream of A Science*. esp. pp. 13-18, 18-22, 22-28, 197-202, 210-213.

Swartz-Salant (ed), *C. G. J. on Alchemy*. Princeton University Press, 1995. esp. pp. 1-43, 44-59, 60-80, 81-98.

von Franz, Marie-Louise. *Alchemy: An Introduction to the Symbolism and the Psychology*. Toronto: Inner City Books, 1980.

## **SECOND YEAR**

All references are from *The Collected Works of C. G. Jung* unless otherwise noted.

*Psychological Types* (1921), CW 6 pp. v-xv, 3-135. 136-272, 273-407.

Jung and Jaffé, *MDR*, pp. 238-88.

- “Marriage as a Psychological Relationship” (1925), CW 17, pp. 187-201.
- “Child Development and Education” (1923), CW 17, pp. 47-62.
- “The Significance of the Unconscious in Individual Education” (1925), CW 17, pp. 149-64.
- “On Psychic Energy” (1928), CW 8, pp. v-vi, 3-66.
- “Mental Disease and the Psyche” (1928), CW 3, pp. 226-230.
- “The Significance of Constitution and Heredity in Psychology” (1929), CW 8, pp. 107-113.
- Jung & Jaffé. *MDR*, pp. 146-169.
- “Freud and Jung: Contrasts” (1929), CW 4, pp. 333-340.
- “Problems of Modern Psychotherapy” (1929), CW 16, pp. 53-75.
- “The Stages of Life” (1930), CW 8, pp. 387-403.
- “Introduction to Wickes, *Inner World of Childhood*” (1931), CW 17, pp. 37-46.
- Hannah, Barbara. *Jung: His Life and Work*, pp. 209-239.
- “A Study in the Process of Individuation” (1933), CW 9.1, pp. 290-354.
- “The Practical Use of Dream Analysis” (1934), CW 16, pp. 139-161.
- “Soul and Death” (1934), CW 8, pp. 404-415.
- “The Archetypes of the Collective Unconscious” (1934), CW 9.1, pp. 3-41.
- [816 total pages]

### **THIRD YEAR**

All readings from *The Collected Works of C. G. Jung* unless otherwise noted

- The Tavistock Lectures (1935), CW 18, pp. 5-182.
- “The Concept of the Collective Unconscious” (1936), CW 9.1, pp. 42-53
- “Concern the Archetypes with Special Reference to the Anima Concept” (1936), CW 9.1, 54-74.
- “Wotan” (1936), CW 10, pp. 179-193.
- Hannah, Barbara. *Jung: His Life and Work*, pp. 240-253.

“Psychological Aspects of the Mother Archetype” (1938), CW 9.1, pp. 75-112

“Conscious, Unconscious, and Individuation” (1939), CW 9.1, pp. 275-289.

“Concerning Rebirth” (1939), CW 9.1, pp. 113-150

Hannah, Barbara. *Jung: His Life and Work* (1976), PP. 254-265.

“The Psychology of the Child Archetype” (1940), CW 9.1, pp. 151-181.

“Psychological Aspects of the Kore” (1940), CW 9.1, pp. 182-203.

“Paracelsus as a Spiritual Phenomenon” (1942), CW 13, pp. 109-189.

“The Spirit Mercurius” (1942), CW 13, pp. 191-250.

Hannah, Barbara. *Jung: His Life and Work* (1976), pp. 226-287.

*Psychology and Alchemy* (1944), CW 12, pp. 1-94.

*Psychology and Alchemy*, CW 12, pp. 95-224.

*Psychology and Alchemy*, CW 12, pp. 345-484.

“The Phenomenology of the Spirit in Fairytales” (1945), CW 9.1, pp. 207-254.

“On the Nature of Dreams” (1945), CW 8, pp. 281-297.

Jung & Jaffe. *MDR*, pp. 289-326.

Hannah, Barbara. *Jung: His Life and Work*, pp. 288-310.

“On the Nature of the Psyche” (1946), CW 8, pp. 159-234.

[1043 total pages]

#### **FOURTH YEARS**

“Psychology of the Transference,” (1945) CW 16, pp. 163-323

*Aion* (1951), CW 9.ii “Ego,” “Shadow,” & “Syzygy,” pp. 3-35; “Structure and Dynamics of the Self” pp. 222-269

“On Synchronicity,” (1951) CW VIII, pp. 520-531

Adopted by CSJA, September 2015

Created January 2014

Page 5 of 6

*Answer to Job* (1952) CW 11, pp. 357-470.

“On the Psychology of the Trickster Figure” (1954), CW 9.1, 255-274

Hannah, B. *Jung: His Life and Work* pp. 311-326

*Mysterium Coniunctionis* (1955), CW 14 1-88, 89-257, 258-381, 382-456, 457-556.

The Undiscovered Self (1957) CW 10, pp. 247-268, 269-292, 293-305.

“A Psychological View of Conscience” (1958), CW 10, pp. 437-455.  
Hannah, B. *Jung: His Life and Work* pp. 327-341.

“Flying Saucers: A Modern Myth” (1958), CW 10, pp. 307-436.

MDR pp. 326-360.

Hannah, B. *Jung: His Life and Work*, pp. 342-350.

Special Thanks to the following Analysts for Organizing the Readings for this course:

Peter Mudd, L.C.S.W. (for the initial list)

Boris Matthews, Ph.D., L.C.S.W.

George Hogenson, Ph.D., L.C.S.W.

Donnamarie Flanagan, L.C.S.W.

[name of practice]

**Authorization for Release of De-Identified Information  
(With Use of Telecommunication)**

I am currently furthering my professional development by enrolling as a trainee/candidate at the C.G. Jung Institute of Chicago. My training involves an extensive course of study, including discussing clinical cases with Jungian Analysts and trainees/candidates affiliated with the C.G. Jung Institute of Chicago. I will be discussing my clinical work with clients with consulting analysts in my control analysis and training consultation. This consultation may be conducted via the use of telecommunication technologies. Telecommunication technologies include 2-way, live interactive communication with audio and video, telephones, facsimile machines, and email.

This release authorizes disclosure of de-identified\* case material for the purpose of promoting my learning and development in psychoanalysis.

Your permission is requested and would potentially benefit our therapeutic relationship. The consequences of not signing this authorization is that I cannot discuss your clinical case with Jungian Analysts and trainees/candidates affiliated with the C.G. Jung Institute of Chicago. The treatment of your condition will not be conditioned on whether you give authorization for the requested disclosure.

\_\_\_\_\_  
Name (Print)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
\* Information will be de-identified in accordance with HIPAA, as specified in 45 CFR 164.514, and includes the remove of information such as names and personal information.

[name of practice]

**Authorization for Release of De-Identified Information**  
(Without Use of Telecommunication Technology)

I am currently furthering my professional development by enrolling as a trainee/candidate at the C.G. Jung Institute of Chicago. My training involves an extensive course of study, including discussing clinical cases with Jungian Analysts and trainees/candidates affiliated with the C.G. Jung Institute of Chicago. I will be discussing my clinical work with clients with consulting therapists in control analysis and training consultation.

This release authorizes disclosure of de-identified<sup>†</sup> case material for the purpose of promoting my learning and development in psychoanalysis. Information may be disclosed in connection with this consultation and analysis to the extent that knowledge of your record or communications is essential to the purpose for which disclosure is made. Disclosure made in connection with my participation in the Analyst Training Program shall not be redisclosed except as provided under state or federal law.

Your permission is requested and would potentially benefit our therapeutic relationship. The consequences of not signing this authorization is that I cannot discuss your clinical case with Jungian Analysts and trainees/candidates affiliated with the C.G. Jung Institute of Chicago. The treatment of your condition will not be conditioned on whether you give authorization for the requested disclosure.

\_\_\_\_\_  
Name (Print)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
<sup>†</sup> Information will be de-identified in accordance with HIPAA, as specified in 45 CFR 164.514, and includes the remove of information such as names and personal information.



**C. G. Jung Institute of Chicago**  
**Analyst Training Program**

### **Waiver, Assumption of Risk, and Indemnity Agreement (Analyst Form)**

**Consultation and Telecommunication Technology:** In the course of my participation in the Analyst Training Program, I understand that I will be discussing clinical work in control analysis and training consultation with trainees/candidates. This consultation may be conducted via the use of telecommunication technologies. Telecommunication technologies include 2-way, live interactive communication with audio and video, telephones, facsimile machines, and email. I understand that telecommunication technology has limitations as compared to in-person communication.

**Waiver:** In consideration of participating in training consultation and control analysis via the use of telecommunication technology within the C. G. Jung Institute of Chicago Analyst Training Program (hereinafter called the “Activity”), I, for myself, my heirs, personal representative or assigns, hereby release, waive, discharge, and covenant not to sue C. G. Jung Institute of Chicago, its officers, employees, independent contractors, and agents (hereinafter called “Jung Institute”) from any and all liability, claims, demands, actions, and causes of action whatsoever arising out of or related to any loss, damage, or injury, including death, that may be sustained by me, or to any property belonging to me, while participating in the Activity, regardless of whether such loss is caused by the negligence of the Jung Institute or otherwise and regardless of whether such liability arises in tort, contract, strict liability, or otherwise, to the fullest extent allowed by law.

**Assumption of Risks:** I am fully aware of the risks and hazards connected with the Activity and I hereby elect to voluntarily participate in said activities, knowing that the activities may be hazardous to my property and me. I understand that the Jung Institute does not require me to participate in this activity. I voluntarily assume full responsibility for any risks of loss, property damage, or personal injury, including death, that may be sustained by me, or any loss or damage to property owned by me, as a result of being engaged in such Activity, whether caused by the negligence of Jung Institute or otherwise, to the fullest extent allowed by law.

**Indemnification and Hold Harmless:** I further hereby agree to indemnify and hold harmless Jung Institute from any loss, liability, damage, or costs, including court costs and attorneys’ fees that Jung Institute may incur due to my participation in said Activity, whether caused by negligence of Jung Institute or otherwise, to the fullest extent allowed by law.

**Severability:** I further expressly agree that the foregoing waiver and assumption of risks agreement is intended to be as broad and inclusive as is permitted by the law of the State of Illinois and if any portion thereof is held invalid, it is agreed that the balance shall, notwithstanding, continue in full legal force and effect.

**Acknowledgment of Understanding:** I have read this waiver of liability, assumption of risk, and indemnity agreement, fully understand its terms, and understand that I am giving up substantial rights, including my right to sue. I acknowledge that I am signing the agreement freely and voluntarily, and intend by my signature to be a complete and unconditional release of all liability to the greatest extent allowed by law.

---

Signature of Training Analyst

---

Printed Name of Training Analyst

---

Date



**C. G. Jung Institute of Chicago**  
**Analyst Training Program**

**Waiver, Assumption of Risk, and Indemnity Agreement  
(Matriculated Auditor and Candidate Form)**

**Consultation and Telecommunication Technology:** In the course of my participation in the Analyst Training Program, I understand that I will be discussing my clinical work with clients with consulting therapists in control analysis and training consultation. This consultation may be conducted via the use of telecommunication technologies. Telecommunication technologies include 2-way, live interactive communication with audio and video, telephones, facsimile machines, and email. I understand that telecommunication technology has limitations as compared to in-person communication.

**Treatment and Telecommunications:** I understand that, as a licensed professional in the state in which I am licensed, I am required to provide services to clients in accordance with applicable state and federal laws. I further understand that, if I decide to perform any services via an interactive telecommunications system, I am responsible for ensuring that I do so in accordance with applicable state and federal laws. C. G. Jung Institute of Chicago makes no representations regarding the ability or legality of my performing any services via an interactive telecommunications system.

**Waiver:** In consideration of being permitted to participate in training consultation and control analysis via the use of telecommunication technology within the C. G. Jung Institute of Chicago Analyst Training Program (hereinafter called the "Activity"), I, for myself, my heirs, personal representative or assigns, hereby release, waive, discharge, and covenant not to sue C. G. Jung Institute of Chicago, its officers, employees, independent contractors, and agents (hereinafter called "Jung Institute") from any and all liability, claims, demands, actions, and causes of action whatsoever arising out of or related to any loss, damage, or injury, including death, that may be sustained by me, or to any property belonging to me, while participating in the Activity, regardless of whether such loss is caused by the negligence of C. G. Jung Institute of Chicago or otherwise and regardless of whether such liability arises in tort, contract, strict liability, or otherwise, to the fullest extent allowed by law.

**Assumption of Risks:** I am fully aware of the risks and hazards connected with the Activity and I hereby elect to voluntarily participate in said activities, knowing that the activities may be hazardous to my property and me. I understand that the C. G. Jung Institute does not require me to participate in this activity. I voluntarily assume full responsibility for any risks of loss, property damage, or personal injury, including death, that may be sustained by me, or any loss or damage to property owned by me, as a result of being engaged in such Activity, whether caused by the negligence of Jung Institute or otherwise, to the fullest extent allowed by law.

**Indemnification and Hold Harmless:** I further hereby agree to indemnify and hold harmless the C. G. Jung Institute of Chicago from any loss, liability, damage, or costs, including court costs and attorneys'

fees that the Jung Institute may incur due to my participation in said Activity, whether caused by negligence of the Jung Institute or otherwise, to the fullest extent allowed by law.

**Severability:** I further expressly agree that the foregoing waiver and assumption of risks agreement is intended to be as broad and inclusive as is permitted by the law of the State of Illinois and if any portion thereof is held invalid, it is agreed that the balance shall, notwithstanding, continue in full legal force and effect.

**Acknowledgment of Understanding:** I have read this waiver of liability, assumption of risk, and indemnity agreement, fully understand its terms, and understand that I am giving up substantial rights, including my right to sue. I acknowledge that I am signing the agreement freely and voluntarily, and intend by my signature to be a complete and unconditional release of all liability to the greatest extent allowed by law.

---

Signature of Trainee/Candidate

---

Printed Name of Trainee/Candidate

---

Date



## **Licensure Policy of the C.G. Jung Institute of Chicago**

1. Independent practice by an unlicensed analyst, by virtue of his/her membership in the CSJA, does not constitute a legal liability for the Institute, but may for the analyst.
2. All applicants to the ATP must hold a license to practice psychotherapy in the state(s) in which they practice.
3. All candidates in the Analyst Training Program must hold a license to practice psychotherapy in the state(s) in which they practice by the time they enter the candidacy stage of training.
4. All analysts providing consultation must hold a license to practice psychotherapy independently in the state(s) in which they practice.
5. Unlicensed analysts may not provide consultation to candidates to meet their required hours of consultation.
6. Unlicensed analysts cannot provide analysis to candidates as part of their training requirement.
7. All analysts and candidates must annually submit to the Institute proof of licensure and liability insurance.



## CG Jung Institute of Chicago Tuition Payments, Reductions & Loans Policy

### **Tuition Payments:**

1. Training program tuition is due on the first training weekend in September and on the training weekend of January.
2. Program tuition may be paid by check or credit card.
3. Arrangements may be made with the Institute Administrator to pay tuition in monthly installments for an additional charge of 10.00 per payment..

### **Tuition Loans:**

As licensure is a matriculation requirement, the Institute assumes that most trainees have a regular source of income. However, the Institute acknowledges that in rare instances, an individual's circumstances require financial assistance. The following policy addresses such situations:

- a. Loans are available in limited amounts from the Michael Hudac Memorial Loan Fund ("Hudac Fund") to individuals in the Analyst Training Program (ATP), the Jungian Psychotherapy Program (JPP) and the Jungian Studies Program (JSP) who demonstrate financial need.
- b. The maximum loan available in any given year is one half of a year's tuition.
- c. Loans may be applied for and granted on an annual basis.
- d. ATP students can receive a maximum of four loans during their entire commitment to the program. JPP and JSP participants may receive a maximum of two loans during the program.
- e. Interest on these loans shall **not** accrue during enrollment. Beginning three months following graduation or termination of participation, interest shall accrue, compounded monthly, at the September adjusted interest rate of 1% above the prime rate. The maximum time period for loan repayment shall be a total of one year for each annual loan received, i.e., within one year for one loan, within two years for two loans, within three years of graduation for three loans.
- f. A written application for a loan can be made to the Finance Committee.

### **Tuition/Fee reductions**

Tuition/Fee reductions are available to ATP, JPP and JSP participants who demonstrate financial need that cannot be met through a Hudac Tuition Loan Fund. Applications for tuition reduction shall be delivered to the Institute Administrator, who will present the request to the Finance Committee of the Institute for action within 90 days of receipt of the request.

### **Procedures for application for loans and/or tuition reductions:**

- a. The ATP Trainee or JPP and JSP participant will submit their request in writing to the Finance Committee that includes amount requested and an explanation of need.
- b. The Finance Committee will review the request and if necessary interview by phone or in person the individual making the request. The Finance Committee may also request that a financial disclosure form be filled out by the individual making the request.
- c. The Finance Committee shall determine with the director of the appropriate program that the person making the request is in good standing in the program.

- d. After considering the financial situation of the Institute, availability of funds in the Michael Hudac Memorial Loan Fund and individual circumstances, the Finance Committee shall then make a decision regarding the request. The Finance Committee is authorized to make Michael Hudac Memorial Loan Fund loans up to a total maximum equal to 2.5% of estimated tuition for the fiscal year for JPP and JSP participants, and to 5% of estimated total ATP annual tuition for ATP students. Waiver of tuition/fees is limited to 2.5% of estimated tuition for each program. Requests exceeding these limitations can be approved by the Executive Committee.
- e. The Finance Committee shall inform the applicant of the decision in writing and shall require from them a signed agreement for repayment of the loan upon graduation or termination.



## **C.G. JUNG INSTITUTE OF CHICAGO DISCRIMINATION/HARASSMENT POLICY**

The C.G. Jung Institute of Chicago is committed to maintaining a working and educational environment free from sexual harassment, sexual violence, and discrimination based on race, color, sex, age, religion, disability, national origin, sexual orientation, or any other basis prohibited by law. Sexual harassment is any unwelcome conduct of a sexual nature, which includes, but is not limited to, unwelcome sexual advances; the use or threatened use of sexual favors as a basis for academic or employment decisions; conduct that creates a hostile, intimidating or offensive academic or working environment; conduct that has the effect of unreasonably interfering with an individual's work performance; and other verbal, nonverbal, or physical conduct of a sexual nature that is sufficiently severe, persistent, or pervasive to limit a person's ability to participate in or benefit from an educational program or activity. Sexual violence, including sexual assault, is a prohibited form of sexual harassment. The C.G. Jung Institute of Chicago prohibits retaliation against an employee or student alleged to have experienced discrimination or harassment or another employee or student who, in good faith, makes a report or harassment or discrimination, serves as a witness, or otherwise participates in an investigation. Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances. A person who intentionally makes a false claim, offers false statements, or refuses to cooperate with a Jung Institute investigation regarding discrimination or harassment shall be subject to appropriate disciplinary action.

The C.G. Jung Institute has designated the Professional Standards Committee to address complaints of sexual harassment, sexual violence or discrimination. If you become aware of conduct that might violate these policies you are urged to promptly report the conduct to the Chair, Professional Standards Committee or to the Board President.



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### **ACKNOWLEDGMENT**

I acknowledge that I have received a copy of the C.G. Jung Institute Discrimination/Harassment policy. I agree to read it thoroughly, and agree that if there is any provision in the policy I do not understand, I will seek clarification from the Professional Standards Committee.

I understand I am to keep all aspects of this investigation confidential and that I may be subject to disciplinary action for violating confidentiality.

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_