



C G JUNG INSTITUTE
OF CHICAGO

ANALYST TRAINING PROGRAM
HANDBOOK

2018 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 Gustav 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 (ATP) 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 (CSJA), the National Association for the Advancement of Psychoanalysis (NAAP), and the International Association for Analytical Psychology (IAAP).

Applications are accepted annually, beginning September 1 of the preceding year.

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 analytic process colloquia, dream courses, and group process. (See Section 3.)

Clinical Consultation (previously known as “supervision”) is an essential component of analytic training. Candidates must be in weekly clinical consultation with a CSJA member throughout training. Candidates in the Control Stage of training (see Stages of Training pp. 3–4) engage in “control analysis”—an intensive consultation on two ongoing analytic processes. In all stages of training, the CSJA analysts are known, in brief, as “Consultants” and the biannual reports as Consultation Reports—though analysts’ full title is “Practice Consultant” when working with candidates during their Preliminary and Candidacy Stages of training, and “Control Analyst” when working with candidates during the Control Stage. (See Section 9.)

Assessment of each candidate is provided by consultants, instructors, and monitoring committees (the Admissions, Candidacy, and Certifying Committees) throughout the training process. The purpose of this evaluative component of the training is to provide feedback to candidates so they can expand their consciousness and become better analysts. Candidates are expected to work in analysis with the issues noted in evaluations.

Admissions Requirements

Applications for the Analyst Training Program are accepted any time up to the January 15 deadline for admission the following September. 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, which must be fulfilled by the application deadline, include:

1. A minimum of 100 hours of an in-depth personal analysis with an IAAP-certified Jungian analyst within the past five years (25 of those hours must be face-to-face; 75 hours may be via electronic media), and continuing analysis throughout the application period;
2. A basic knowledge of Analytical Psychology through reading and lectures;
3. Clinical experience beyond licensure in long-term psychotherapy; and
4. State licensure in mental health in the jurisdiction in which the applicant practices, 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. Weekly personal analysis with an IAAP-certified Jungian analyst through all the years while in the ATP, including leaves of absences.
2. The completion of the Analyst Training Program’s four-year curriculum involving a minimum of 700 hours of class time (see Section 3).
3. Completion of a Candidacy Paper (see Section 7.5).

4. Attendance at all Analytic Process Colloquia, including attending ten (10) in person while in the Control Stage, and the others by video conference, unless excused by the Director of Training (DOT) (see Sections 8.2, 8.4, and 8.5.4).
5. Presentation of your analytic work with three analysands at three Analytic Process Colloquia while in the Control Stage (see Section 8.4).
6. The successful completion of the Propaedeuticum Exams, an intermediate five-part exam (two written and three oral) on the history, development, theory, and practice of Analytical Psychology (see Section 7.9).
7. Weekly consultation throughout training totaling a minimum of 200 hours. Of those hours, 100 are required to be during the Control Stage. Fifty (50) hours of Control Analysis are to be dedicated to a single case with a single Control Analyst, and a minimum of 25 hours are to be with a second Control Analyst other than the one with whom the candidate has consulted most during the Control Stage. The other 25 hours may be with either of those Control Analysts, or with a third Control Analyst (see Section 5 for the acceptable distribution of hours using electronic media; see also Section 9).
8. 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.
9. The successful completion of the Analytic Process Exam and the Thesis Exam (see Sections 8.9 and 8.10).
10. Payment of all required fees.

The certification requirements that are present upon admission shall be the standard for certification at the end of training, unless the candidate elects to follow any or all new requirements and signs a consent form agreeing to these new requirements.

Tuition

Tuition is established annually by the Director of Training in consultation with the ATP Training Committee and the Board of the Institute. Cost of living increases are considered when the tuition is established. The tuition for the 2018–2019 training year is \$ 4,950.00.

The cost of personal analysis and professional consultation is an added cost for the candidate. The cost of consultation with a CSJA analyst is limited to a maximum of \$100 per hour, but both consultation and personal analysis fees are established with the analyst.

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 and Appendix O for more information on financial matters.

Stages of Training

Candidates proceed through three formal stages at a pace determined by the candidates in close consultation with their analysts, consultants, and monitoring committees.

Preliminary Stage

Admission to training is provisional in the first year, and the candidate is considered a “matriculated auditor” for this year. During this time, each matriculated auditor and the training community mutually discern the matriculated auditor’s capability to be a psychoanalyst. Successful completion of the year leads to being a candidate in training. (See Section 6.)

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, candidates write a paper to demonstrate their ability to work with conceptual material. The depth of the candidates’ 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. (See Section 7.)

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. 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. (See Section 8.)

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 Analytical Psychology through training analysts, teaching clinicians, and engaging diverse communities to foster personal transformation and social renewal.

The Institute advances 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, and 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 (CSJA), 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

Institute Certifications

The International Association of Analytical Psychology (IAAP) recognizes the C. G. Jung Institute of Chicago as a training institute for Psychoanalysts. The American Board for Accreditation in Psychoanalysis, Inc. (ABAP) 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 Illinois Department of Financial and Professional Regulation (IDFPR) to offer continuing education (CE) courses and workshops for psychologists, social workers, marriage and family therapists, and professional counselors. The Institute maintains responsibility for the programs and their content. Participation in the Analyst Training Program earns 1 CE credit for every hour of in-class participation in courses in two of the five curriculum tracks: The Theory and Practice of Analytical Psychology, and Topics in Analytical Psychology (see Section 3 - Curriculum).

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
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Chicago, IL 60604
Ph: 312.701.0400 | Fax: 312.701.0403
Email: jung@jungchicago.org | Website: www.jungchicago.org

1. GENERAL GUIDELINES

- 1.1 Personal Analyst Role:** Throughout all phases of the Analyst Training Program (ATP), candidates' current and previous personal analysts are not permitted to serve on any of the candidates' monitoring or examining committees, nor are they permitted to serve as their consultants or thesis advisors, 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 candidate 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, candidates' 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 candidate inquiring of the nature or content of the candidate's analysis.

- 1.2 Attendance:** The training program is designed to rely heavily upon the interaction among the training faculty, the candidates, and the various evaluative committees. The active participation of the candidate 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. Candidates 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 Candidate Files:** Each candidate has a file folder kept at the Institute that holds his/her application materials, monitoring committee reports, consultation reports, and instructor evaluations. A candidate is permitted to see his/her file at any time. Photocopying from one's own file is also permitted. Candidates may not remove anything from these files or remove files from the building. Analysts have access to candidate 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. Candidates do not have access to one another's files. Candidates are required to review their personal training file to ensure its completeness. For inclusion in their training file, candidates may submit personal statements and/or supporting material to the Training Committee, which will decide its appropriateness for the file. A check list of contents of the candidate's file is kept in both paper and electronic form.

- 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. However, the certification requirements that are in place at the time of each candidate's admission to the program shall govern throughout training unless the candidate agrees in writing to any change. While the Institute will inform the candidates about all changes that are made to the Handbook, candidates also 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 (CSJA) 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 (DOT), to the Chicago Society of Jungian Analysts (CSJA), and to the Board of Directors of the C G 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.

2.2.3 Nomination Process for the Director of Training and ATP Committee membership

a. Selection of the Director of Training

The Training Committee presents to the Institute Nominations Committee its recommendation for the next Director of Training (DOT), preferably by April 1 of the year prior to the final year of the current DOT's term. This enables a year for the DOT-elect to be mentored by the current DOT. The DOT serves a two-year term and is eligible for a second term (four years in total). The CSJA will vote at its May meeting on the nominations presented by the Nominations Committee. Prior to making its recommendation, the Training Committee shall meet with prospective nominees to discuss the following matters with each:

- a.1. their understanding of the Chicago Analyst Training Program,
- a.2. the responsibilities of the DOT, the Training Committee, and the Monitoring Committees, and
- a.3. the working relationship between the DOT and the Training Committee.

Historically and preferably, the DOT has gone through a training process by having served on at least a couple of the Monitoring Committees (i.e., the Admissions,

Candidacy, and Certifying Committees) and at least a term on the Training Committee. In this way, s/he will become acquainted with the collaborative style of leadership in the ATP and the major responsibilities of the position. By this time also, the possible nominee is fairly well known to the Training Committee, has been out of training for five (5) years (the same number of years required to consult/supervise Control Stage candidates), and has gotten to know the training program from the training analyst perspective. Thus, most nominees will have been involved at a number of levels within the ATP. However, an interview with a specific focus on the suitability and the personal wishes for the training program shall be a part of the formal process of nominating a DOT.

b. Training Committee Membership

Four members of the Training Committee serve by virtue of being either the DOT or a chair of a Monitoring Committee. Three additional Training Committee members are chosen to serve by the CSJA. Historically and preferably, these three members have already served two or more terms on Monitoring Committees. The Training Committee shall annually review the terms of its members and nominate a successor in April for those whose term is expiring in August. It is best if attention is paid to the needs of the committee, the development of newer members, and the working relationships within the committee. It is preferable, too, that the Training Committee keeps in its membership one or two individuals who will be willing to be the Director of Training in the future. The nomination shall be presented to the Nominations Committee of the Institute who will present the ballot to the CSJA in May.

c. Monitoring Committees

Each Monitoring Committee shall annually review the terms of its members and shall recommend possible nominees to the Training Committee by April 1. It is best if attention is paid to the inclusion of recent analysts or analysts who have never served on a Monitoring Committee. It is also best that the diversity of analytic approaches within the CSJA is represented on the Monitoring Committees. The experience on the Monitoring Committees is an important learning process on how training functions and what is important in Chicago's particular training program.

Because of the very personal nature of the Monitoring Committees' relationship with the candidates, there are instances throughout the academic year when the Training Committee expects members of the Monitoring Committee to attend committee meetings in person, requiring travel to the Institute or the Community Training Weekend location. Consequently, this travel expectation should be communicated and considered during the Monitoring Committee nomination process.

- c.1. The Admissions Committee has four (4) in-person meetings per academic year:
 - Two (2) in-person meetings, monitoring matriculated auditors in the Preliminary Stage through group interviews in conjunction with the fall and spring Community Training Weekends. Depending on the number of matriculated auditors in the Preliminary Stage, these group interviews may span two days each.
 - Two (2) in-person meetings, assessing new ATP applicants' suitability for training through individual and group interviews

- c.2. The Candidacy Committee has two (2) in-person meetings per academic year:
 - Monitoring candidates in the Candidacy Stage through group interviews in conjunction with the fall and spring Community Training Weekends
 - Depending on the number of candidates in the Candidacy Stage, these group interviews may span two days.
- c.3. The Certifying Committee has two (2) in-person meetings per academic year:
 - Monitoring candidates in the Control Stage through group interviews in conjunction with the fall and spring Community Training Weekends
 - Depending on the number of candidates in the Control Stage, these group interviews may span two days each.

2.3 The Training Committee shall respect the decisions of the monitoring committees and the Director of Training when such decisions are 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 (DOT) is the chief administrator for the ATP. S/he is a full member of the the Executive Committee and the Training Committee. S/he is responsible for seeking compliance with Institute policy and procedures and shall report regularly to the Board, the CSJA, and the Analyst Training Program Committee. S/he is to educate the CSJA membership, the Training Committee, the Monitoring Committees, the candidates, and 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.

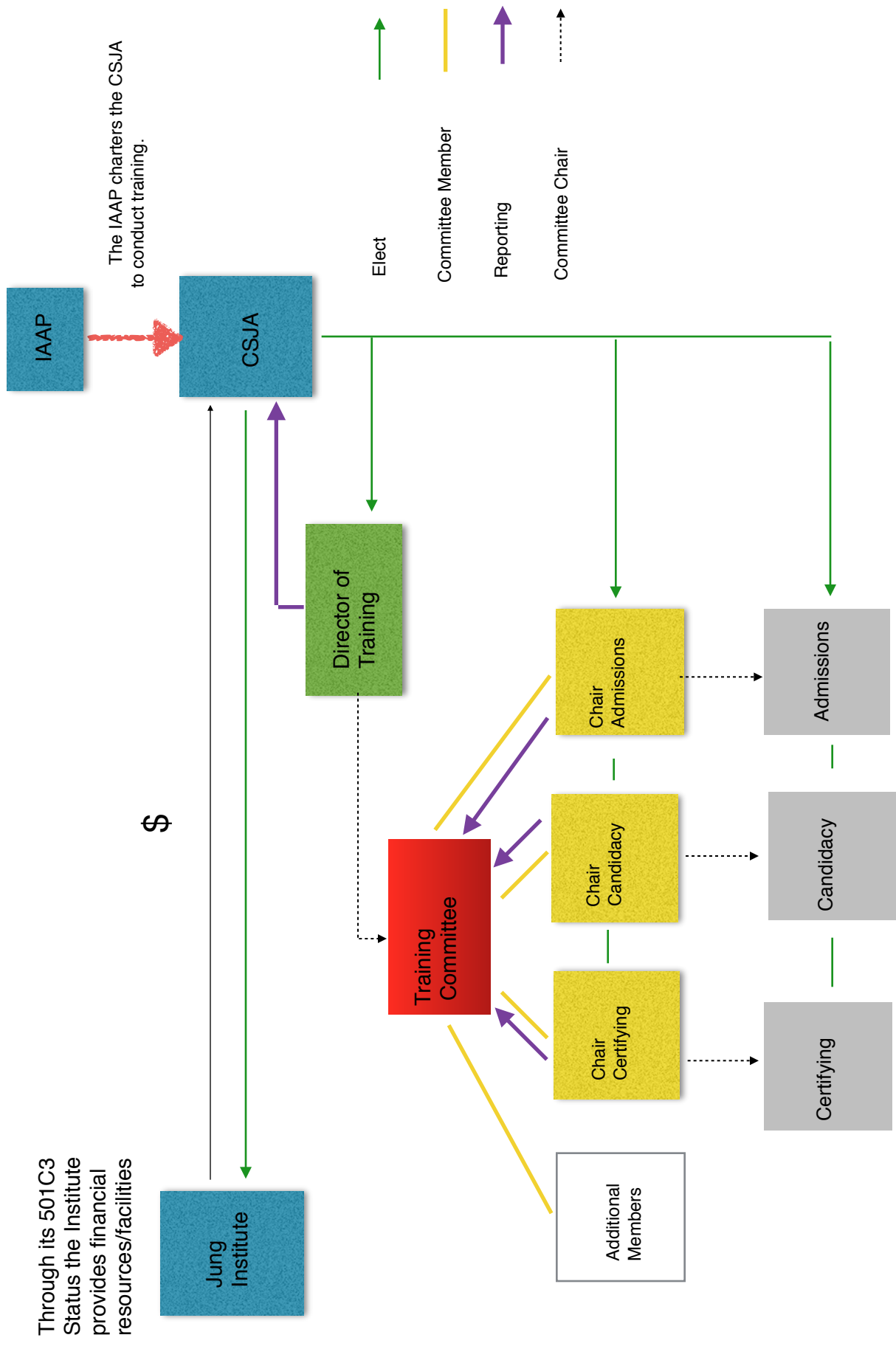
2.7 The Board of the Institute, and particularly its President, following from their fiduciary and governance responsibility for the Institute and all its programs, shall see that the established policy and procedures for the Institute and the ATP are maintained, shall supervise and administer the financial

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 Contingency Plans for the Analyst Training Program

If the C. G. Jung Institute of Chicago becomes unable or unwilling to provide either financial support or physical space for the Analyst Training Program, the Chicago Society of Jungian Analysts will assume full responsibility for the Analyst Training Program. The options for cost savings include: 1) securing less expensive space for the ATP; 2) use unpaid/volunteer instructors; 3) use an unpaid/volunteer Director or Co-Directors of Training; 4) move all administrative tasks to the Training Committee. The Training Committee in cooperation with the Board of the Institute would decide when and how to implement one of all of the above options. The Chicago Society of Jungian Analysts is fully committed to seeing that all candidates accepted for training are able to complete their training and will do what is necessary to keep that commitment. If it appears that it is not feasible for the Chicago Society to continue training independently then consideration will be given to having the training program become a seminar within the Inter-Regional Society of Jungian Analysts' Analyst Training Program.

2.9 Organizational Chart: see attached page.



3. CURRICULUM

3.1 Introduction: The Analyst Training Program curriculum is composed of five tracks:

1. The History and Development of Analytical Psychology (see 3.2 below),
2. The Theory and Practice of Analytical Psychology (see 3.3 below),
3. Topics in Analytical Psychology (see 3.4 below),
4. Analytic Process Colloquium (see 3.5 below), and
5. Process Group (see 3.6 below).

The first three tracks include mostly year-long courses; the first two are organized in a four-year curriculum cycle. 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). The curriculum is enriched by two Community Training Weekends each year (see 3.7 below). Continuing Education (CE) credits are granted per class hour for the Community Training Weekends and courses in tracks 2 and 3 (see 3.9 below).

3.2 The History and Development of Analytical Psychology Four-Year Curriculum: 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 two and a half hours on the training weekend, and for an additional two-hour session by videoconference between the training weekends. This track extends across the four years of training.

Matriculated Auditors (first year candidates) 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 second, third, and fourth years 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 are arranged in the order that Jung wrote them. However, because of the small number of candidates, the sequence of readings is rotated. Hence some candidates will read the fourth-year selections before the second- or third-year selections.

3.2.1 The Matrix of Jung's Thought (Matriculated Auditors; first year)

Primary Readings Include:

Jung, C. G. and Jaffé, Aniela. *Memories, Dreams, and Reflections*
Hannah, Barbara. *Jung: His Life and Works, A Biographical Memoir*
Jung, C. G. *The Collected Works of C. G. Jung*,

Supplementary Vol A, The Zofingia 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.
_____. 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 Readings:

- 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.

3.2.2 The Development of Jung's Thought. Second through Fourth year—all candidates:

Second Year Readings

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 Readings

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 Year Readings

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

“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
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.

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.

3.3 The Theory and Practice of Analytical Psychology: The Theory and Practice of Analytical Psychology four-year curriculum is designed to provide an integrated understanding of Jungian theory and analytic practice. It is composed of three courses that meet each training weekend. Two courses are two (2) hours long and one course is three (3) hours long. In order to address the different training stages of the candidates, one course each year covers foundational material, a second course covers core material, and the third course treats more advanced material. Course subjects have been selected so that, over the period of four years, the candidates will have a course in all the critical subject areas. The grid for this four-year curriculum is below. Following it is a description of each course. A resource syllabus with a course description, learning objectives, and a reading list for each course can be found in Appendix K: Theory and Practice Resource Syllabi.

Theory & Practice—4-year Curriculum				
	Year One	Year Two	Year Three	Year Four
Foundational Courses— 2-hour sessions	The Complex	Psychic Structure (Persona, Ego, Shadow, The Self, Anima/Animus, Collective Unconscious)	The Analytic Attitude	Transference & Countertransference
Core Courses— 3-hour sessions	Dreams and Active Imagination	Psychopathology in AP	Archetypal Theory & Spirituality in AP	Eros & Sexuality in AP
Advanced Courses— 2-hour sessions	Major Psychoanalytic Theories	Developments in AP since Jung	Dissociation, Attachment, Affect Regulation, and the Feeling Function in AP	Amplification & the Use of Fairy Tales, Mythology & Film

The availability of instructors may require some changes in the sequencing of these Theory & Practice courses.

3.3.1 Foundational Courses:

1. **Psychic Structure (Ego, Persona, Shadow, Anima & Animus, Collective Unconscious)** *Point of View*

The individual psyche exists in an historical context, hence discussion of psychic structure in analytical psychology necessarily includes the historical context. Jung situates the present times in a long view of history, rather in the way *matryoshka* dolls nest one within another. Traditionally the outermost doll has the form of a woman, dressed in a [sarafan](#), the long and shapeless traditional Russian peasant [jumper dress](#). We exist deep within the matrix of many layers of history.

Jung repeatedly emphasizes that acculturation—that is, adaptation to the world into which we are born—selectively encourages and nurtures some human abilities while at the same time neglecting and suppressing others, thereby creating the “one-sidedness” he so often laments. Some of those persons who can ill tolerate the culturally-imposed one-sidedness—they being contemporary collateral damage in the conflict between nature and culture—arrive in our consulting rooms.

Jung reminds us that the individual’s inability to affirm the wholeness of his or her being leads to self-division. He names that self-division neurosis. As a sign of the times, neurosis in the individual reveals the difficulty of the many who cannot affirm the wholeness of their being. As Jung wrote in the 1917 edition of “New Paths in Psychology”:

“And because we want and yet cannot think out what it is we really want, the . . . conflict is largely unconscious, and thence comes neurosis. Neurosis, therefore, is intimately bound up with the problem of our time and really represents an unsuccessful attempt on the part of the individual to solve the general problem in his own person. Neurosis is self-division.” CW 7, §430 Hence in our consulting rooms we see the afflicted canaries from the coal mines of our society and culture. We face the task of facilitating the transcendent function that creates the “third thing” in which the split opposites—fundamentally nature and culture—find reconciliation in the saving, healing image, in Jung’s terms a new “god image.”

Throughout his seminars, letters and published writings, Jung has addressed these and related issues, often with the purpose of contextualizing his discussion of a particular topic. These contextualizing comments provide the necessary broad background for understanding Jung’s view of the structure of the psyche: ego, shadow, anima/animus, self.

Readings for this course will fall into two broad categories: Jung’s mature statements of his points of view; and subsequent contributions that elaborate and develop Jung’s initial insights. Since, as mentioned, Jung addressed many contextualizing factors in the course of discussing more-clearly “clinical” issues, compiling the relevant passages from his letters, seminars, and published writings will generate focused statements of Jung’s view of a topic. When available, specific chapters, public addresses, etc., will be included. This will constitute the foundation on which later contributions—e.g., from *Journal of Analytical Psychology*, *International Journal of Jungian Studies*, and published books and lectures—can build. As our understanding develops, we can revise our list of subsequent contributions.

Subjects to be covered include 1) *The Practice of Analytical Psychology*, 2) “*Nature and Culture in History & the Significance of the “God-Image” and “Religion”*”, 3) *Myths, Archetypes and the “Complex” Structuring of the Psyche*, 4) *Jung’s Theory of Change*, 5) *Psychological Type and the Opposites: The Dynamics of Working with Ego and Shadow*, 6) *Working with Anima and Animus: “Bridges” to the Objective Psyche*, 7) *From Psychological Projection to the Unus Mundus*.

2. Analytic Attitudes

This course focuses on the experience of analysis and foundational images and concepts unique to or especially emphasized in Analytical Psychology. To mix metaphors, the course is intended to provide an umbrella under which the several aspects of the curriculum can gather.

Most of us came to study Jung not through our professional degree programs or subsequent employment. Drawn as we are to approaching ourselves and our work through the logos of Psyche, it often takes conscious effort to turn the ears of our heart and mind toward the call,

not be overwhelmed by competing external and internalized voices. This can be true at every level of training and analytic practice.

You enter this course at your particular level of self-realization, comprehension of theory, and expertise in the practice of analysis. The benefit of the course to you and your benefit to the class will depend on your engaging the content as extensively and deeply as you are able. As a tree grows upward and its branches spread into an ever broadening crown, so its roots must grow deeper.

A word about the readings: *A Critical Dictionary of Jungian Analysis* by Samuels, Shorter and Plaut, provides useful orientations to elements of analytical psychology and their interconnections. It is suggested that you add it to your library if you don't already have it. Referencing "Definitions" in CW VI also serves to orient one's focus. (Re)familiarize yourself with 'Required Readings' and proceed to 'Additional Readings' according to your interest, educational readiness and need.

Since many of you were trained in more ego oriented approaches to psychotherapy, this course aims to contrast and differentiate Jungian analysis with these cognitive-behavioral, short term solution focused theories. This will be addressed at the theory and analytic relationship levels. You are invited to engage that differentiation in relationship to your previous training experiences.

Specific subjects that will be covered include: 1) Aims and goal of Jungian analysis--Whom? What does the grail of analysis serve? 2) Autonomous Archetype and Complex, 3) Symbolic Attitude, 4) Reductive/Prospective -- a delicate balance, 5) A priori Unconscious.

3. The Complex

In 1934, after the suggestions of Toni Wolff, Jung preferred the appellation "Complex Psychology" to refer to the totality of his work. For him "Complex Psychology" embraced both the clinical and cultural depths of his work. Indeed the theory of the complex is at the core of Analytical Psychology.

This course explores the theory of the complex, beginning with Jung's Association Test that became the scientific proof for the existence of complexes for both Jung and the early Freud, and ending with current theory and research support for such concepts as "internal working models" (Bowlby) and "image schemas" (Knox) or implicit memory (Fonagy and Schore). In between the course will consider the autonomy of the complex (complex possession), the archetypal and emotional core to the complex, the nature of the ego as a complex, the neutrality (neither good nor bad) of the complex, the management of and respect for our complexes. As illustrations the course will note such typical complexes as the power complex, the victim complex, the hero complex, the mother and father complex, the sibling complex, and the cultural complex.

4. Transference, Countertransference, and the Interactive Field

"Everyone who has had practical experience of psychotherapy knows that the process

which Freud called “transference” often presents a difficult problem. It is probably no exaggeration to say that almost all cases requiring lengthy treatment gravitate round the phenomenon of transference, and that the success or failure of the treatment appears to be bound up with it in a very fundamental way. Psychology, therefore, cannot very well overlook or avoid this problem, nor should the psychotherapist pretend that the so called ‘resolution of the transference’ is just a matter of course.” (C.W.16 p. 164)

Jung imagined the transference as a problem that interfered with his treatment and needed to be understood so that his work could continue without the intrusion of transference issues. Psychoanalysis today emphasizes transference/counter-transference field as a central tool which the therapist uses to understand the psychological process between the analytic dyad. The idea of countertransference has expanded beyond its original meaning of a neurotic reaction to include all reactions of the therapist: affective, bodily, and imaginal.

All patients come into analysis with some form of transference that unfolds throughout the treatment, in contrast to Jung’s idea that only some patients do. Working with the transference enables the patient to reclaim parts of him/her-self and ultimately build a connection with the inner Self, the central goal of the analytical psychological approach. Less understood and talked about in the analytic world is the role of countertransference in illuminating the direction that the analytic couple is to take. The analyst’s own internal response to the patient is an invaluable tool giving the analyst access to diagnostic as well as treatment data. There have been different descriptive uses of countertransference, i.e., complimentary, concordant, and illusory. Using oneself within the treatment process requires a deep understanding of our own psychology so that we can navigate the psychic territory between analyst and patient. An “analytic third” is created in depth work which becomes the object of the analysis. “Associative dreaming” is the mental activity going on in the therapist for grasping the intersubjective and inter-imaginal communications of countertransference reactions. Reverie and active imagination are a way of accessing, and working with, the analytic third. An “analytic compass” is created pointing the way in any given moment and eventually leading to the individuation of the analytic couple.

3.3.2 Core Courses:

1. The Archetypal World & Spirituality in AP

Spirituality is a term and a concept that has been inundated with a variety of meanings. Today, for the most part, it has been divorced from organized religion which at one time by its very original nature and meaning included it. Many people today are consciously trying to find more meaningful expression for their spiritual life and have turned to alternative expressions like Tai Chi, yoga, varying meditative forms, Buddhist practices, sweat lodges, silent retreats and so forth.

This search for deeper meaning is reflective of Carl Jung’s own search for a spiritual life that had divorced itself from the Swiss Reformed Church in which he was raised. It is safe to say that all his life, he struggled with, reflected on and wrote about the issues of religion in the attempt to reconstruct a spiritual path for him that had integrity for his own individuation. In his research that developed into an understanding of a collective unconscious he was able to identify forces that were a part of the human condition that were later called archetypes. Long ago in human

history, what we now call archetypes was then referred to as gods and goddesses. The latter were associated with a held religious structure; the other reflective of depth psychology. Archetypal psychology has the advantage for the post modern person of providing a solid intellectual ground for discovering a spiritual life rooted in the living nature of their own psyche. If this finds itself carried over into an organized religion, it then becomes a personal decision. Spirituality always implies something that comes to the ego. The ego did not create it. This is seen in analytic work as certainly as it was seen in cultures that practiced shamanism. It is reflected in the notion that when a spirit has gone out of a person, it gives a feeling of meaninglessness. Or, we might imagine a spirit has gone into a person and ask “what has gotten into him/her”. In the end, Jung’s discovery of archetypes and their relationship to the spirit and spirituality will be the focus of this course.

2. Dreams & Active Imagination

After 100 years of psychoanalytic dream work we are on the frontier of returning to the initial vision of integrating and establishing a robust relationship between clinical psychoanalysis (experience-near) and the cognitive sciences and laboratory dream research.

This introductory course on the use of dreams and analytical imaginal techniques in clinical practice will highlight the essential methodology and approach to dreams and other products of the unconscious as an integral part of Jungian psychoanalysis. The greatest access to the unconscious, with the least interference by the ego, may be found through dreams. In this yearlong course, participants will learn several ways to work with dreams, and will come to understand the role of dreams in bridging the conscious and the unconscious. Work with dreams will be related to the personal life history of the dreamer (reductive work) as well as the archetypal domain (amplification work). While working with dreams, this seminar will also focus on Analytic Imaginal Techniques such as active imagination, image making, journal writing, etc. The goal of the seminar is to increase our capacity to recognize and to be in relationship to unconscious content as it emerges within our work with patients and within our own lives through dreams with an “active imaginal attitude.”

The course will also briefly review different schools of psychoanalysis (Freud, Jung, Object Relations, Intersubjectivity, etc.), with the science of dream work, all the while, facilitating the development of one’s own unique approach to dreamwork as an art form. Jung writes: “The art of interpreting dreams cannot be learnt from books. Methods and rules are good only when we can get along without them” (CW, 10, para. 325). After learning the fundamentals of Jungian dream interpretation, hopefully, we will learn to “get along without them.”

In the first half of the year, we will focus on the question proposed by Jung when approaching a dream: what conscious attitude does the dream compensate.... how does the dream fit with the conscious attitude as a co-determining factor? The class discussions will focus on the theoretical ideas outlined in the required readings as well as the dreams from the clinical practices presented by candidates. This seminar will also provide a forum within which candidates can apply the theoretical concepts being explored in their other classes to the process of working with dreams.

In the second half of the year, we will focus on the theoretical underpinnings of active

imagination as well as experiential aspects of its practice. Candidates will make use of journal writing and image making exercises as the means to engage the process of active imagination. There will be whole-group activities, individual activities, and small-group discussions focusing on critical elements of imaginal dream work. Verbatim accounts of candidates' work with a client's dreams will be utilized in the course.

In addition, over the course of the year we will cover aspects of the following topics on the subject of dreams in clinical practice: the dramatic structure of the dream, the language of dreams (image, symbols, allegory), associations and amplifications, Jung's theory of compensation and complementation, archetypal and mythological amplification, nightmares and trauma, dream series (individuation themes), and dreams of the analytic dyad: transference and countertransference (dreams for analyst or both?) and lastly, dream groups.

3. Personality Disorders and Psychopathology in AP

What distinguishes Jungian theory and practice from other depth psychological theories is its emphasis on the objective or archetypal layer in the psyche. Archetypal images connect us to the universal and collective, providing healing energies from this deep layer of the psyche, thus facilitating the individuation process and transformation. Jung stressed the purposive nature of symptoms and disorders, de-pathologizing them. This course will view personality disorders from the perspective of Jung's symbolic attitude/approach which conceptualizes symptoms as symbols. The idea of archetypal possession will be a key concept as it underlies Jung's ideas on psychopathology.

We will examine the most common clinically-relevant disorders and syndromes (from Axis I and Axis II) and apply archetypal amplifications to these experiences to deepen our understanding and facilitate the change process. We will use films, fairy tales and myths as invaluable resources to bring to life theoretical diagnostic criteria, asking how accurate are these portrayals of psychopathology when compared with our clinical experience. Hopefully this will lead to a better understanding of the suspected causes of psychological disorders, the distress these illnesses create for the individual and others, and get clues about treatment from these various narratives and images.

4. Eros and Sexuality in AP

"....but I falter before the task of finding the language which might adequately express the incalculable paradoxes of love. Eros is a *kosmogonos*, a creator and father-mother of all higher consciousness" MDR, p.353.

"...That these great conduits between ego and UC are not just through the symbolic function as we thought but through human relationship. We (Jungians) underestimate the living human relationship factor to carry and heal the wound" (Diane Martin).

The concept of transference derived from clinical practice and arose out of a therapeutic reaction that clearly involved an erotic connection, that is, intense feelings of love were part of the relationship. Jung never disavowed his Freudian roots, stating, "The transference phenomenon is an inevitable feature of every thorough analysis" (CW 16, para 283) and the

T/CT is Jung's last and deepest stage of analysis leading to the possibility for wholeness. Jung's ideas of the transference and countertransference with particular emphasis on the erotic components will be reviewed, both adaptive and maladaptive, at the archetypal and personal levels, emphasizing its purposive nature at the heart of this material. We will draw on psychodynamic literature and Jung's writings, as well as archetypal amplifications in the form of film images and myths to deepen our understanding of this most central arena of our clinical work. We will also address management and containment techniques due to the often gripping and discombobulating nature of these erotic energies in a clinical setting/context. Specific manifestations of the erotic in the transference and countertransference carry significant potential ethical ramifications when wishes and impulses remain unanalyzed. How can we identify and become more aware of the presence of these energies in our consulting rooms and when and how should we interpret them, if at all? We will explore the various gender dyad combinations in analysis and their erotic manifestations. In addition, we will consider aspects of dark Eros and explore the explosion of the presence and availability of pornography in the culture and attempt to account for the meanings of this material and its effects. Another facet of dark Eros is the paraphilias or perversions, which will also be reviewed. Relevant case material will be presented. Erotic energies in analysis can be regressive, transgressive, and transformative.

3.3.3 Advanced Courses

1. Developments in AP since Jung

During Carl Jung's life and in the years since his death in 1961, significant modifications and amplifications of his theory have occurred. This course reviews the major authors that have either restated or altered the basic theory of Analytical Psychology. The course will explore 1) the developmental theories of Michael Fordham, 2) Andrew Samuels' views of the Post-Jungians, 3) The Archetypal theory of James Hillman, 4) the theory on synchronicity, emergence and the archetypes of Joe Cambray, Jean Knox and George Hogenson, 5) the relationship of alchemy to AP in the work of Edward Edinger, 6) and the perspective of Erich Neumann on the Great Mother and the New Ethic.

2. Dissociation, Attachment, Affect Regulation, and the Feeling Function in AP

Analytical Psychology is fundamentally a dissociative theory of the personality which is rooted in the French School of psychology, particularly the work of Pierre Janet. This course begins with a review of this connection and its influence on Jung. It follows then with a review of the heart of Jung's theory, the complex, and its relationship to his understanding of feeling, emotion, and affect. Particular attention will be given to the differentiation of the functions and of feelings, the principal task of a well-developed feeling function. Shame affect in particular will be examined, as the mis-regulation of it is foundational to dissociation and the appropriate regulation of it is foundational to analysis. Archetypal energy will be examined as manifesting in the emotional life of the personality. After the study of Jung's personality theory, the course will turn to the examination of the development of dissociation through the recent work in attachment theory and affect regulation theory. Peter Fonagy and colleagues will be studied for their contribution of the concept of mentalization and the reflective function. Allan Schore, a

developmental psychoanalyst, will be studied for his assertion of the dominance of dissociation, not repression, in psychopathology, for his review of the current brain research which supports this view, for his explanation of how early childhood parental deficits in empathic mirroring influence brain development, and for how analysis and longer-term psychotherapy repairs the adult brain. The writing of Donald Kalsched, *Trauma and the Soul*, and Marcus West, *Into the Darkest Places*, will be the foundation for integrating attachment theory and dissociation theory with analytic work.

3. Amplification and the Use of Fairy Tales, Mythology, and Film

This course will address Jung's clinical synthetic method of amplification and the use of myths and fairytales as elements in the process of clinical interpretation. Jung distinguished his synthetic approach to the interpretation of clinical material, based on the gradual elaboration of psychic material, from Freud's analytic method, which seeks to reduce psychological phenomena to elementary repressed wish structures. The basis for Jung's approach to psychic material, such as dreams, fantasies and even hallucinations, lay in Jung's theory of the collective unconscious and the role of archetypal material at work in these phenomena. The activity of the collective unconscious in the psychic economy was, Jung argued, characterized by the manifestation of material that closely resembles the structure, and even the content, of mythological patterns found throughout the world's cultures. Thus, to fully appreciate the clinical material that derives from the level of the collective unconscious, it is important to have a working knowledge of mythology and related patterns, such as fairytales, and an understand of the process by which these materials can be brought to bear in the clinical setting. The course will address Jung's basic writings on the role of myth in the process of amplification, as well as clinical papers from the major peer reviewed journals dealing with analytical psychology. Students will be expected to bring material from their own clinical practices for discussion.

4. Major Psychoanalytic Theories

In this course, the following ten parameters will serve as the frame of reference for examining several psychoanalytic theories/schools:

1. Structure-Dynamics- Development
2. Analytic Ritual/Routine
3. Elaboration of Unconscious Contents (how is the unconscious conceptualized and populated?)
4. The Interactive Field
5. Transference/Countertransference
6. The "Self"
7. The therapeutic use of unconscious content
8. Nature and function of the defenses
9. Conceptualization of pathology
10. Goal(s) of analysis

The theorists/schools which will be considered in this course are:

1. Jung
2. Freud
3. Klein
4. Winnicott
5. Horney

6. Ogden
7. Student's Choice

3.4 Topics in Analytical Psychology: The third major track of the curriculum is Topics in Analytical Psychology. Topics courses are designed to focus on a variety of areas of Analytical Psychology (AP) and Analytic Practice that supplement the Theory and Practice courses and pursue in greater depth specialized areas of AP. On each training weekend, two courses, each two hours in length, are designated for the Topics track. Topics courses may vary in length from one session to spanning the entire training year. Subject areas are chosen each year in relationship to candidate and analyst interests. Subject areas that may be covered in the Topics track include Cultural Complexes, Fairy Tales, Sand Tray, Alchemy for the Analyst, Typological Theory, Life Span Development, the Symbolic in World Religions, and the use of art (drawing, painting, dancing, sculpting, etc.) in analysis.

3.5 Analytic Process Colloquium: 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, candidates must attend a minimum of ten colloquia 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 using telecommunications, 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 colloquium, then the candidate who lives at a distance is excused from needing to attend. This class period can also serve as a seminar in which Candidacy Stage candidates can present their psychotherapy or analytic work when the work of a Control Stage candidate is not available. 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 three (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 the candidates' personal analysis. The Process Group is 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 is 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 Group 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 (CTWs). 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. At least once a year, 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 (usually December and May) beginning on Friday and ending Sunday at noon. Monitoring committee group 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 with the cost covered by their tuition. Candidates must request credit for these courses from their monitoring committees 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, candidates have 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

3.9.1 Analyst Training Program Credit: Credit hours are granted on the basis of one credit hour for every hour of class participation. Each credit hour counts towards the 700-hour requirement for certification (see 3.10). 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 (20 %) 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, candidates may take Public Program Courses, with permission of their monitoring committees, to make up for credit hours missed due to absences during the regular curriculum.

3.9.2 Continuing Education Credit: The C. G. Jung Institute of Chicago is approved by the Illinois Department of Financial and Professional Regulation (IDFPR) to sponsor continuing education (CE) courses and workshops for psychologists, social workers, marriage and family therapists, and professional counselors. The Institute maintains responsibility for the programs and their content.

Participation in the ATP earns 1 CE credit for every hour of in-class participation in courses (A) during the Community Training Weekends, and (B) in two of the five curriculum tracks: (2) The Theory and Practice of Analytical Psychology, and (3) Topics in Analytical Psychology.

Candidates who are social workers, marriage and family therapists, and professional counselors may submit a written request to the Director of Training to receive CEs for participation in the following curriculum tracks: (1) The History and Development of Analytical Psychology, (4) Analytic Process Colloquium, and (5) Process Group.

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 (ATP) 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 candidate 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 candidates to see themselves as other's see them. Candidates then can take the evaluations of the monitoring committees back to their consultants and especially their analysts to work through the perspective and the emotions that have been raised in the interactions with the monitoring committees. Monitoring committees record their perspectives in their biannual reports, which are made available to the candidates, the analysts, and the consultants. Hopefully candidates come 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 candidates to demonstrate their mastery of the theory and practice of Analytical Psychology;
- Provides an environment for analysts to observe and reflect with candidates upon their development as analysts;
- 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 analysts;
- Provides an organized process in which candidates either may be affirmed as developing well toward becoming analysts or may be asked to leave the training program because of

identified personal behaviors or characteristics that render them unsuitable for participation 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 (CSJA) in consultation with candidates.

4.2 Areas for Evaluation: The following general areas are explored with candidates in both group and individual interviews with their monitoring committees. Committee members also utilize the clinical evaluations in the biannual Consultation Reports from candidates' consultants, as well as Analytic Process Colloquium Reports from facilitating analysts, exam reports, and evaluations from instructors.

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 one's 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, and active imagination within the context of the analytic relationship, and with a thorough understanding of transference and countertransference
- 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, analytic process 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 Stage (1 year), Candidacy Stage (1 year), and Control Stage (2 years)
- Monitoring committee approval for advancement
- Successful completion of a Candidacy Paper, the Propaedeuticum exams, three Analytic Process case colloquia presentations, the final Analytic Process Exam and Thesis Exam
- Appropriate level of attendance in classes, Community Training Weekends, etc.
- Interviews with respective monitoring 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 when they have had a significant peer, professional, or personal relationship with them or with a member of that person's family. Also, they are not permitted to consult with evaluative committees. Should any of the above analysts fail to recuse themselves, the applicant, matriculated auditor, or candidate is required to request the recusal in writing to the Director of Training (DOT),

specifying the reason for the request. They are also expected to recuse themselves from the Training Committee or the Chicago Society of Jungian Analysts when policy and procedural matters are being discussed that stem from or directly relate to their current or former analysand.

Analysts sitting on a monitoring committee of a candidate must recuse themselves from being an examiner of that candidate in Propaedeuticum exams, the Analytic Process Exam, and Thesis Exam.

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. See the Recusal Form in Appendix G.

During the entire period of training, candidates have the right to make two and only two “no fault” requests for recusal 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 in 4.3 above). It is the responsibility of monitoring committees to ensure the integrity of the training experience for candidates and matriculated auditors as they progress 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 Jungian analysts, 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 4.10 below).

The responsibility of the monitoring committee chairperson (“Chair”) is to maintain the integrity and boundaries of the monitoring committee process. The Chair is responsible for seeing that Monitoring Committee Reports are written incorporating all views represented on the committee (see Appendix F – Guidelines for Monitoring Committee Interviews and Reports). 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. Once submitted, the Monitoring Committee Report is received by the Training Committee as having the support of all 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. The Committee's intent is to select the most qualified candidates for training. Following the acceptance of the applicant into training, the Admissions Committee is charged with the responsibility of monitoring their progress during the Preliminary Stage of training (first year) and of recommending their advancement to the Candidacy Stage and full candidate status. This monitoring is done through individual and full committee interviews. The full committee group interviews occur on the fall and spring Community Training Weekends (typically in December and May).

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 15th for admission into the Analyst Training Program the following September (see Appendix A for application materials).
- 2) The Chairperson of the Admissions Committee ("Chair") 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 CSJA (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 Program 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) The members of the Admissions Committee will meet to review all

applications and to select those applicants who will be invited for individual interviews.

- 5) Individual interviews for all applicants will be in-person interviews with each member of the Admissions Committee, and will 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. Because of the importance of these interviews and because telecommunication technologies are often not available, analyst participation by videoconference (e.g., Adobe Connect, GoToMeeting, or Zoom) is permissible only as an exception for unusual circumstances and by permission of the Admissions Chair. Individual interview appointments, once set, are not negotiable.
- 6) 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 group interview requires a majority vote of the committee. The Admissions Chair 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.)
- 7) The Admissions Committee Chair arranges the schedule and location for the group interviews and invites applicants selected for advancement to an in-person, full committee group interview, usually conducted at the Jung Institute offices. The date is not negotiable and is typically scheduled in late April. Because of the importance of these interviews and because telecommunication technologies are often not available, analyst participation by videoconference (e.g., Adobe Connect, GoToMeeting, or Zoom) is permissible only as an exception for unusual circumstances and by permission of the Admissions Chair.

At this time in the process, the Admissions Committee Chair will send a notice to all members of the Institute/Society indicating the names of those applicants who have been invited to the full committee group interview. Members will be requested to contact the Admissions Chair if they have any concerns regarding these applicants.

The Admissions Committee Chair will notify applicants not selected for advancement of the Committee's decision. The Chair will submit an internal report outlining the Admissions Committee decision-making process regarding non-acceptance of each applicant to the Training Committee for the Institute files.

- 8) 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.

- 9) The Admissions Committee will prepare a report incorporating all of the opinions of the committee members concerning each applicant. If salient issues (see Section 4.2 above for examples) to be followed in training are identified in this interview process, they are to be included in the Admissions Committee Report. The Admissions Committee Chair will send the report to the accepted applicant, and send a copy to the Program Assistant for inclusion in the applicant's file.
- 10) The recommendation of the Admissions Committee is subject to the approval of the Training Committee.
- 11) The Admissions Committee Chair notifies applicants of their acceptance/non-acceptance by letter. The Chair shall also provide with this letter the list of Recommended Summer Readings for the Matriculated Auditors (see Appendix R).
- 12) The acceptance of an applicant to the Analyst Training Program is valid for the training year beginning in the fall following the admissions process. If applicants request 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 group 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 applicants wish to postpone their matriculation for more than one year, then they will need to follow the full admissions process again, including the payment of application fees.
- 13) 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.
- 14) Decisions regarding admission 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.
- 15) Applicants must inform the Institute of their intention by June 1st.

4.4.1.b Procedure for Monitoring Matriculated Auditors in the Preliminary Stage

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 training year, matriculated auditors must have one individual interview with each member of the Admissions Committee and two full committee group interviews. Matriculated auditors are responsible for scheduling the individual interviews such that they have met individually with half of the Admissions Committee members prior to the Fall group interview, and so that all individual interviews are completed prior to the group interview. The Chair of the Admissions Committee schedules group interviews (see the Admissions Committee calendar), with at least six (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 biannual 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 in the Candidacy Stage. 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 six (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 biannual 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 is to be discussed during the next committee interview.
- 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 Control 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 Control Stage candidates' continued suitability for training, their attainment of a thorough understanding of and ability to articulate the theory of Analytical Psychology, their ability to function clinically as analysts, their ability to contribute to the theory of Analytical Psychology, and particularly their 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 biannual reports from the Control Analyst(s), reports by Analytic Process (case) Colloquium facilitators, instructor feedback, Analytic Process 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 (6) 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 (Admissions, Candidacy, and Certifying) are all focused on the training process of each candidate as well as his/her academic and professional formation. In addition to regular committee meetings, it is required that each Control Stage candidate, after a minimum of 50 hours of control work, and when requesting to take the last final exam (whether the Thesis Exam or the Analytic Process Exam) that the candidate participate in a special 1 ½-hour interview with all members of the Certifying Committee. The purpose of this interview is to assess the psychological maturity of the candidate and his/her readiness to become an analyst. It is an opportunity for the candidate to formally explicate their journey through the analytic training process and to claim his/her newly developing identity as an analyst. Before the extended interview, the Certifying Committee will audit the entire training record of the candidate to insure that all salient issues (course completion hours, consultant/analytic hours) have been met. After the interview, the committee will assess the psychological readiness of the candidate to proceed to taking his/her final exam and completing his/her training. Should the committee assess that the candidate is not ready to complete his/her training, the committee will specify the additional work required of the candidate and will hold a second extended interview before the candidate is granted permission to take the last exam and complete his/her formal training process.
- 3) Certification Recommendation. After the Thesis and Analytic Process 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 Analytic Process 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 Reports and monitoring committee reports to both their Personal Analysts and their Practice Consultants/Control Analysts, where the salient issues can be addressed and worked through.
- 4.6 Instructor Feedback on Candidates:** At the conclusion of each year-long course, the instructor/instructors will complete an online 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, candidates will complete an online survey giving feedback on the course and the instructor/instructors (see Appendix H). These forms are distributed by and returned to the ATP Program Assistant. The form provides a place for a quantitative as well as a qualitative assessment. The results of online 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 Reports and Analytic Process Colloquium Reports**
- 4.8.1** The consulting analyst (Practice Consultant/Control Analyst) issues a draft of his/her Consultation Report and discusses it with the candidate six weeks before the Fall and Spring monitoring committee group interviews. After discussion with the candidate, the Practice Consultant/Control Analyst makes any agreed-upon revisions, and sends/emails the Consultation Report to the candidate, the monitoring committee Chair, and the Program Assistant by four weeks before the Fall and Spring monitoring committee group interviews.
- 4.8.2** The Program Assistant notes the receipt of the Consultation Report on the candidate checklist, places the report in the candidate's file, and emails another copy to the monitoring committee Chair.
- 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 Interviews and Reports). 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 Monitoring Committee Report to the candidate for review.
- 4.9.4** After the candidate has reviewed the report and the committee has reviewed any further revisions, the committee Chair sends the Monitoring Committee Report to the Program 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 Program Assistant notes the receipt of the final Monitoring Committee Report on the candidate checklist, 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 telecommunications 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 must obtain from their clients an Authorization for Release of De-Identified Information. **Appendix L** contains two forms; one if the candidate is using telecommunications technologies and one if the candidate is not using telecommunications technologies. It is permissible for the candidate to use their own consent form as long as it contains the same information. It is recommended that this be done either when the candidate begins training, or when the client begins therapy (see Appendix L).
- 5.3 Waiver:** The DOT shall obtain a waiver from each training analyst and candidate who uses telecommunications 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—one for analysts and one for matriculated auditors and candidates.
- 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 telecommunications technologies, and it is the mode in which most analysts are currently trained. The second preference would be to use video telecommunications technologies (e.g., Adobe Connect, GoToMeeting, Skype, Zoom, 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 (i.e., 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 telecommunications 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 telecommunications technology as long as the presenting candidate and the facilitating 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 telecommunications technologies in training.

- 5.7 Reports:** Consultation Reports and Analytic Process Reports shall include the number of sessions held in-person, by video telecommunications (e.g. Adobe Connect, GoToMeeting, Skype, Zoom, etc.), and by audio telecommunications (i.e., telephone).
- 5.8 Sending Confidential Information:** All communication by telecommunications technologies of confidential information like Consultation Reports, Colloquium Reports, and Analytic Process Reports should be encrypted before sending. Microsoft Office Word and Adobe Acrobat make 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 recipients so they can open the document. Annually a password will be assigned by the DOT that all analysts and candidates 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 the postal system for communicating reports.
- 5.9 Control Cases:** Control cases must be conducted primarily face to face. Any sessions conducted by telecommunications must be noted in the Analytic Process Report.

6. PRELIMINARY STAGE

6.1 Purpose: During the Preliminary Stage, candidates in their first year of training, officially designated as “matriculated auditors,” meet with their monitoring committee, the Admissions Committee, to assess the mutual “fit” of the training program and their 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 4.4.1).

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 Monitoring Committee Interviews:

(See 4.4.1.a “Procedure for the Selection of Candidates” for Admissions Committee procedures regarding applicants in distinction from procedures for Matriculated Auditors.)

During the Preliminary Stage, the members of the Admissions Committee will continue to monitor those matriculated auditors they recommended for acceptance. Each year, matriculated auditors must meet once individually with each of the members of the Admissions Committee and twice with the whole committee. **Matriculated auditors are responsible for scheduling individual interviews with each member of the Admissions Committee:** Over the course of the training year, they should meet with half of the Admissions Committee members by December, and all individual interviews should be completed prior to the spring group interview. The Admissions Committee Chair schedules the group interviews to meet on Fridays of the fall and spring Community Training Weekends. (Sometimes Thursdays may be needed, if the number of candidates is large.)

The Admissions Committee will arrange to meet with each matriculated auditor for two full committee group interviews, one in the winter and one in the spring, usually at the time of the Community Training Weekends in December and May. Because of the importance of these interviews and because telecommunications technologies are often not available, participation by video conference (Adobe Connect or GoToMeeting) by analysts is permissible only as an exception for unusual circumstances and by permission of the chair. These Admissions Committee group interviews are to be scheduled by the Admissions Committee Chair at least six (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 training, the committee will recommend to the Training Committee that the matriculated auditor be advanced to the Candidacy Stage of training. The Admissions Committee Chair will write an Admissions Committee 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 4 System for Evaluation). After approval by the Training Committee, the Program 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 Candidates: 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. Matriculated auditors are expected to select their consultant before the end of October. See Section 12.5 for information about consultation fees. See also Section 9 – Consultation.

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. Biannually, we will request that your personal analyst verify only your total hours of analysis. (See Appendix Q for the Record of Hours of Analysis Form.)

6.7 Presenters in Public Programs

Matriculated auditors in the Preliminary Stage and candidates in the Candidacy Stage of training are not permitted to be presenters in the other programs at the Institute, but if they wish, may be presenters while in the Control Stage of training. This policy respects the initiatory process of training in which the early years involve sitting with and containing the "not knowing" experience, while developing the knowledge, skill, and personal authority to be

an analyst. This limitation enables the development of a well-grounded and embodied authority as an analyst, and protects the candidate from a dangerous, seductive inflation.

7. CANDIDACY STAGE

- 7.1 Purpose & Definition:** During the Candidacy Stage, the candidate is expected to:
- a) develop an organized understanding of the basic theory of Analytical Psychology (see below for the subject areas of the Propaedeuticum Exams),
 - b) have identified the dynamics of their major complexes so as to be able to recognize their functional presence when doing therapy/analysis
 - c) have developed their self-understanding sufficiently to be able to work with transference and countertransference dynamics in control analysis.

The Candidacy Stage of training begins with successful passage from the Preliminary Stage. The Candidacy Stage ends when the candidate 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 monitors their training. The Candidacy Committee continues to monitor the development of analytic skills and knowledge, as well as personal growth. Each year candidates must meet once individually with each of the members of the Candidacy Committee and twice with the whole committee. Candidates are responsible for scheduling individual interviews over the course of the training year, so they have met with half of the Candidacy Committee members by December, and all individual interviews are completed prior to the spring group interview. The Candidacy Committee Chair schedules the group interviews to meet on Fridays of the fall and spring Community Training Weekends. (Sometimes Thursdays may be needed, if the number of candidates is large.)
- 7.4 Composition of the Candidacy Committee.** See Recusal Policy in Section 4.3 and Recusal Form in Appendix G.
- 7.5 The Candidacy Paper:** In the candidates' first year in the Candidacy Stage, they are required to write a 15-page paper (double-spaced, 12-point font, 1" margins) on an aspect of Analytical Psychology. The paper shall demonstrate the candidates' capacity to write both theoretically and clinically within the perspective of Analytical Psychology. This paper should be submitted to all members of 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 group interview.

7.6 Consultation: Weekly consultation continues as it did in the Preliminary Stage (see Section 6.5 and Section 9 – Consultation).

7.7 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. Biannually, we will request that your personal analyst verify only your total hours of analysis. (See Appendix Q for the Record of Hours of Analysis Form.)

7.8 Presenters in Public Programs

Matriculated auditors in the Preliminary Stage and candidates in the Candidacy Stage of training are not permitted to be presenters in the other programs at the Institute, but if they wish, may be presenters while in the Control Stage of training. This policy respects the initiatory process of training in which the early years involve sitting with and containing the “not knowing” experience, while developing the knowledge, skill, and personal authority to be an analyst. This limitation enables the development of a well-grounded and embodied authority as an analyst, and protects the candidate from a dangerous, seductive inflation.

7.9 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 (thus a blind evaluation). 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.

7.9.1 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-page paper (double-spaced, 12-point font, 1” margins). 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, Analytic Process Colloquia, final Analytic Process Exams, and Thesis Exams.

7.9.2 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, 12-point font, 1" margins). 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, Analytic Process Colloquia, final Analytic Process Exams, and Thesis Exams.

7.9.3 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.

7.9.4 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

7.9.5 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

7.9.6 Composition of Exam Committees: The Written Exam Committee is made up of three analysts from the Chicago Society of Jungian Analysts (CSJA). The Oral Exam Committee is made up of two CSJA analysts and one IAAP member of another society. The IAAP representative functions to affirm that the candidate has met the standards of the IAAP

for this exam. The Chicago Society Analysts function to affirm that the candidate meets the standards of the CSJA. Since they know the Chicago training program, they are also to attend to not expecting the candidate to know what has not been covered in the Chicago training by the time of the exams. 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 (Section 4.3) and the Recusal Form (Appendix G) regarding who is not permitted to serve on the Exam Committees.

7.9.7 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.

7.9.8 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 candidates fail one or two of the Propaedeuticum Exams in June, they 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.

7.9.9 Announcement of Exam Results: A candidate taking the written Propaedeuticum Exams in the winter (usually December) 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 Committee 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 one or both of the final exams (Analytic Process Exam and Thesis Exam) 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 candidates 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 seven (7) colloquia. After attending ten (10) colloquia in person, the candidate is expected to attend in person if reasonable, but may attend by web and phone conference call (see Section 5 for additional details). Candidates are expected to talk with the Certifying Committee about the specific arrangements they will follow for colloquia.
- 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 individual interviews over the course of the training year, so they have met with half of the Certifying Committee members by December, and 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 fall and spring Community Training Weekends. (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, a candidate who has completed 50 hours of control analysis 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 Analytic Process 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. Candidates should view the colloquia as serious preparation for their Analytic Process Exams, where the professional quality of their analytic work will be demonstrated and evaluated. While candidates' Control Analysts, given their unique vantage point within the ongoing work, are likely to have a significant influence on the candidates' 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 candidates' own thinking and analytic work.

The purpose of the Analytic Process Report write-up is to identify, describe, illustrate, and explain the process and development of the relationship between the candidate and the analysand. Sufficient material about the client must be presented for the reader to imagine the client but the primary focus is upon the activity and experience of the candidate in the analytic vessel with this particular analysand. The write-up is to provide sufficient material for the candidates, consultant, and eventually the examiners to grasp what was analytic about the work. Thus, the document is called an "Analytic Process Report" rather than a "case report/write-up."

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 Colloquium 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 Analytic Process Exam. 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.

Candidates from other institutes (e.g., IRSJA or any IAPP-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 8.5).

8.5 Guidelines for Analytic Process 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 - Telecommunications 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 see a copy of the "Acknowledgement of Consultation Form" signed by the candidate and the Control 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, of course, are 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 telecommunications 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 colloquia. Throughout training, candidates are expected to obtain the agreement of the monitoring committee regarding their particular situation and their use of telecommunications technologies. Each candidate must present at three Analytic Process Colloquia in order to fulfill the minimum requirements in order to sit for the Analytic Process Exam. Usually, a candidate

will not present at more than two analytic process colloquia per year.

8.5.5 Guidelines for Colloquium Analytic Process Report: The written colloquium Analytic Process Report should be a minimum of 15 to 20 pages, double-spaced, but may also be a draft of the write-up as the candidate plans to present it for the Analytic Process Exam and thus may extend to a maximum of 50 pages. Appendix C provides an outline of the material to be covered for a colloquium, but the Analytic Process Report for the colloquium does not need to follow the outline.

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 Section 5 – Telecommunications Technology Guidelines).

8.5.7 Role of Facilitating Analyst: The analyst is to function as both a facilitator of the colloquium process and as a consultant to the candidate. In the colloquium, candidates are presenting their work to their peers for affirmation, insight, and alternative perspectives. The analyst is a facilitator of this process. The process in the colloquium can represent a parallel process to the analytic process of the case, and it is useful for this process to be observed and consciously addressed. At the same time, the analyst is expected to present his or her own comments about the Analytic Process Report and the presentation. Each consultant/facilitator is free to develop their own colloquium plan with the candidate. Many different approaches have been used.

One format that some analysts use that was liked by the candidates begins with the candidate updating the analytic process since the report. Then after a few minutes of reflection, each colloquium participant expresses what they appreciate about the analytic work and report, and indicates 2–3 questions they would like to hear discussed. If someone else has the same question, they indicate that in order for all to have a sense of the strength of impressions. All questions are heard before any are discussed. The consultant/facilitator writes down the appreciations and the questions. Then the discussion of the questions begins. During the break, the presenting candidate and the facilitator can review which remaining questions would be good to discuss in the time left.

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 Analysis with a Control Analyst for graduation. (Hours spent previously in “practice consultation” do not count towards these 100 hours.) Fifty hours (50) of the 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 another Control Analyst, other than the one with whom the candidate has

consulted most during the Control Stage. A candidate must remain in consultation throughout the program. Candidates who have passed the final Analytic Process Exam may consult with Control Analysts on a bi-weekly basis instead of a weekly basis. (See also Section 9 – Consultation.)

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 Selection 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 Chicago Society of Jungian Analysts (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 the Control Analyst terminates before the two year and 100-hour requirement 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 Analytic Process 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 (CSJA) and an analyst from another society who is a member of the International Association of Analytical Psychology (IAAP). The IAAP representative functions to affirm that the candidate has met the standards of the IAAP for this exam. The CSJA analysts function to affirm that the candidate meets the standards of the Chicago Society. Since they know the Chicago training program, they are to also attend to not expecting the candidate to know what has not been covered in the training by the time of the exam. 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 Recusal Policy in Section 4.3 and Recusal Form in Appendix G.).

8.9.3 Exam Committee Composition: See Recusal Policy in Section 4.3 and 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 Analytic Process 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 the Analytic Process

Exam 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 Analytic Process Exam, the candidate must submit the final draft of the two Analytic Process Reports to the three examiners. These reports shall follow APA guidelines, in 12-point font, double-spaced with 1" margins, and shall be no longer than 50 pages (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 at least 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” who is a member of the IAAP and another society. The IAAP representative functions to affirm that the candidate has met the standards of the IAAP for this exam. The Chicago Society Analysts function to affirm that the candidate meets the standards of the Chicago Society. Since they know the Chicago training program, they are to also attend to not expecting the candidate to know what has not been covered in the training by the time of the exam. 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.

8.10.6 Submission of Thesis to the Institute Library: All candidates, upon passing the Thesis Exam, are required to provide to the Institute Library Committee Chair either:

- a. A complete digitized version of the thesis for inclusion in the library holdings of the Institute. The author shall be willing to have this copy made available without restriction to anyone requesting to read it.
- b. Or, if the candidate wishes to restrict access to the full thesis by requiring permission of the author, then the candidate is required to provide a digitized copy of a 2–10-page summary of the thesis which is to include the title, author, date of the thesis, a copy of the contents page, an extended summary of the thesis, a copy of the bibliography, and the author’s contact information.

The Institute shall maintain a digitized version of either the full thesis or the thesis summary in a fully accessible place at the Institute and as soon as feasible to have this thesis material available on the Institute website.

All theses of graduates of the ATP shall be listed in the catalog of the library holdings.

8.11 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. Biannually, we will request that your personal analyst verify only your total hours of analysis. (See Appendix Q for the Record of Hours of Analysis Form.)

8.12 Policy on Separate Exam Times: Candidates do not have to take their Analytic Process Exams and their Thesis Exams during the same exam period.

8.13 Recommendation for Certification: After the Thesis and Analytic Process Exams 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 following training year (September). 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 theses.
- 8.15 Membership in the Chicago Society of Jungian Analysts:** New diplomate Jungian Analysts wishing to join the Chicago Society of Jungian Analysts (CSJA) are expected to apply by letter to the Chair of the Professional Standards Committee. At the next meeting of the CSJA, the Chair of the Professional Standards Committee presents the applying Jungian Analyst(s) to the society membership, and the CSJA votes by written ballot on the membership request. In order to be admitted to the International Association for Analytical Psychology (IAAP), an analyst must first become a member of a local society.

9. CONSULTATION

9.1 Consultation: Weekly consultation (previously called “supervision”) 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 (CSJA). Consultation is a contractual agreement among the Training Committee, the consulting analyst, and the candidate. 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 biannual 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 (see 9.2 below). 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 by the candidate and consulting 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 candidates to change their consulting analysts.**

9.2 Consultation Reports: Six weeks prior to the Fall and Spring monitoring committee group interviews, 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 Guidelines). In addition to these biannual reports, consultants are required to write a final report at the conclusion of any consulting relationship. All Consultation 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 interviews with candidates and, in turn, communicate the outcome of these reports to the Training Committee. All Consultation Reports are placed in the candidates’ files. Candidates are expected to present their Consultation Reports to their personal analysts for information and discussion. Consultation Reports are to include information on 1) the total number of consultation hours to date, 2) the number of hours since the last report, 3) the number of in-person sessions, and 4) the number of videoconference sessions.

9.3 Practice Consultation: Preliminary and Candidacy Stage consultation is called "practice consultation." The Practice Consultant is an analyst member of the CSJA 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. (See Section 5 for the acceptable distribution of hours using electronic media; see also Sections 6.5 and 7.6.)

- 9.4 Control Analysis:** Control Stage consultation is called “Control Analysis.” The consulting “Control Analyst” is an analyst member of the CSJA 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. A minimum of fifty (50) hours of that Control Analysis are to be dedicated to a single case with a single Control Analyst. Each candidate in the Control Stage is also required to do a minimum of 25 weekly or bi-weekly hours with another Control Analyst, other than the one with whom the candidate has consulted most during the Control Stage. (See Section 5 for the acceptable distribution of hours using electronic media; see also Section 8.6.)
- 9.5 Acknowledgment of Professional Consultation:** Candidates are required to verbally inform their clients that they regularly participate in professional consultation. Practice Consultants/Control Analysts 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 (IAAP) 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 consultant. 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. Consultants 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, consultant, 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 consultants and Analytic Process 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 consultant 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 member, 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 member, or staff member concerning their ethical practice, the Director of Training 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 member, or professional staff or against a candidate by an analysand 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 Director of Training 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 Director of Training 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 Director of Training 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 Director of Training 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 Director of Training (DOT) concerning significant matters and shall promptly notify the DOT 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 Director of Training except in any case the DOT shall receive a copy of the final written report of the PSC.)
- 10.3.7** The Chair of the PSC and the Director of Training 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 candidate 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 candidate 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 Candidate During Leave:** While most of the requirements of training are suspended for the period of the leave, the candidate is required to do the following:
- 11.4.1 Monitoring Committee Interviews:** Meetings with individual members of the appropriate monitoring committee and with the monitoring committee as a whole are required as usual as a means of maintaining contact between the candidate and the ATP.
 - 11.4.2 Community Training Weekends:** Attendance is required as a means of maintaining contact between the candidate 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 candidate must submit a written request, including reasons for desiring a leave of absence, to the appropriate monitoring committee Chair. The monitoring committee will consider the request on its own merits and may require a personal meeting with the candidate. 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 in accordance with the cost of living. See the Schedule of Fees (Section 12.7 below) for current fees. Tuition includes the cost of all course work, a subscription to the Psychoanalytic Electronic Publishing Web Archive (PEP-Web), access to the Institute library, and a 50% discount on audio and video downloads in the Institute Store. Tuition does not cover the cost of food, transportation, parking, or other incidentals. Included in the tuition are two Community Training Weekends (CTW). The Fall CTW is held in Chicago; the Spring CTW is normally held off-site at a resort. The Institute will issue each candidate a \$200 check to offset the resort accommodation expense; any fees over that amount will need to be covered by the individual candidate.
- 12.2 Due Date:** Tuition must be paid in full at the beginning of the training 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 ATP must be made in writing to the appropriate monitoring committee Chair prior to the first monitoring committee group interview in December. 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 may entail additional fees.
- 12.5 Consultation, Analysis, and Thesis Advising Fees:** Candidates pay these fees directly to the analysts. By a decision of CSJA in 1996, consultation fees for both the "practice consultation" and "control analysis" are fixed (see 12.7 below). The fees for the personal analyst and the thesis advisor are determined by the analyst and candidate.
- 12.6 Loans:** Candidates 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 Loans and Tuition Waivers.

12.7 Schedule of Fees: 2017–2018

*Tuition	Annually	\$4,950
	By Trimester	\$1,650 (September, December, March)
Leave of Absence	Annually	\$550
Propaedeuticum Exam		\$1,000 (\$700 for oral; \$300 for written)
Analytic Process (Clinical) Exam		\$500
Thesis Exam		\$500
Consultation		\$100 (maximum fee per session)
Application Fee		\$500

*Tuition may increase annually in accordance with the cost of living. The Director of Training, in consultation with the Training Committee and the staff, annually recommends any tuition increases to the Board of the Institute, which makes the final decision.

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, consultant, or instructor 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 an instructor may appeal the decision.

- 1) The Candidate must first discuss the matter with the Chair of the committee, the consultant, or the instructor 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 instructor 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 instructor 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, consultant, or instructor 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, instructor, 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 instructor 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 instructor 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, consultant, or instructor in question.
- 10) The Grievance Committee, after gathering and reviewing all relevant information, will make a final determination.

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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 address(es) of your supervisor(s) and the number of hours of supervision:

List the name(s) of your personal analyst(s) with his/her/their address(es), and the dates your analysis started and ended (100 hours of analysis required for admission). Please contact him/her/them and ask him/her/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:

Analyst Training Program

Application for Training

Page 4

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 (~2000 words)
- (6) The notarized waiver (see page 5)
- (7) Non-refundable application fee (\$500 check or money order) made payable to the *C. G. 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) Letter(s) 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, 2018 to:

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

Application Procedure

Qualified applicants to the Analyst Training Program (ATP) of the C. G. Jung Institute of Chicago (the Institute) will be required to attend on-site interviews with the Admissions Committee on the weekends of March 17 and April 21, 2018.

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 and Fees:

Tuition for the 2018–2019 academic year is \$4,950. Tuition includes the cost of all course work, a subscription to the Psychoanalytic Electronic Publishing Web Archive, access to the Institute library, and a 50% discount on audio and video downloads in the Institute Store. Tuition may increase annually in accordance with the cost of living. Weekly personal analysis and case consultation are requirements of the ATP; these fees are not included in the tuition, but are limited to no more than \$100 per session, to be agreed with the analyst(s) and consultant(s). Tuition does not cover the cost of food, transportation, parking, or other incidentals.

Propaedeuticum Exam, Analytic Process Exam, and Thesis Exam fees are additional.

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WAIVER FOR PROSPECTIVE CANDIDATES

As an applicant for admission to the Analyst Training Program, I 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.

Signed: _____

Date: _____

SUBSCRIBED AND SWORN TO BEFORE ME this _____ day of _____, 20__.

Notary Public in and for

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

The Admissions Committee is responsible for assessing the qualifications of applicants to the Analyst 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. The Admissions Committee's intent is to select the most qualified candidates for training 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).

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, 2018 for admission into the Analyst Training Program for the 2018–2019 academic year, which will begin in September 2018.
2. The Chair of the Admissions Committee (Admissions Chair) 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 Chicago Society of Jungian Analysts (CSJA)—excluding personal analysts or analysts with prior personal relationships—for inspection and comment. All comments will be communicated directly and only to the Admissions Chair.
3. The Admissions Chair will notify all committee members of the names of the applicants and will request that a staff member duplicates all of the application materials and circulates them among committee members for study by February 1, 2018. Any committee member who has been a personal analyst to an applicant or has 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. Applicants selected for consideration will be invited to be individually interviewed by all members of the Admissions Committee. The Admissions Chair will arrange the schedule for these individual interviews and notify the applicants. Individual interview appointments, once set, are not negotiable. For the 2018–2019 academic year, individual interviews will take place on March 17, 2018 at the Institute office (53 W Jackson Boulevard, Suite 438) in Chicago.
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 2018–2019 academic year, initial notification letters to applicants will be mailed no later than April 1, 2018.

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7. Applicants selected for advancement will be invited to a full committee group interview. The Admissions Chair will arrange the schedule for the full committee group interviews and notify the applicants. Group interview appointments, once set, are not negotiable. For the 2018–2019 academic year, group interviews will take place on April 21, 2018 at the Institute office (53 W Jackson Boulevard, Suite 438) in Chicago.
8. 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.
9. Applicants not selected for advancement will be notified of the Admissions Committee's decision. An internal report outlining the Admissions Committee decision-making process will be submitted to the Training Committee for the Institute files.
10. A notice will be sent to all members of the CSJA indicating the names of those applicants who have passed the full committee group interview. Members will be requested to contact the Admissions Chair 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 2018–2019 academic year, final notification letters will be mailed no later than May 15, 2018.
13. The acceptance of an applicant to the Analyst Training Program is valid for the following academic year (2018–2019). If applicants request 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 group 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 applicants wish to postpone their matriculation for more than one year, they 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 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, 2018.

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APPLICATION CHECKLIST

Name of Applicant: _____

Date of Desired Admission: _____

_____ Completed application form

_____ Recent photograph

_____ State license to practice psychotherapy

_____ Malpractice insurance certificate

_____ Curriculum vitae

_____ Autobiography (2000 words, typewritten)

_____ Notarized waiver

_____ \$500.00 check/money order made out to the C. G. Jung Institute of Chicago

_____ Academic transcripts

_____ Letter(s) from analyst(s) 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)

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 with the candidate.

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 a preference for 6 months, at the time of selection as a control case.

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 Report.

Guidelines for the Analytic Process Reports

In the written Analytic Process Reports and the oral Analytic Process Exam, you, the candidate, 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 narratives 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 other'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 Analytic Process Report. Please follow the APA style guidelines, and limit your written Analytic Process Reports to no more than 50 pages each. Write a one-page summary as a preface to each report.

I. Frame Issues

- A. Identifying Information:** Describe the analysand’s age, gender, race, nationality, sexual orientation, marital status, education, profession, and 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 and videoconference 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 other than the analysand, e.g., 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, i.e., typical interactions.
- I. Acknowledgement of Professional Consultations:** Was the analysand informed of your obtaining consultation?

- J. Use of telecommunications:** Identify the use of telephone, texting, e-mail, and videoconferencing (e.g., Adobe Connect, Skype) 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, e.g., 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 these function within the analysand's life, as well as archetypal motifs and images that inform the analysand's 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/Countertransference Overview:** Describe the major shifts in the transference/countertransference 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 countertransference 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 each of your written Analytic Process Reports. These report should not exceed 50 pages each.



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

**Consultation Form
Use of Telecommunications Technology**

Candidate: (Print Name) _____

Practice Consultant/Control Analyst: (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 in Practice Consultation/Control Analysis with consulting analysts. This consultation may be conducted via the use of telecommunications technology. Telecommunications technology includes two-way, live interactive communication with audio and video (e.g., Skype, Adobe Connect, GoToMeeting, Zoom), 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 Candidate

Date

Signature of Practice Consultant/Control Analyst

Date

Guidelines for Biannual Consultation Reports

Consulting analysts work on behalf of the Training Committee as well as the candidate. Their written consultation reports evaluate the candidates' clinical work as seen through Practice Consultation and Control Analysis. The reports that consultants write are central to the training process: they document the consultant's close observation of the candidate's development as an analyst; they provide an informed overview of the candidates' developing ability to integrate their analytic training into their clinical practice. These evaluative reports provide the major substantive data for the monitoring committees and bring the evaluative component to the forefront of the candidate's reflections.

Consultation Reports are due four weeks prior to the meeting of the monitoring committees on the fall and spring Community Training Weekends, and should include the following:

1. The date when the consultation began
2. The total hours completed to date, including the number by phone and/or video conference, and the hours in each category since the last report.
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 Program 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 Analytic Process Report prior to it being submitted by the candidate for the final Analytic Process Exam.

Guidelines for Monitoring Committee Interviews and Reports

The biannual 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 biannual written report (i.e., the Admissions Committee Report, Candidacy Committee Report, or Certifying Committee Report) that is sent to the candidate, the Practice Consultant or Control Analyst, and the Director of Training. 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

C G 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. Please list your 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 exam 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. If desired, please list them below. If you have questions regarding the composition of your committee, please contact the Director of Training.

Candidate’s Name: _____ Date: _____

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

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

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

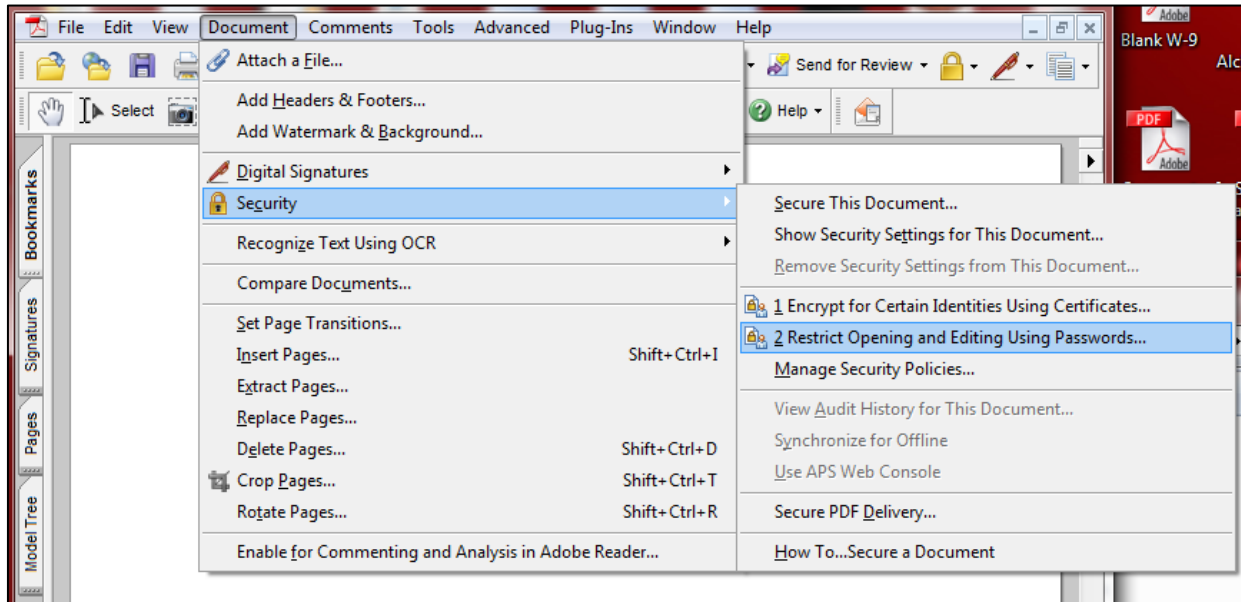
- 1) Open the document in Word
- 2) Under “File > Info > Permissions” click “Protect Document”
- 3) Select “Encrypt with Password”



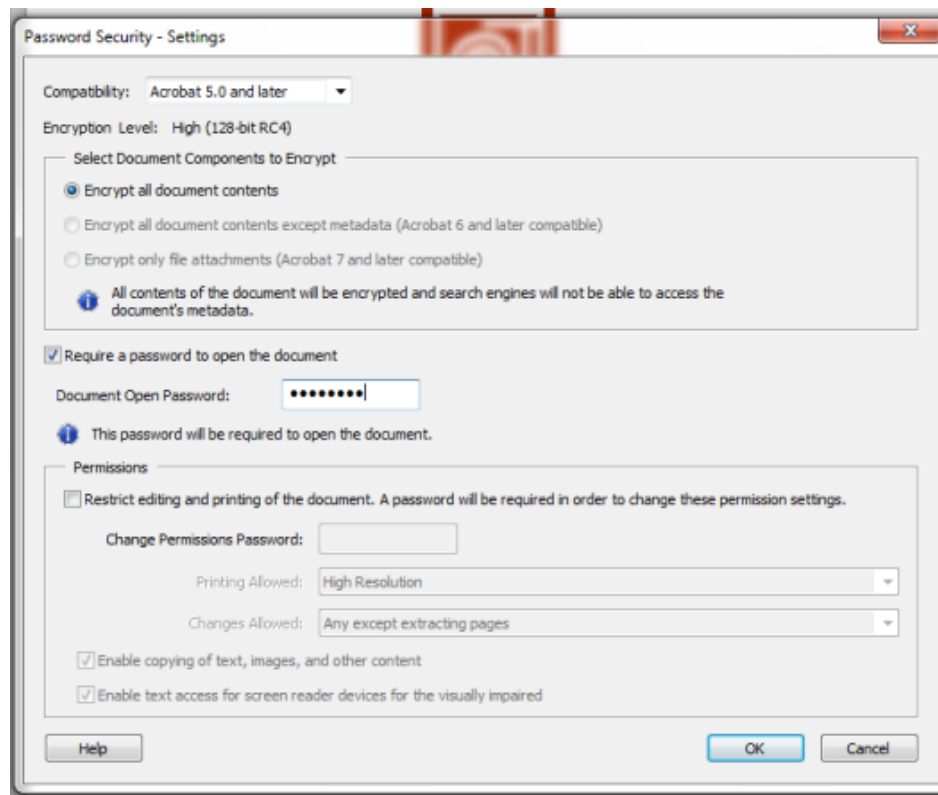
- 4) Then a box will open with the current password already typed in (but hidden). Delete the password, leave the field blank, and click “Ok”.
- 5) Save the document.

Password-Protecting a PDF Document

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



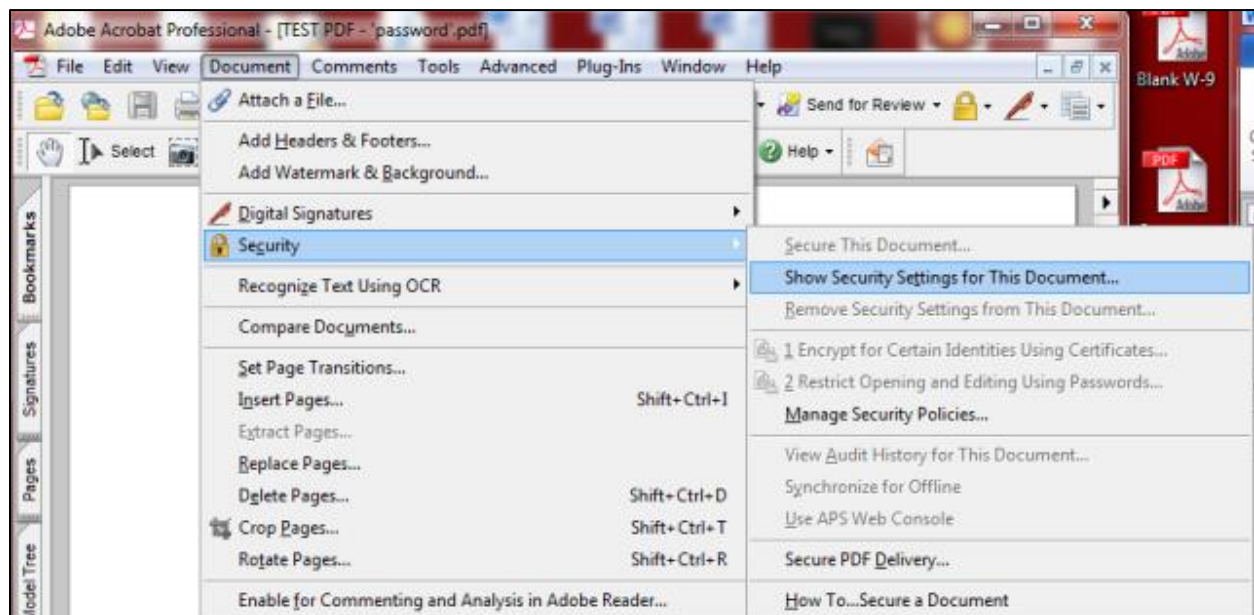
- 3) Click "Require a password to open the document" and enter the password you want to use



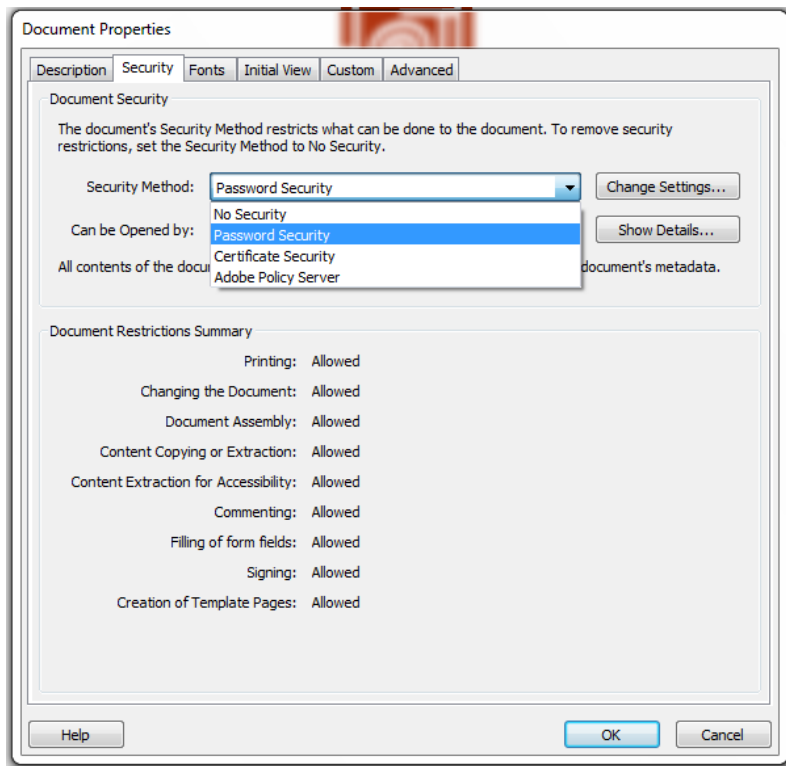
Removing
Password-

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”





**C. G. Jung Institute of Chicago
Analyst Training Program
Theory & Practice Curriculum
Resource Syllabus**

- K1: Amplification and the Use of Fairy Tales, Mythology, and Film in Analysis**
- K2: Attachment, Affect Regulation, and Dissociation**
- K3: The Complex**
- K4: Dreams & Active Imagination**
- K5: Eros & Sexuality in Analytical Psychology**
- K6: Important Psychoanalytic Theories**
- K7: Jungian Analytic Attitudes**
- K8: Post-Jung Contributors to Analytical Psychology**
- K9: Psychic Structure (Ego, Persona, Shadow, Anima & Animus, Collective Unconscious)**
- K10: Psychopathology in Analytical Psychology**
- K11: Spirituality and the Archetypal World in Analytical Psychology**
- K12: Transference Countertransference & The Interactional Field**



**C. G. Jung Institute of Chicago
Analyst Training Program
Theory & Practice Curriculum
Resource Syllabus**

Course Title: Amplification and the Use of Fairy Tales, Mythology, and Film in Analysis

Course Description:

This course will address Jung's clinical synthetic method of amplification and the use of myths and fairytales as elements in the process of clinical interpretation. Jung distinguished his synthetic approach to the interpretation of clinical material, based on the gradual elaboration of psychic material, from Freud's analytic method, which seeks to reduce psychological phenomena to elementary repressed wish structures. The basis for Jung's approach to psychic material, such as dreams, fantasies and even hallucinations, lay in Jung's theory of the collective unconscious and the role of archetypal material at work in these phenomena. The activity of the collective unconscious in the psychic economy was, Jung argued, characterized by the manifestation of material that closely resembles the structure, and even the content, of mythological patterns found throughout the world's cultures. Thus, to fully appreciate the clinical material that derives from the level of the collective unconscious it is important to have a working knowledge of mythology and related patterns, such as fairytales, and understand the process by which these materials can be brought to bear in the clinical setting. The course will address Jung's basic writings on the role of myth in the process of amplification, as well as clinical papers from the major peer reviewed journals dealing with analytical psychology. Students will be expected to bring material from their own clinical practices for discussion.

Learning Objectives: Students will be able to:

- 1) Describe techniques of amplification for the interpretation of psychologically significant material such as dreams and fantasies in their clinical practice.
- 2) Describe how to interpret the dynamics of the transference in their clinical practice.
- 3) Identify and describe the psychological significance of cultural associations presented by their clients in their clinical practice.
- 4) Recognize and describe culturally significant associations from a variety of cultural environments, including but not limited to Indo-European, Native American, Japanese and East Asian.

5) identify the ethical issues involved in the selection of interpretative strategies with their clients.

Required Reading:

Graves, R. (2012). *The Greek Myths*. New York: Penguin Books. (Hogenson note: Graves remains, in my opinion, the best general source for reading the Greek myths. The new printing, for better or worse, has a rather unusual cover, but we may even want to discuss what the cover implies—more on this when we meet. If you have an older version of Graves, which typically came in two volumes, you do not need to get a new copy—the new one has combined the two volumes. Reading Graves should be an ongoing, but not forced, undertaking—good bedtime reading.)

Jung, C. G., & Hinkle, B. M. (2002). *Psychology of the Unconscious*. Princeton, NJ: Princeton University Press.

Jung, C. G. (1966). *The Collected Works of C. G. Jung*. Princeton: Princeton University Press.

Segal, R. A., & Jung, C. G. (1998). *Jung On Mythology*. Princeton, N.J.: Princeton University Press. (Hogenson Note: Segal's book is a compendium of material from throughout Jung's Collected Works and other writings. I intend to use it as a guide to Jung's work with myth. In this role, use the book to prompt reading more extensively in the Collected Works. Please read Segal's introduction before the first class, as well as the material in the first section on Jung and Freud.)

Suggested Viewing:

In terms of things to view, you can hardly turn around without encountering the myth of the hero—or at least it's most common structural form. The original Star Wars is always reliable—although Joseph Campbell had less to do with it than the myth of the movie would have it. The Harry Potter series is also a classic. For more complex mythic structures, try *Apocalypse Now*—be sure to take note of the books that Col. Kurtz has in his room—and for a vision of Mezo-American myth and ritual I do recommend Mel Gibson's *Apocalypto*. If you have not seen these last two be aware that they get a little rough—but the world of myth, as Jung says, is not a quiet or peaceful place. In fact, one of the issues we will be discussing is the problem of affect containment and mitigation. You can also find all sorts of renderings of the Grail legend, ranging from Monty Python and Indiana Jones to Wagner's *Parcival* and for something different, *The Fisher King* with Robin Williams and Jeff Bridges. Regardless of where you turn, you will want to start to see the mythic/archetypal dimensions of a variety of cultural forms (Hogenson).

7-17-17

Original Draft: George Hogenson



**C. G. Jung Institute of Chicago
Analyst Training Program
Theory & Practice Curriculum**

Course Title: Dissociation, Affect Regulation (the feeling function), and Attachment

Course Description:

Analytical Psychology is fundamentally a dissociative theory of the personality which is rooted in the French School of psychology, particularly the work of Pierre Janet. This course begins with a review of this connection and its influence on Jung. It follows then with a review of the heart of Jung's theory, the complex, and its relationship to his understanding of feeling, emotion and affect. Particular attention will be given to the differentiation of the functions and of feelings, the principal task of a well developed feeling function. Shame affect in particular will be examined, as the mis-regulation of it is foundational to dissociation and the appropriate regulation of it is foundational to analysis. Archetypal energy will be examined as manifesting in the emotional life of the personality. After the study of Jung's personality theory, the course will turn to the examination of the development of dissociation through the recent work in attachment theory and affect regulation theory. Peter Fonagy and colleagues will be studied for their contribution of the concept of mentalization and the reflective function. Allan Schore, a developmental psychoanalyst, will be studied for his assertion of the dominance of dissociation, not repression, in psychopathology, for his review of the current brain research which supports this view, for his explanation of how early childhood parental deficits in empathic mirroring influence brain development, and for how analysis and longer term psychotherapy repairs the adult brain. The writing of Donald Kalsched, Trauma and the Soul, and Marcus West, Into the Darkest Places, will be the foundation for integrating attachment theory and dissociation theory with analytic work.

Learning Objectives:

The candidate will be able to:

1. Describe the French roots of Jung's theory of the personality and the centrality of dissociation.
2. Contrast Dissociation with Repression, and Analytical Psychology with Psychodynamic Psychology as regards dissociation.
3. Explain affect regulation as Jung conceptualized it and as Willeford and Stewart have modified it.
4. Describe the function of shame in dissociation and in re-associating split off psychic parts.
5. Describe the various styles of attachment and their manifestations in analysis.
6. Summarize the relationship of mentalization to Analytical Psychology.
7. Describe the effect of inaccurate empathy on brain development.
8. Describe the brain and emotional repair that can be done in analysis.
9. Describe the unique contribution of dissociation theory to analytic work with victims of trauma.

Analytical Psychology Readings:

Ayers, Mary. Mother-Infant Attachment and Psychoanalysis: The Eye of Shame. New York: Brunner-Routledge, 2003.

Hillman, J. (1960). *Emotion: A comprehensive phenomenology of theories and their meaning for therapy*. Evanston, IL: Northwestern University Press. Part III: Integration.

Jung, C. G. (1921). Psychological types, CW 6. Princeton, NJ: Princeton University Press, (1971). Definitions of affect, emotion, feeling, complex, concretism, abstraction, affectivity, differentiation, function, et. al.

Jung, C.G. (1935). The Tavistock Lectures: On the theory and practice of analytical psychology. In *CW 18*, 5 - 182. Princeton, NJ: Princeton University Press, (1950). Section on feeling function.

Knox, Jean. Archetype, Attachment, Analysis: Jungian Psychology and the Emergent Mind. London: Routledge, 2003.

"Knox, Jean. "Developmental Aspects of Analytical Psychology: New Perspectives from Cognitive Neuroscience and Attachment Theory. "chapter 3 in Cambray, Joseph and Carter, Linda. Analytical Psychology: Contemporary Perspectives in Jungian Analysis. New York: Brunner –Routledge, 2004.

Kalsched, Donald. Trauma and the Soul: A Psycho-spiritual Approach to Human Development and its Interruption. (New York: Routledge, 2013).

Stewart, L. H. (1986). Work in progress. Affect and archetype: A contribution to a comprehensive theory of the structure of the psyche. In *The body in analysis*, Murray Stein & Nathan Schwartz-Salant, (Eds.), pp. 183-203. Wilmette, IL: Chiron Publications.

Stewart, L. H. (1987). A brief report: Affect and archetype. *The Journal of Analytical Psychology*, 32, 35-46.

Stewart, L. H. (1996). The archetypal affects. In D. L. Nathanson, (Ed.), *Knowing feeling: Affect, Script and Psychotherapy*, (pp. 271-287). New York: W. W. Norton & Company.

West, Marcus. (2016). Into the Darkest Places: Early Relational Trauma and Borderline States of Mind. London: Karnac Books, Ltd.

Willeford, W. (1975). Towards a dynamic concept of feeling. *Journal of Analytical Psychology*, 20 (1), 18-40.

Willeford, W. (1976). The primacy of feeling: I. Affectivity, the ego and the feeling function. *Journal of Analytical Psychology*, 21 (2), 115-133.

Willeford, W. (1977). The primacy of feeling: II. Relations among the functions. *Journal of Analytical Psychology*, 22 (1), 1-16.

Non-AP Readings:

Bromberg, Philip M. The Shadow of the Tsunami and the Growth of the Relational Mind. (New York: Routledge, 2011).

Fonagy, Peter; Gergely, Gyorgy; Jurist, Elliot; Target, Mary. Affect Regulation, Mentalization and the Development of the Self. (New York, Other Press, 2002).

Nathanson, D. (1993). About emotion. *Psychiatric Annals*, 23 (10), 543-555.

Nathanson, D. (1994). Shame transactions. *Transactional Analysis Journal*, 24 (2), 121-129.

Shore, Allan. The Science of the Art of Psychotherapy. (New York: W.W. Norton, 2012).

Wallin, David J. Attachment in Psychotherapy. (New York: The Guilford Press, 2007).

Additional Recommended Reading:

Jung, C. G. (1904). The associations of normal subjects. In *CW 2*, 3-196, Princeton, NJ: Princeton university Press, (1973).

Jung, C. G. (1905). Cryptomnesia. In *CW 1*, 95 -108. Princeton, NJ: Princeton University Press, 1970.

Jung, C. G. (1907). The psychology of dementia praecox. In *CW 3*, 1-152. Princeton, NJ: Princeton University Press, (1960).

Jung, C. G. (1908). The Freudian theory of hysteria. In *CW 4*, 10-24. Princeton, NJ: Princeton University Press, (1961).

Jung, C.G. (1929). The significance of constitution and heredity in psychology. In *CW 8*, 107-113. Princeton, NJ: Princeton University Press, (1960).

Jung, C.G. (1961). Symbols and the interpretation of dreams. In *CW 18*, 185-266. Princeton, NJ: Princeton University Press, (1950).

Garfield, David A. S. *Unbearable affect: A Guide to the Psychotherapy of Psychosis*. New York: John Wiley & Sons, Inc., 1995.

Nathanson, D. (1992). *Shame and pride: Affect, sex and the birth of the self*. New York: W. W. Norton & Company, Inc.

Nathanson, D. (Ed.). (1996). *Knowing feelings: Affect, script, and psychotherapy*. New York: W. W. Norton and Company, Inc.

2017-7-17

Original Draft: Arlo Compaan

Additions and Review: Catharine Jones



**C. G. Jung Institute of Chicago
Analyst Training Program
Theory & Practice Curriculum
Resource Syllabus**

Course Title: The Complex

Course Description:

In 1934, after the suggestions of Toni Wolff, Jung preferred the appellation “Complex Psychology” to refer to the totality of his work. For him “Complex Psychology” embraced both the clinical and cultural depths of his work. Indeed the theory of the complex is at the core of Analytical Psychology.

This course explores the theory of the complex, beginning with Jung’s Association Test that became the scientific proof for the existence of complexes for both Jung and the early Freud, and ending with current theory and research support for such concepts as “internal working models” (Bowlby) and “image schemas” (Knox) or implicit memory (Fonagy and Schore). In between the course will consider the autonomy of the complex (complex possession), the archetypal and emotional core to the complex, the nature of the ego as a complex, the neutrality (neither good nor bad) of the complex, the management of and respect for our complexes. As illustrations the course will note such typical complexes as the power complex, the victim complex, the hero complex, the mother and father complex, the sibling complex and the cultural complex.

Course Learning Objectives: By the end of the course the candidates will be able to:

- 1) Describe the origin and development of complex theory in Jung’s thought, especially through the association test.
- 2) Describe the neutrality of the complex - not good, not bad.
- 3) Describe the structure and levels of the experience of a complex.
- 4) Describe the autonomy of the complex and give clinical examples.
- 5) Describe how a complex functions in a person.
- 6) Describe different strategies for managing and living with complexes.

AP Readings:

Jung, Carl, The Collected Works, Volume 2, “The Association Method,” pp. 439-465.

Jung, Carl. The Collected Works, Vol 8. “A Review of the Complex Theory”, pp. 92-106.

Singer, June. Boundaries of the Soul. Chapter 2, "Complexes by Day and Dreams by Night." pp 43 -90. (also Jung Institute of Chicago podcast of lecture by June Singer on this topic.)

Jacobi, Jolande. Complex, Archetype, Symbol in the Psychology of C. G. Jung. N.Y.: Princeton University Press, 1959

Dieckmann, Hans. (Matthews, Boris, trans.) Complexes: Diagnosis and Therapy in Analytical Psychology. Wilmette, IL: Chiron Publications. 1996.

Knox, Jean. Archetype, Attachment Analysis: Jungian Psychology and the Emergent Mind. Esp Chapter 3, pp. 40-69. (London: Routledge, 2003.

Non-AP Readings:

Fonagy, Peter, et. al., Affect Regulation, Mentalization and th Development of the Self. New York: Other Press, 204.

Bowlby, John. Attachment and Loss. (New York: Basic Books, 1969.

Schore, Allan. The Science of the Art of Psychotherapy. (New York: W. W. Norton, 2012).

Original Draft: Arlo Compaan

Reviewed: Tom Lavin



**C. G. Jung Institute of Chicago
Analyst Training Program
Theory & Practice Curriculum
Resource Syllabus**

Course title: Analytical Psychology, Dream Analysis, and Active Imagination

Course Description:

After 100 years of psychoanalytic dream work we are on the frontier of returning to the initial vision of integrating and establishing a robust relationship between clinical psychoanalysis (experience-near) and the cognitive sciences and laboratory dream research.

This introductory course on the use of dreams and analytical imaginal techniques in clinical practice will highlight the essential methodology and approach to dreams and other products of the unconscious as an integral part of Jungian psychoanalysis. The greatest access to the unconscious, with the least interference by the ego, may be found through dreams. In this yearlong course, participants will learn several ways to work with dreams, and will come to understand the role of dreams in bridging the conscious and the unconscious. Work with dreams will be related to the personal life history of the dreamer (reductive work) as well as the archetypal domain (amplificative work). While working with dreams, this seminar will also focus on Analytic Imaginal Techniques such as active imagination, image making, journal writing, etc. The goal of the seminar is to increase our capacity to recognize and to be in relationship to unconscious content as it emerges within our work with patients and within our own lives through dreams with an “active imaginal attitude.”

The course will also briefly review different schools of psychoanalysis (Freud, Jung, Object Relations, Intersubjectivity, etc.), with the science of dream work; all the while, facilitating the development of one’s own unique approach to dreamwork as an art form. Jung writes: “The art of interpreting dreams cannot be learnt from books. Methods and rules are good only when we can get along without them” (CW, 10, para. 325). After learning the fundamentals of Jungian dream interpretation, hopefully, we will learn to “get along without them.”

In the first half of the year, we will focus on the question proposed by Jung when approaching a dream: what conscious attitude does the dream compensate.... how does the dream fit with the conscious attitude as a co-determining factor? The class discussions will focus on the theoretical ideas outlined in the required readings as well

as the dreams from the clinical practices presented by candidates. This seminar will also provide a forum within which candidates can apply the theoretical concepts being explored in their other classes to the process of working with dreams.

In the second half of the year, we will focus on the theoretical underpinnings of active imagination as well as experiential aspects of its practice. Candidates will make use of journal writing and image making exercises as the means to engage the process of active imagination. There will be whole-group activities, individual activities, and small-group discussions focusing on critical elements of imaginal dream work. Verbatim accounts of candidates' work with a client's dreams will be utilized in the course.

In addition, over the course of the year we will cover aspects of the following topics on the subject of dreams in clinical practice: the dramatic structure of the dream, the language of dreams (image, symbols, allegory), associations and amplifications, Jung's theory of compensation and complementation, archetypal and mythological amplification, nightmares and trauma, dream series (individuation themes), and dreams of the analytic dyad: transference and countertransference (dreams for analyst or both?) and lastly, dream groups.

Course Texts:

Texts for this course will consist of books, pdf handouts, movies and various essays in Jung's *Collected Works*. These texts, articles and movies below, will be utilized throughout the yearlong course. Additional articles and resources will be added and noted in each month's syllabus.

Required Reading:

Collected Works:

- Jung, C.G. (1974) *Dreams*. (Paperback Reissue Date 2010). Princeton, N.J.: Princeton University Press.
- Jung, C.G. (1985) *The Practice of Psychotherapy: Essays on the Psychology of the Transference*.
- Jung. "The Practical Use of Dream-Analysis". C.W.16, Para. 294-352. •
- Jung. "On the Nature of Dreams". CW 8, Para. 530-568.
- Jung. "The General Aspects of Dream Psychology". CW 8, pp. 237- 280.
- Jung. "Individual Dream Symbolism in Relationship to Alchemy". CW 12, Para. 44-167

Other Sources Required

- Freud, S. *On Dreams*. (1901/1952) New York: W.W. Norton & Company. Standard Edition 5: 633-68
- Blechner, M. (2001). *The Dream Frontier*. Hillsdale, NJ: The Analytic Press.
- Bosnak, R. (1986). *A Little Course in Dreams*. Boston, MA: Shambhala Publications, Inc.

- Mattoon, Mary Ann. 1984. "The Jungian Approach to Dream Interpretation: An Overview". *Understanding Dreams*. Spring Pub./Dallas. Chapter 4, pp. 45-50. (PDF)
- Whitmont, E. C., & Perera, S. B. (1989). *Dreams, A Portal To The Source*. New York, NY: Routledge.
- Wilkinson, M. (2006). "The dreaming mind-brain," in *Coming Into Mind. The Mind-Brain Relationship: a Jungian Clinical Perspective*, New York: Routledge, pp. 131-154.

Required Reading and Viewing on Imaginal Techniques:

- Chodorow, Joan, 1997. *Jung on Active Imagination*. Princeton University Press, Princeton, N.J (Purchase on Amazon)
- Jung. CW 8, para. 131-193 "The Transcendent Function"
- Shamdasani, Sonu, 2015. "Jung's Practice of the Image." *Journal of Sandplay Therapy*, Volume 21, #1, pp. 7-21. (PDF)
- Cwik, August, 1991. "Active Imagination as Imaginal PlaySpace". M. Stein and N. Schwartz-Salant, *Liminality and Transitional Phenomena*, The Chiron Clinical Series. (PDF)
- Neumann, Eric, 1989. "The Psyche and the Transformation of the Reality Planes: A Metapsychological Essay". *The Place of Creation*. Princeton University Press, Princeton, New Jersey. (PDF)
- Milner, Marion, 1993. "The Role of Illusion in Symbol Formation". P. Rudnytsky, *Transitional Objects and Potential Spaces: Literary Uses of D.W. Winnicott*. (PDF)

Supplementary Reading and Viewing:

- Freud, S. (1900). *The Interpretation of Dreams*. Standard Edition 4 and 5. London: Hogarth Press.
- Lemesurier, Peter. *The Gods Within: An Interactive Guide to Archetypal Therapy*. Washington, USA: O Books.
- Mattoon, Mary Ann. (1978). *Understanding Dreams*. Woodstock, CT: Spring Publications.
- Shamdasani, Sonu. (2003). "Night and Day," (pp. 100-162) in *Jung and the Making of Modern Psychology: The Dream of A Science*.

Research Articles on Other Psychoanalytical Approaches:

- Alban, L. S. and Groman, W. (1975). *Dreamwork In A Gestalt Therapy Context*. *The American Journal of Psychoanalysis* 35: 147-156.
- Bonnie, W. and Bonnie F. (1987) "Culturalist Approach" in J. L. Fosshage and C. A. Loew (eds) *Dream Interpretation*. New York: PMA Publishing. Pp. 79-124
- Khan, M. (1972) "The Use and Abuse of Dream in Psychic Experience." *International Journal of Psychoanalytical Psychotherapy*, Vol. 1, No. 3, 306-315.
- Khan, M. (1975) "Do not interpretations belong to God," *British Journal of Medical Psychology*, 48, 227-236.
- Padel, J. H. (1987) "Object Relational Approach," in J. L. Fosshage and C. A. Loew (eds) *Dream Interpretation*. New York: PMA Publishing. Pp. 125-148

Written Assignments/Study Questions For Class:

Topics to observe in preparation for class discussion include:

1. The initial stages of working with dreams noting the position of the dream ego in relationship to the other dream figures
2. The methods of association and amplification within the dream field
3. The compensatory nature of dreams in relation to both outer and inner adaptation with special attention to typological

Written Assignments:

1. Each student will present a clinical case with an example of how they worked with the dream (It might be best to choose shorter dreams). Include the present day circumstances of the patient's waking life.
2. Each student will write a 3-5 page summary of their understanding and theory of Jungian dreamwork, (how dreams work, integrating contemporary research, clinical experience, etc.) and what they have learned about themselves as clinicians in doing imaginal work.

Learning Objectives:

In this course students will be able to:

- 1) Describe the methods for working with dreams that have emerged from the disciplines of psychoanalysis (the Freudian school) and analytical psychology (the Jungian school).
- 2) Understand and be able to make use of the Jung's approach to the unconscious within the practice of active imagination and dream interpretation
- 3) Learn the process of working imaginally at the interface between the emergence of unconscious content and its relevance to the conscious situation of the patient.
- 4) Describe the personal dimension and the archetypal ground of therapeutic interactions, and explore the significance of these elements in the emergence of unconscious content in relationship to the psychic processes of the patient.
- 5) Explore, compare and contrast reductive and amplificative methods for working with dream material, using actual dream records.

2017-7-17Draft by George Didier
Reviewed by Mary Dougherty



**C. G. Jung Institute of Chicago
Analyst Training Program
Theory & Practice Curriculum
Resource Syllabus**

Course title: Eros and Sexuality in Analytical Psychology

“...but I falter before the task of finding the language which might adequately express the incalculable paradoxes of love. Eros is a *kosmogonos*, a creator and father-mother of all higher consciousness” MDR, p.353.

“...That these great conduits between ego and UC are not just through the symbolic function as we thought but through human relationship. We (Jungians) underestimate the living human relationship factor to carry and heal the wound” (Diane Martin).

Course Description:

The concept of transference derived from clinical practice and arose out of a therapeutic reaction that clearly involved an erotic connection, that is, intense feelings of love were part of the relationship. Jung never disavowed his Freudian roots, stating, “The transference phenomenon is an inevitable feature of every thorough analysis” (CW 16, para 283) and the T/CT is Jung’s last and deepest stage of analysis leading to the possibility for wholeness. Jung’s ideas of the transference and countertransference with particular emphasis on the erotic components will be reviewed, both adaptive and maladaptive, at the archetypal and personal levels, emphasizing its purposive nature at the heart of this material. We will draw on psychodynamic literature and Jung’s writings, as well as archetypal amplifications in the form of film images and myths to deepen our understanding of this most central arena of our clinical work. We will also address management and containment techniques due to the often gripping and discombobulating nature of these erotic energies in a clinical setting/context. Specific manifestations of the erotic in the transference and countertransference carry significant potential ethical ramifications when wishes and impulses remain unanalyzed. How can we identify and become more aware of the presence of these energies in our consulting rooms and when and how should we interpret them, if at all? We will explore the various gender dyad combinations in analysis and their erotic manifestations. In addition, we will

consider aspects of dark Eros and explore the explosion of the presence and availability of pornography in the culture and attempt to account for the meanings of this material and its effects. Another facet of dark Eros is the paraphilias or perversions, which will also be reviewed. Relevant case material will be presented. Erotic energies in analysis can be regressive, transgressive, and transformative.

Learning Objectives:

The candidate will be able to:

1. Analyze and recognize the clinical presence of erotic transference and erotic countertransference material and summarize Jung's ideas about this material.
2. Describe the various underlying meanings of this material and the ways this material manifest in a clinical context.
3. Apply and demonstrate their developed skills for working with, containing and managing these feelings.

Analytical Psychology Readings:

- Guggenbuhl-Craig, A. (1998). *Power in the Helping Professions*. Dallas, Tx.: Spring Publications.
- Hillman, J. (1995). Pink Madness or why does Aphrodite drive men crazy with pornography?
Spring: A Journal of Archetype and Culture, 57, pp 39-71. (copy to be supplied)
- Jung, C. G. (1961). MDR: pp.353-354.
- Jung, C. G. CW 16: *Psychology of the Transference*: para: 367-375; 415; 419-420; 452; 460-466; 471.
- Paris, Ginette. (1986). *Pagan meditations: Aphrodite*, pp. 11-105. Spring Publications.
- Rutter, P. (1989). Sex in the Forbidden Zone: When men in power—therapists, doctors, clergy, teachers, and others—betray women's trust. Los Angeles, CA.: Jeremy P. Tarcher, Inc., especially pp.47-111.
- Samuels, A. (1985). Symbolic dimensions of Eros in transference-Countertransference: Some clinical uses of Jung's alchemical metaphor. *Int'l Rev. Psychoanalysis*, 12, 199-214. (PEP)
- Schaverien, Joy. (Ed.) (2006). *Gender, countertransference, and the erotic transference: Perspectives from Analytical Psychology and Psychoanalysis*. New York: Routledge.
- Stevens, B. (1986). A Jungian perspective on Transference and Countertransference. *Contemporary Psychoanalysis*. 22: 185-200.

Stevens Sullivan, B. (2009). *Mystery of analytical work: Weavings from Jung and Bion*. New York: Routledge.

Wright, J. *Bittersweet Eros*. C.G. Jung Society of Atlanta, 2004.

Wyly, J. (1989). Perversions in Analysis. *Journal of Analytical Psychology*, 34, 319-337. (PEP)

Young-Eisendrath, Polly. *Gender and Desire: Uncursing Pandora*. College Station: Texas A & M University Press, 1997.

Non-AP Readings:

Benjamin, J. (1988). *Bonds of Love: Psychoanalysis, feminism and the problem of domination*. New York: Pantheon.

Carson, A. (1998). *Eros: the bittersweet*. IL: Dalkey Archive Press.

Forrester, K. Lights. Camera. Action.: Making sense of modern pornography. *New Yorker*, Sept. 26, 2016.

Gabbard, G. (2000). *Love and hate in the analytic setting*. New York: Jason Aronson, Inc.

Jurist, Elliot (ed). *Psychoanalytic Psychology*, Vol. 34, # 2, April 2017. Special Issue: Sexual Boundary Violations.

Kaplan, L (1991). *Female Perversions: The temptations of Emma Bovary*. New York: Anchor.

Lorde, A. (1978). *Uses of the Erotic* (on- line at: http://us.corwin.com/sites/default/files/upm-binaries/11881_Chapter_5.pdf)

Markowitz, L. M. (1992). *Crossing the Line*. Networker. Nov./Dec. pp. 25-31. (copy to be supplied)

Maroda, K. J. (2002). *Seduction, surrender, and transformation: Emotional engagement in the analytic process*. New York: Routledge.

Searles, H.F. (1959). Oedipal love in the Counter Transference. *Int'l J Psycho-Analysis*, 40: 180-190. (PEP)

Winnicott, D. W (1949). Hate in the CT. *Int'l J of Psychoanalysis*, 30, 69-74. (PEP)

Wrye, Harriet Kimble and Welles, Judith K. *The Narration of Desire: Erotic Transferences and Countertransferences*. Hillsdale, NJ: the Analytic Press, 1994

Films for Viewing:

Damage (1992). dir. Louis Malle, with Jeremy Irons (class on Affairs)

Decalogue IV (1989). dir. K. Kieslowski

Female Perversions (1996). dir. Susan Streitfeld with Tilda Swinton) (class on Perversions)

In Treatment (2008). HBO series, season 1; Patient: Laura; Supervisor: Gina.

Shame (2011). dir. Steve McQueen (class on Pornography)

Venus in Fur (2013). dir. Roman Polanski (class on Perversions)

2017-7-17

Draft: Judith Cooper, Don Troyer and Jane Kelley

Reviewed: Arlo Compaan



**C. G. Jung Institute of Chicago
Analyst Training Program
Theory & Practice Curriculum
Resource Syllabus**

Course Title: Important Psychoanalytic Theories

Course Description:

Syllabus for D.W. Winnicott

Course Description:

“With the care it receives from its mother, each infant is able to have a personal existence and so begins to build up . . . a continuity of being. On the basis of this, the inherited potential gradually develops into an individual infant. If maternal care is not good enough, then the infant does not really come into existence, since there is no continuity of being; instead the personality becomes built on the basis of reactions to environmental impingement.” Winnicott, “Parent-Infant Relationship” (1960).

From early on, Winnicott pursued his desire to understand the meaning of life and what it is within us that makes life worth living. His study of human nature and emotional development led to his belief in the human need for reliable relationships.

As a pediatrician and psychoanalyst, he had the ability to see first hand the effect of a good enough environment on the developing personality of an infant, how this could lead to a healthy sense of self. For Winnicott, this meant psychoanalytic treatment was primarily about the analyst providing a holding environment analogous to maternal care, a place where the analyst might enter “imaginatively and accurately into the thoughts and feelings, hopes and fears of another person, and to allow the other person to do the same to us.”

Learning Objectives: Candidates will be able to:

1. Describe the core of Winnicott’s theory, including his understanding of personality and how it is shaped by early environmental factors, including the role of caretakers.
2. Describe the relevance of Winnicott’s theory to clinical phenomena.

Required Readings:

Khan, M. (1975). Introduction in Winnicott, D.W., *Through pediatrics to psychoanalysis*. The International Psychoanalytical Library, 100:xixxxxviii. London: The Hogarth Press and the Institute of Psychoanalysis.

Newman, K.M., Kligerman, C., Terman, D.M. (1988). Countertransference: Its role in facilitating the use of the object. *Annual of Psychoanalysis*, 16:251-276.

Winnicott, D.W. (1960). The theory of the parent-infant relationship. *International Journal of Psychoanalysis*. 41:585-595.

Winnicott, D.W. (1969). The use of an object. *International Journal of Psychoanalysis*. 50:711:716.

Syllabus for Freud and Melanie Klein

Course Description:

In this session together we will explore Freud's early papers on Technique and his paper on Mourning and Melancholia. The purpose is to lay the foundation regarding how Freud understood the creation of an internal object as well as to explore how he understood technique in the beginning of his career. Then we will explore Melanie Klein's paper "The Adult World and its roots in Early Infancy". We will study how Klein used ideas from Mourning and Melancholia to establish the beginning of Object Relations Theory.

Learning Objectives:

Candidates will be able to describe how Object Relations Theory is grounded in Freud's early thought and how Klein actually never deviated from Classical Theory in the development of her theories.

Required Readings:

Freud, Sigmund, Standard Edition Volume 12.

"The Dynamics of the Transference"

"Recommendations to Physicians Practicing Psychoanalysis"

"Remembering, Repeating and Working Through"

Freud, Sigmund, Standard Edition, Volume 14

"Mourning and Melancholia"

Klein, Melanie. "The Adult World and its Roots in Early Infancy"

Syllabus for Fairbairn and Guntrip

Course Description:

Fairbairn can be considered the father of modern object relations theory. His model kept the tripartite image of Freud's drive model -- id, ego and superego -- while describing how object relating, human relationship, actually creates the splitting of the psyche into three different sectors. This internal model of mind was used by Kalsched in elaborating the effect of trauma in childhood. We will look at the differences these two models have on how the

transference/countertransference relationship manifests. Guntrip further humanizes Fairbairn's work and added a new dimension of a regressed ego in severe traumatic situations.

Learning Objectives: Candidates will be able to:

1. Summarize Fairbairn's tripartite model of the psyche
2. Identify components of the model as they appear in dreams, in the transference
3. Give examples of regressed ego images as they appear in patients' dreams
4. Compare Fairbairn's model to that of Kalsched

Required Readings:

Fairbairn, W R D. "A Revised Psychopathology of the Psychoses and Psychoneuroses."
International Journal of Psycho-Analysis 22 (1941): 250-279.

Guntrip, H. "The Concept of Psychodynamic Science." International Journal of Psycho-Analysis
48 (1967): 32-43.

Study Questions:

1. Consider how and when the component structures of Fairbairn's theory appear in a patient's dreams.
2. Consider how regressed ego states might feel when activated in you.

Original Draft: Kenneth James

Reviewed: Stephanie Fariss

Don McDevitt

Gus Cwik



**C G JUNG INSTITUTE
OF CHICAGO
Analyst Training Program
Theory & Practice Curriculum
Resource Syllabus**

Course Title: JUNGIAN ANALYTIC ATTITUDES

Course Description:

This course focuses on the experience of analysis and foundational images and concepts unique to or especially emphasized in analytical psychology. To mix metaphors, the course is intended to provide an umbrella under which the several aspects of the curriculum can gather.

Most of us came to study Jung not through our professional degree programs or subsequent employment. Drawn as we are to approaching ourselves and our work through the logos of Psyche, it often takes conscious effort to turn the ears of our heart and mind toward the call, not be overwhelmed by competing external and internalized voices. This can be true at every level of training and analytic practice.

You enter this course at your particular level of self-realization, comprehension of theory, and expertise in the practice of analysis. The benefit of the course to you and your benefit to the class will depend on your engaging the content as extensively and deeply as you are able. As a tree grows upward and its branches spread into an ever broadening crown, so its roots must grow deeper.

A word about the readings: *A Critical Dictionary of Jungian Analysis* by Samuels, Shorter and Plaut, provides useful orientations to elements of analytical psychology and their interconnections. It is suggested that you add it to your library if you don't already have it. Referencing "Definitions" in CW VI also serves to orient one's focus. (Re)familiarize yourself with 'Required Readings' and proceed to 'Additional Readings' according to your interest, educational readiness and need.

Since many of you were trained in more ego oriented approaches to psychotherapy, this course aims to contrast and differentiate Jungian analysis with these cognitive-behavioral, short term solution focused theories. This will be addressed at the theory and analytic relationship levels. You are invited to engage that differentiation in relationship to your previous training experiences.

SESSION I

Introductory Overview

- A. Review the year's syllabus noting matters of special interest and omissions.
General format for class: One hour presentation, one hour general discussion.
Final three or four classes (depending on number of students) will include ten to fifteen minute statements from each candidate elaborating on a particular attitude that is especially compatible with or challenging to him/her.
- B. Knowing and Understanding
- “The Undiscovered Self”, CW X pp. 247-305, esp. ¶495-504 & 532
of self and God 11:221
& Transcendent Function 7:369
Unconscious knowing 8:673-931 & 175

SESSION II

Aims and goal of Jungian analysis--Whom? What does the goal of analysis serve?

...persons in analysis are asked explicitly or implicitly to stay receptive to the unconscious--to the less rational, more ambiguous, and often mysterious side of the personality.

Murray Stein, Jungian Analysis (1995)

It is one of the main tasks of an analytically assisted individuation process to stimulate the symbol producing capacity of the psyche and its natural tendency to self-regulation & assessment of meaning--in other words, to promote its 'transcendent function.'

Jacobi, The Way of Individuation, p. 92

The word 'analysis' will be considered etymologically and how it came to be the pars per toto name for Jungian treatment which is incomplete without the corresponding 'synthesis' or coniunctio of loosened elements.

In distinction to short-term issue oriented psychotherapy, analysis serves to consciously aid the natural trajectory of psychological life toward individuation. This seldom if ever lends itself to well-defined increments as pre-determined by the volition of either the analyst's or analysand's ego.

REQUIRED READING

Samuels, Andrew, "Individuation" Dictionary p. 18
Stein, Murray. "Aims and Goal of Jungian Analysis," Jungian Analysis (1982)
Jung, C.G., "The Cure of Souls", CW XI, pp. 348-54.
_____. "Problems of Modern Psychotherapy", CW 16.

ADDITIONAL READINGS

Hillman, James. The Myth of Analysis.
Hollis, James. "Therapeutic Imaginings: Psychopathology and the Soul," Cpt. 4 in
Archetypal Imagination, 2000.
Jacobi, Jolande, The Way of Individuation.
Whitmont, Edward. "The Destiny Concept in Psychotherapy," Journal of Jungian Theory and
Practice, Vol. 9 No. 1, 2007.

SESSION III

Autonomous Archetype and Complex

Irrepresentable, a priori transpersonal archetypal potentials are experienced through image and affect. They form the core of psychological complexes which are affect-laden, dynamic networks of associations, properly respected as necessary autonomous sub-personalities.

Analysis and synthesis serves to bring the ego into functional relationship with these forces and to take its relativized place in the whole of the personality.

READINGS

Yet to be selected.

SESSION IV

Symbolic Attitude

The symbol will be carefully defined and distinguished from signs, emphasizing its function to give us a knowing hint at what cannot be fully known by the intellect. (This will harken back and expand on the 'ways of knowing' from Session I.) Consider how the symbol 'throws together' conscious-unconscious, personal-collective, chronos-kairos, secular-sacred.

The symbolic attitude is positioned so as to be willing to see the transcending function of life experiences as well as dreams, art, active imagination, etc.

READINGS

Coleridge, Samuel. Specific reference to be recovered. (He has written of the symbol as participating in both sides of the veil between consciousness and unconsciousness, although he may call them by a different name.)

Jung, C. G. "The Transcendent Function"

"The Creation of Symbolizing Meaning on the Path to Individuation," DVD #18 through Ashville.

Samuel, Andrew et al, Dictionary p. 92 and 144

Bovensiepen, G (2002) Symbolic attitude and reverie: problems of symbolization in children and adolescents. Journal of Analytical Psychology, Vol 47:2, 241-257

Colman, W. (2010) Dream Interpretation and the Creation of Symbolic Meaning. In Jungian Psychoanalysis (ed. M. Stein), pp. 94-108.

Jung, C.G. The transcendent function. In CW 8, paras. 131-193.

_____. The Tavistock Lectures, Lectures 3 and 4. In CW.18. Paras. 145-303.

_____. The Symbolic Life. In CW 18, paras. 608-696.

_____. "Symbol" in Definitions. In CW 6, paras. 814-829.

Ronnenberg, A. (ed.) (2010) The Book of Symbols.

Stein, M. (2009) Symbol as Psychic Transformer. In Symbolic Life 2009 (ed. M. Stein), pp. 1-12.

SESSION V

Reductive/Prospective -- a delicate balance

The classical four causes—efficient, material, formal and final—will be reviewed as they are relevant to the analytic attitude.

Reductive 'phase' of analysis identifies patterns as they may have been 'caused' by prior experiences, especially as they 'determine' constricting complexes. The prospective view is willing open to such patterns as they may unfold (Whitmont) into fuller self-realization and even usher in amor fati. One must be careful not to despair in an attitude of determinism on the one hand, or to naively & superficially fast-forward into a 'meaning' constructed by a pollyanna ego rather than waiting on one revealed by the Self, if it comes at all.

READINGS

Hillman, James. Emotion. (Evanston: Northwestern university Press, 1992 paperback) especially part III: "Integration." (on the four causes)

Jung, Carl. CW XVI, ¶ 140-8, 717.

_____. CW VI, ¶ 720

_____. CW IX.i,
_____. CW, III, 388- 424 "On Psychological Understanding."

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Marlan, Stan. Jungian Psychoanalysis., ed. Murray Stein.

Rychlak, (on the Aristotelian causes as basic to psychological thinking)

Samuels, et al. Dictionary. "Teleological Point of View."

Whitmont, Edward. The Symbolic Quest. (sections about 'unfoldment' gathering in previous readings of his article on destiny.)

SESSION VI

A priori Unconscious

The deep collective unconscious, aka the archetypal real, the Objective Psyche, the transpersonal Self is the individual's ground of being from which consciousness emerges. As CGJ has said, it wants to be known, consciousness wants to know, and in fact may be this coming to know may be the purpose of human life. He thought it was his purpose.

The pre-existence of the Unconscious makes possible the various techniques of Jungian analysis such as amplification drawing on myth, folk tale, sacred texts. It is the basis of art, active imagination, universal symbols.

READINGS

CG Jung, Vol 15. (Selections which address the archetypal basis/source of art and how it serves to bridge the individual to the Whole.)

_____. "Secret of the Golden Flower"

Samuels, et al.

Williams, M. "Indivisibility of Personal and Collective Unconscious" Analytical Psychology: A Modern Science, Michael Fordham, ed.

SESSION VII

Approach to the Numinous

The decisive question for man is: Is he related to something infinite or not? That is the telling question of his life. Only if we know that the thing which truly matters is the infinite can we avoid fixing our interest upon futilities, and upon all kinds of goals which are not of real importance.

MDR p. 325

Nowhere are we closer to the sublime secret of all origination than in the recognition of our own selves, whom we always think we know already. Yet we know the immensities of space better than we know our own depths, where – even though we do not understand it – we can listen directly to the throb of creation itself.

C. G. Jung CW 8, par.737

Analytic attitudes are subsumed under the overarching reconciliation of the individual to the numinous source from which s/he came.

READINGS

Ann Casement, ed. The Idea of the Numinous

Corbett, Lionel. The Sacred Cauldron

Edinger, Edward.

Original Draft: Donnamarie Flanagan

Reviewed: Arlo Compaan & Boris Matthews



**C. G. Jung Institute of Chicago
Analyst Training Program
Theory & Practice Curriculum
Resource Syllabus**

Course Title: Post-Jung Contributions to Analytical Psychology

Description:

During Carl Jung's life and in the years since his death in 1961, significant modifications and amplifications of his theory have occurred. This course reviews the major authors that have contributed to and altered the basic theory of Analytical Psychology. The course begins with the work of contemporaries of Jung: Neumann, Von Franz, Harding. Then it explores the theories of later exponents of Analytical Psychology: Hillman, Fordham, Edinger, M. Jacoby, Kalsched, Dieckman, Knox, Cambray, Stein, Woodman, Colman, Samuels, Ulanov, _____.

Learning Objectives: Candidates will be able to:

1. Identify the major contributors and each author's addition or modification to AP theory.
2. Identify how the contribution differs from Jung's perspective.
3. Describe how the contribution relates to recent theory and research in the psychoanalytic field.

The Contributors & their Major Ideas:

Colman, James

Cwik, Gus. Associative Dreaming

Edinger, Edward. Alchemy and Christian images.

Fordham, Michael. The Defences of the Self.

Hillman, James.

Hogenson, George. Chaos Theory & the Theory of Archetypes

Harding, Esther. "The Value and Meaning of Depression. (1970)

Fordham, Michael.

Neuman, Eric. Depth Psychology and the New Ethic

Samuels, Andrew

Singer, Tom—The Cultural Complex.

Stewart, Louis. "The Archetypal Affects."

Ulanov, Ann. Transforming Sexuality. And The Feminine: In Jungian Psychology and Christian Theology (Evanston: Northwestern University Press, 1971).

Von Franz, Maria Louise

Woodman, Marion

Reading Suggestions:

Abramovitch, H. (2002). Temenos regained: Reflections on the absence of the analyst. *Journal of Analytical Psychology*, 47(4), 583-598.

Atmanspacher, H. (2014). Psychophysical correlations, synchronicity and meaning. *Journal of Analytical Psychology*, 59(2), 181-188.

Bishop, P. (2008) The Timeliness and Timelessness of the 'Archaic': Analytical Psychology, Primordial Thought, Synchronicity. *JAP*, 2008, 53, 501-523

Bovensiepen, G. (2002). Symbolic attitude and reverie: Problems of symbolization in children and adolescents. *Journal of Analytical Psychology*, 47(2), 241-257

Bright, George. "Regression in the Counter-transference: Working with the Archetype of the Abandoned Child. (*JAP*, 2009, 54, 379-394) (Recommended by George H)

Bright, George. "Synchronicity as the Basis of An Analytic Attitude." (*JAP*, 1997, 42, 613-635) (Recommended by George H)

Bright, George. "Clinical Implications of the Red Book," (*JAP*, 2012,, 57, 469-476) (Recommended by George H)

Casement, A. (2003). Encountering the shadow in rites of passage: A study in activations. *Journal of Analytical Psychology*, 48(1), 29-46.

Colman, W. (2015a). Bounded in a nutshell and a king of infinite space: The embodied self and its intentional world. *Journal of Analytical Psychology*, 60(3), 316-335.

Colman, W. (2015b). A revolution of the mind: Some implications of George Hogenson's the Baldwin effect: A neglected influence on CG Jung's evolutionary thinking(2001). *Journal of Analytical Psychology*, 60(4), 520-539.

Covington, C. (2003). Incest in Jung's work: The origins of the epistemophilic instinct. *Journal of Analytical Psychology*, 48(2), 255-262.

Cwik, A. J. (2006). The art of the tincture: Analytical supervision. *Journal of Analytical Psychology*, 51(2), 209-225.

Cwik, A. J. (2011). Associative dreaming: Reverie and active imagination. *Journal of Analytical Psychology*, 56(1), 14-36.

Dieckmann, H. (1971). Symbols of active imagination. *Journal of Analytical Psychology*, 16(2), 127-140.

Edinger, Edward. Anatomy of the Psyche, (LaSalle, IL: Open Court Publishing, 1985); Ego and Archetype. (Boston: Shambhala Publications, 1992)

Fabricius, J. (1973). The symbol of the self in the alchemical projectio. *Journal of Analytical Psychology*, 18(1), 47-58.

Fordham, Michael. "Defences of the Self", JAP, 1974, 19:2, 192-199.

Gordon, R. (1977). Death and creativity: A Jungian Approach. *Journal of Analytical Psychology*, 22(2), 106-124.

Gordon, R. (1987). Masochism: The shadow side of the archetypal need to venerate and worship. *Journal of Analytical Psychology*, 32(3), 227-240.

Grotstein, J. S. (1997). Internal objects' or chimerical monsters?: The demonic third forms of the internal world. *Journal of Analytical Psychology*, 42(1), 47-80.

Hillman, James.

Hogenson, G. B. (2001). The Baldwin effect: A neglected influence on CG Jung's evolutionary thinking. *Journal of Analytical Psychology*, 46(4), 591-611.

Hogenson, G.B. (2004). Archetypes: emergence and the psyche's deep structure. Ch 2 in Cambray, J and Carter, L. *Analytical Psychology: Contemporary Perspectives in Jungian Analysis*. N.Y.: Brunner-Routledge.

Hogenson, G. B. (2005). The self, the symbolic and synchronicity: Virtual realities and the emergence of the psyche. *Journal of Analytical Psychology*, 50(3), 271-284.

Jacoby, M. (1969). A contribution to the phenomenon of transference. *Journal of Analytical Psychology*, 14(2), 133-142.

Kalsched, D. E. (2015). Revisioning Fordham's defences of the self in light of modern relational theory and contemporary neuroscience. *Journal of Analytical Psychology*, 60(4), 477-496.

Knox, J. M. (2001). Memories, fantasies, archetypes: An exploration of some connections between cognitive science and analytical psychology. *Journal of Analytical Psychology*, 46(4), 613-635.

Martin-Vallas, Francois. "The Transferential Chimera I" (JAP, 51, 627-641)

Martin-Vallas, Francois. "The Transferential Chimera II" (JAP, 53, 37-59)

Mahoney, Alan (2003) Reply to Hogenson, (JAP, 48,1)

Redfearn, J.W.T.. "Mandala Symbols and the Individuation Process." Ch 9 in Adler (ed), *Success and Failure in Analysis*. (N.Y.: Putnam & Sons, 1974.) (Recommended by George H)

Rowland, S (2007) Respond to A. Segal's Jung and Levy-Bruhl, JJAP, 2007, 52, 659-665.
Journal of Analytical Psychology 1983, 28, 345-362

Samuels, Andrew: "The Emergence of Schools of Post-Jungian Analytical Psychology." JAP, 1983, 28, 345-362.

Samuels, Andrew: Countertransference: the Mundus Imaginalis: A Research Project." (JAP, 30, 41-71) (recommended by Gus)

Samuels, Andrew. 1983 "The Theory of Archetypes in Jungian and Post Jungian Analytical Psychology." *International Review of Psychoanalysis*, V 10, pp. 429-440.
(recommended by Ken James)

Samuels, Andrew. 2000. Post Jungian Dialogues. *Psychoanalytic Dialogues*, V. 10, pp. 403-426. (recommended by Ken James)

Segal, R.(2007). Jung and Levy-Bruhl. JAP, 2007, 52, 635-658.

Stein, M. (2015). When symptom is symbol: Some comments on rosemary gordon's, masochism: The shadow side of the archetypal need to venerate and worship. *Journal of Analytical Psychology*, 60(4), 507-519.

Stewart, Louis. "The Archetypal Affects." Ch 12 in Nathanson, D (ed). *Knowing Feeling: Affect, Script and Psychotherapy*. (New York: W.W. Norton, 1996.)

Taylor, E. 1996. The New Jung Scholarship. *Psychoanalytic Review*, V. 83, pp. 547- 568.

Ulanov, Ann. Transforming Sexuality. And The Feminine: In Jungian Psychology and Christian Theology (Evanston: Northwestern University Press, 1971).

Marie-Louis von Franz, "On Active Imagination," in *Psychotherapy* (Boston and London: Shambhala, 1993), pp. 163-76.

Withers, R. (2015). The seventh penis: Towards effective psychoanalytic work with pre-surgical transsexuals. *Journal of Analytical Psychology*, 60(3), 390-412.

Wyly, J. (1989). The perversions in analysis. *Journal of Analytical Psychology*, 34(4), 319-337.

Yama, M. (2013). Ego consciousness in the Japanese psyche: Culture, myth and disaster. *Journal of Analytical Psychology*, 58(1), 52-72.

Draft: Compaan, Hogenson & James



**C. G. Jung Institute of Chicago
Analyst Training Program
Theory & Practice Curriculum
Resource Syllabus**

Course Title: Psychic Structure (Ego, Persona, Shadow, Anima & Animus, Collective Unconscious)

Point of View

The individual psyche exists in an historical context, hence discussion of psychic structure in analytical psychology necessarily includes the historical context. Jung situates the present times in a long view of history, rather in the way *matryoshka* dolls nest one within another. Traditionally the outermost doll has the form of a woman, dressed in a *sarafan*, the long and shapeless traditional Russian peasant jumper dress. We exist deep within the matrix of many layers of history.

Jung repeatedly emphasizes that acculturation—that is, adaptation to the world into which we are born—selectively encourages and nurtures some human abilities while at the same time neglecting and suppressing others, thereby creating the “one-sidedness” he so often laments. Some of those persons who can ill tolerate the culturally-imposed one-sidedness—they being contemporary collateral damage in the conflict between nature and culture—arrive in our consulting rooms.

Jung reminds us that the individual’s inability to affirm the wholeness of his or her being leads to self-division. He names that self-division neurosis. As a sign of the times, neurosis in the individual reveals the difficult of the many who cannot affirm the wholeness of their being. As Jung wrote in the 1917 edition of “New Paths in Psychology”:

And because we want and yet cannot think out what it is we really want, the . . . conflict is largely unconscious, and thence comes neurosis. Neurosis, therefore, is intimately bound up with the problem of our time and really represents an unsuccessful attempt on the part of the individual to solve the general problem in his own person. Neurosis is self-division.

CW 7, §430

Hence in our consulting rooms we see the afflicted canaries from the coal mines of our society and culture.

We face the task of facilitating the transcendent function that creates the “third thing” in which the split opposites—fundamentally nature and culture—find reconciliation in the saving, healing image, in Jung’s terms a new “god image.”

Throughout his seminars, letters and published writings, Jung has addressed these and related issues, often with the purpose of contextualizing his discussion of a particular topic. These contextualizing

comments provide the necessary broad background for understanding Jung's view of the structure of the psyche: ego, shadow, anima/animus, self.

Readings for this course will fall into two broad categories: Jung's mature statements of his points of view; and subsequent contributions that elaborate and develop Jung's initial insights. Since, as mentioned, Jung addressed many contextualizing factors in the course of discussing more-clearly "clinical" issues, compiling the relevant passages from his letters, seminars, and published writings will generate focused statements of Jung's view of a topic. When available, specific chapters, public addresses, etc., will be included. This will constitute the foundation on which later contributions—e.g., from *Journal of Analytical Psychology*, *International Journal of Jungian Studies*, and published books and lectures—can build. As our understanding develops, we can revise our list of subsequent contributions.

Tentative Sequence of Classes

Within the current nine-month calendar structure we actually have only seven Fridays when the Theory and Practice class meets. Two Community Training Weekends feature an individual analyst's presentation (the Founders Day program fills only the Saturday of the ATP weekend). The following seven topic areas constitute a preliminary draft of the Psychic Structure course.

September –The Practice of Analytical Psychology

In these essays and talks, Jung presents his views to the general practitioner of psychotherapy, discusses his approach, and the function of psychotherapy in the modern world. These essays and talks "ease" the neophyte into Jung's way of thinking.

Jung, C.G. (1929/1957). "The Aims of Psychotherapy." CW7, pp. 36-52.

_____. (1929/1957). "Problems of Modern Psychotherapy." CW 7, pp. 53-75.

_____. (1942-1957). "Psychotherapy and a Philosophy of Life." CW 7, pp. 76-83.

_____. (1941/1957). "Psychotherapy Today." CW 7, pp. 94-125.

Haule, J.R. (2011). "Jung's psychotherapy and neuroscience." Chapter 12 in J.R. Haule, *Jung in the 21st Century*, vol. one. London and New York: Routledge, pp. 138-144.

October – "Nature and Culture" in History & the Significance of the "God-Image" and "Religion"

The development of "culture" privileges some potentials in nature and suppresses others, creating a tension. Religion as *numinous symbol* organizes the inner and outer life of individuals and cultures, providing the *tertium* that binds the privileged and the suppressed aspects of the individual and cultural psyche. Jung writes frequently and eloquently about the profound change that the Christian message and symbol wrought in the Classical world, and how the Christian message and symbol has forfeited its numinosity to organize inner and outer life for great masses of people, progressively losing power since the 18th Century. Central to this discussion is Jung's understanding of the *symbol* as a numinous image that "organizes" the psychic life of individuals and cultures.

Excerpts from Jung's published works (CW, seminars, letters)

Haule, J.R. (2011). "Jung on the history of consciousness." Chapter 15 in J.R. Haule, *Jung in the 21st Century*, vol. one. London and New York: Routledge, pp. 177-185.

November – Myths, Archetypes and the "Complex" Structuring of the Psyche

Complexes typify the structure of the psyche. Many complexes constellate around activated archetypes, e.g., ego and shadow forming around the hero and the anti-hero archetypes. As ego consciousness develops in any given setting and time, culturally approved potentials become ego skills and persona contents while devalued human potentials tend to be suppressed and become shadow contents. This creates inner division, the "civil war" that persons experience when suppressed potentials demand attention.

Excerpts from Jung's published works (CW, seminars, letters):

Self as the totality of the archetypes as matrix

Complexes as typical structures of the psyche

Development of Ego, Persona and Shadow as specific complexes

Knox, J. (2004). "Developmental aspects of analytical psychology: new perspectives from cognitive neuroscience and attachment theory." Chapter 3 in Cambray and Carter (2004). *Analytical Psychology: Contemporary Perspectives* . . . Hove & New York: Brunner-Routledge, pp.

Haule, J.R. (2011). "Reflective process: The ego in neural context." In J.R. Haule, *Jung in the 21st Century*, vol. one. London and New York: Routledge, pp. 94-106.

January – Jung's Theory of Change

Two related phenomena constitute the core of Jung's theory of change: final cause (*causa finalis*) and compensation. In Jung's view, entities tend toward fulfillment / actualization of an innate "program." When an entity—e.g., and individual or a culture—cannot affirm the wholeness of its being (that is, there is no *numinous symbol* that gives satisfactory orientation to inner and outer), life tends to stagnate and what has been excluded from conscious life arises in the form of counterbalancing ("compensatory") images and behaviors.

Excerpts from Jung's published works (CW, seminars, letters)

Mythic & Alchemical Patterns of Change

February – Psychological Type and the Opposites: The Dynamics of Working with Ego and Shadow

Psychological type plays a central role in reconciling the opposites—introversion and extraversion in the individual and the culture—and in individuation.

The compensatory relationship between ego and shadow

Ego-shadow energetics

Activating the transcendent function and the symbol as *tertium*

March – Working with Anima and Animus: "Bridges" to the Objective Psyche

Much has been written about the anima and the animus since Jung suggested these terms decades ago. Much of the confusion in what these terms mean comes from Jung, who was attempting to understand the core structure of a range of phenomena. When they are working properly, anima and animus are functions of relationship to the objective psyche, not the burden loaded on members of the opposite sex.

April – From Psychological Projection to the Unus Mundus

In most of his published writings and talks, Jung maintained his neo-Kantian position that it was not possible to know "the thing itself." What people experienced were "projections" of inner psychological

contents. However, in the last decades of his life, Jung's fascination with the notion of synchronicity and the *unus mundus* began to put in question his insistence on projection as he had typically used the term. This shift toward the *unus mundus* has implications for practice—the analytic field between client and analyst—and for the client's relationship to certain experiences that one might call “transpersonal.”

C.G. Jung Institute of Chicago
ATP Faculty Syllabus Form!

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Course Title: Persona and Shadow development and Analysis

Dates and Times: Sept. 11 and Oct. 9 from 1:00 to 3:00

Faculty Name: Lorna Cowl, LCSW

Contact Info/Email: LJCowl@comcast.net

Course Description: Two psychological mechanisms, repression and suppression are responsible for the development of 2 psychic systems, Persona and Shadow. In this course, we will explore why and how this happens, and the implications for us personally and collectively. During the October class, you will be presented with many clinical examples of persona and shadow manifestations in dreams, countertransference reactions, and working with this material with individuals and couples. In November, Candidates are required to bring client dreams, and/or case material so we can work as a group to deepen the understanding of the course material presented in October.

Required Reading:

Collected Works (CW) Vol. 10 pgs. 437-455

CW Vol. 7 para. 103 and Footnote 5 and pgs. 156-162

CW Vol. 11 para. 131

Suggested Reading:

Neumann, Erich (1969) *Depth Psychology and a New Ethic*. Boston
Massachusetts: Shambhala Publications.

Learning Objectives:

This class is designed to help you:

- 1) Define Persona and Shadow, Repression and Suppression.
- 2) Explain how repression and suppression create both persona and shadow and how these psychic systems manifest and operate individually and collectively.
- 3) Recognize Persona and Shadow material in clients' presentations, in their dreams, in their relationships, and in our countertransference.
- 4) Apply theory with the goal of aiding in client transformation.

Curriculum Content:

Program content is based on C.G. Jung's theories of Persona and Shadow

which were synthesized and expanded on by Jungian analyst, Erich Neumann. These are key concepts in the practice of depth psychology and the use of dreams and countertransference material has a long history in clinical practice.

Sources:

Neumann, Erich (1969) Depth Psychology and I New Ethic. Boston Massachusetts: Shambhala Publications Inc.

Jung, C.G., Collected Works volumes: 7, 10 and 11.

Draft: Boris Matthews

Reviewed: Lorna Crowl syllabus appended



**C. G. Jung Institute of Chicago
Analyst Training Program
Theory & Practice Curriculum
Resource Syllabus**

Course Title: Personality Disorders/Psychopathology in Analytical Psychology

Course Description:

What distinguishes Jungian theory and practice from other depth psychological theories is its emphasis on the objective or archetypal layer in the psyche. Archetypal images connect us to the universal and collective, providing healing energies from this deep layer of the psyche, thus facilitating the individuation process and transformation. Jung stressed the purposive nature of symptoms and disorders, de-pathologizing them. This course will view personality disorders from the perspective of Jung's symbolic attitude/approach which conceptualizes symptoms as symbols. The idea of archetypal possession will be a key concept as it underlies Jung's ideas on psychopathology.

We will examine the most common clinically-relevant disorders and syndromes (from Axis I and Axis II) and apply archetypal amplifications to these experiences to deepen our understanding and facilitate the change process. We will use films, fairy tales and myths as invaluable resources to bring to life theoretical diagnostic criteria, asking how accurate are these portrayals of psychopathology, compared with our clinical experience. Hopefully this will lead to a better understanding of the suspected causes of psychological disorders, the distress these illnesses create for the individual and others, and get clues about treatment from these various narratives and images.

Learning Objectives: By the end of the course, candidates will be able to:

1. Describe how the archetypal amplifications of mythology, fairytales, and film are applicable to our patients in clinical setting.
2. Demonstrate greater facility in the archetypal approach that can impart its renewing potential and healing energy of this level of the objective psyche/deep unconscious.
3. Describe how the symbolic approach increases our understanding of symptoms.
4. Discuss ways to introduce, integrate, and deepen these archetypal amplifications into the analysis.
5. Recognizing that there are rarely "pure" disorders or clinical categories.
6. Utilize clinical differentiation skills to distinguish within two diagnoses and identify their archetypal underpinning.

7. Identify how the activities of archetypal energies that are outside of the ego are impinging upon the ego and how, since the ego/consciousness has difficulty metabolizing the divine energies/the archetypal energies, the ego defends against these energies.
8. Describe how the archetypal energies are seeking and pressing for humanization in the material world and are thus disturbing the ego equilibrium. This creative process hopefully leads to the transformation of the ego.
9. Describe how the Ego-Self axis needs to be re-aligned in each disorder.

Mood Disorders

Jungian Readings:

- Harding, E. (1970). "The value and meaning of depression." The Analytical Psychology Club of New York. (PDF)
- Steinberg, W. (1989). Depression: A discussion of Jung's Ideas. *Journal of Analytical Psychology*, 34, 339-352. (PEP)
- Hubback, Judith. "Depressed Patients and the Coniunctio." Chapter 1 in Samuels, Andrew, ed., *Psychopathology: Contemporary Jungian Perspectives*. (London: The Guilford Press, 1991)
- Hultberg, Peter. "Success, retreat, panic: over-stimulation and depressive defense." Chapter 2 in Samuels, Andrew, ed., *Psychopathology: Contemporary Jungian Perspectives*. (London: The Guilford Press, 1991)
- Perera, S. (1981). "Descent and Return: The Myth of Inanna-Ishtar and Ereshkigal. In Descent to the Goddess: A way of initiation for women. Toronto: Inner City Books.
- Rosen, D. H. (1998). Egocide and Transformation: A New Therapeutic Approach. In Transforming Depression, Chapter 4, pp. 61 – 80; & pp. 85 – 93. New York: Putman Books.
- McWilliams, N. (1994). Depressive and Manic Personalities. In Psychoanalytic Diagnosis, pp. 227-248. New York: Guilford.

Myth: Inanna (PDF), Persephone and Demeter; Psyche and Eros

Fairytale: Allerleirauh (Thousand-Furs) (Grimm); Girl without Hands (or Handless Maiden, Grimm), Little Snow White; sleeping Beauty.

Film: Two Days One Night (2014), Ida; Ordinary People, the Hours (Director: Stephen Daldry, 2002), The Piano, Last Picture Show; Limbo, House of Sand and Fog.

Anxiety Disorders

Readings:

- Dougherty and West, Matrix and Meaning of Character, chapter 3, pp.79-103 (OCD)
- Paris, G., The Wisdom of the Psyche, pp.198-206.
- Anxious Personality Disorders, pp. 56-57. In *Psychodynamic Diagnostic Manual (PDM)* (2006) Alliance of Psychoanalytic Organizations, 2006.
- "Symptom Patterns: The Subjective Experience-S Axis. Anxiety Disorders, pp. 96-100. In *Psychodynamic Diagnostic Manual (PDM)* (2006) Alliance of Psychoanalytic Organizations, 2006.

Myth: Pan/Myth of Sisyphus.

Fairytale: Clever Elsie (Grimms P; The Red Shoes (Andersen); Bluebeard (Perrault); Papagena character in "The Magic Flute" (Mozart opera)

Film: Adaptation; Vertigo (Hitchcock) and Papageno (from Magic Flute, director: Ingmar Bergman, 1975); Kissing Jessica Stein; Manhattan; Annie Hall.

Dissociative Disorders

Jungian Readings:

Kalsched, D. (1996). The Inner World of Trauma: Archetypal Defenses of the Personal Spirit. New York: Routledge.

Kalsched, D. (2013). Trauma and the Soul: A Psycho-spiritual Approach to Human Development and its Interruption. (London: Routledge.)

West, Marcus. (2016) In the Darkest Places: Early Relational Trauma and Borderline States of Mind. (London: Karnac Books.)

Wirtz, U. (2014). Trauma and beyond: the mystery of transformation. New Orleans, L.A.:Spring Journal Books.

Austin, S. (2009). Jung's dissociable psyche and the Ecstatic self, JAP, 54(5), 581-599 (PEP)

Noll, R. (1989). Multiple Personality, Dissociation and C. G. Jung's Complex theory. JAP, 34(4), 353-370. (PEP).

Myth: Daedalus and Icarus, Titans.

Fairytales: Fitcher's Bird (Grimm; also see Kalsched), Rapunzel, Prince Lindworm (see Kalsched)

Film: Birdman (2014); Pan's Labyrinth (2006), Ordinary People, Angels in America, Prince of Tides (1991). Sybil; Three Faces of Eve; Persona (Director: Bergman, 1966), Mulholland Drive (de-realization); The Strange Case of Dr. Jekyll and Mr. Hyde; 3 women; searching for Paradise.

Obsessive Compulsive PD

Readings:

McWilliams, N. Obsessing and Compulsive Personalities. Chapter 13, pp. 279-298. In Psychoanalytic Diagnosis.

Myth: Sisyphus

Fairytales: The Red Shoes, Rumpelstiltskin, the Fisherman and His Wife.

Film: Wit, As Good as It Gets. House of Games, Matchstick Men; Changing times; Box of moonlight.

Narcissistic Personality Disorders

Readings:

Dougherty and West, Matrix and Meaning of Character, chapter 2, pp. 53-78, and chapter 5, pp. 133-155, chapter 8, pp. 211-234

Paris, G., Wisdom of the Psyche, pp. 74-78

Jacoby, M. (1985). The myth of Narcissus. Chapter one in Individuation and Narcissism: the Psychology of Jung and Kohut. New York: Routledge. Entire book is recommended.

Ledermann, R. (1991). Narcissistic Disorder and Its treatment. In A. Samuels, Psychopathology: Contemporary Jungian Perspectives, Chapter 5. New York Guilford Press.

Sperry, L. ed. (2003). Narcissistic Personality Disorder, chapter 7 in Handbook of Diagnosis and Treatment of DSM-IV-TR Personality Disorders, 2nd ed. New York: Brunner-Routledge.

Asper, K. (1993). The Abandoned Child Within. New York: Fromm International Publishing Corp.

Jacoby, M. (1991). Reflections on Heinz Kohut's Concept of Narcissism. In Samuels, Psychopathology: Contemporary Jungian Perspectives. Chapter 7, New York: Guilford Press.

McWilliams, N. (1994). Narcissistic Personalities. Chapter I in Psychoanalytic Diagnosis. New York: Guilford Press.

Morrison, A. P. (1989) Shame: the underside of Narcissism. Hillsdale N.J.: The Analytic Press.

Schwartz Salant, N (1982). Narcissism and Character Transformation: the Psychology of Narcissistic Character Disorders. Toronto: Inner City Books.

Myth: Narcissus, Demeter and Persephone. Wyly, J. (1989) The Phallic Quest: Priapus and Masculine Inflation. Toronto: Inner city books.

Fairytale: Snow Queen (Hans Christian Andersen), Mother Holle. Peter Pan.

Film: Squid and the Whale (Director: N. Baumbach, 2005); Phone Booth (Dir, Joel Schumacher). Sunset Boulevard. The Shape of Things, Lovelife.

Schizoid PD

Readings:

Fairytale: The Little Match Girl

Myth: The goddess Sedna

Borderline PD

Readings:

Dougherty and West, Matrix and Meaning, chapter 4, pp.107-132

Scvhwartz-Salant, Nathan. The Borderline Personality: Vision and Healing. In Samuels, A., Psychopathology: Contemporary Jungian Perspectives, pp. 157- 204, Karnac Books.

West, Marcus. Into the Darkest Places: Early Relational Trauma and the Borderline Personality. (London: Karnac Books, 2016).

Myth: Dionysus

Fairytale: Rapunzel (Grimm)/Allerleirauh (Grimm)

Film: Notes on a Scandal (Director: Richard Eyre, 2006); Sexy Beast; Fatal Attraction; Play Misty for Me; Sid and Nancy.

Avoidant Personality Disorders;

Readings:

Myth:

Fairytale: Little Match Girls.

Film: Amelie; Angel at My Table (Campion, Dir.); Remains of the Day.

Dependent Personality Disorder

Readings:

Perera, S. (1986). *The Scapegoat Complex: Toward a Mythology of Shadow and Guilt.* (pp. 65-72) Toronto: Inner City Books.

Benjamin, J. (1988). Bonds of Love: Psychoanalysis, Feminism, and the Problem of Domination. New York: Pantheon.

Myth: Demeter

Fairytale: Girl without Hands

Film: What about Bob?; Autumn Sonata; Mr. and Mrs. Bridge; Grey Gardens (1975) (documentary made into a Broadway show); The Station Agent (counter-dependence); Washington Square (father dependence, spite against the Self); Night Porter (1973) (merged relationship between torturer and victim); Blue Velvet (1986).

Histrionic PD

Readings:

Myth: Aphrodite

Fairytale: Alice in Wonderland

Summary:

What value do myth, film, and fairy tales have to DX and RX?

1. Each provides an archetypal constellation of the psyche. All the actors are psychic players in the client. And each player is an archetypal energy that impinges upon the client ego.
2. The analyst is a witness, a co-ego to help metabolize the archetypal energy that the ego is not able to humanize. E.g. shame affect; or trickster energy, or senex, or puer, or anima/us, or self.
3. These help to see what is the creative movement of the archetypes in the symptoms. Need to look beyond symptoms to see the movement toward personality change.
4. Myth, film and fairy tales give a perspective on archetypal energies—what it is that is attempting to break through the deficient ego.

What is the distinctively Jungian take on PD?

1. Fundamental is the acknowledgement of the activity of archetypal energies that are outside of the ego, but impinge upon the ego. The ego/consciousness has difficulty metabolizing the divine energies/ the archetypal energy. Therefore it goes into defensive places.
2. Jungians also believe that the archetypal energies are seeking, pressing for humanization. They are disturbing the ego equilibrium constantly as they interface with reality external to the ego and with the reality of the limitations of the ego.

3. Therefore something creative is trying to happen in all pathology—the ego is having difficulty cooperating with the process.
4. The analyst must constantly be attentive to the Self, to the creative energies that are seeking to re-align the ego with the Self, so that the Self can be expressed in the human better. The Ego-Self axis is being realigned. The analyst must not get pulled into “regressive re-establishment of the persona/ego.” The analyst must be able to tolerate, and facilitate the death of the “ego” for a new “ego” to be born.

General Reading:

- The Complete Grimm's Fairy Tales (1944). New York: Pantheon
- Samuels, Andrew, ed., Psychopathology: Contemporary Jungian Perspectives. (London: The Guilford Press, 1991).
- Dougherty, Nancy and West, Jacqueline J. The Matrix and Meaning of Character: An Archetypal and Developmental Approach. London: Routledge, 2007
- Jacoby, Mario. Individuation and Narcissism.
- Fordham, Defenses of the Self.
- Dieckmann, Hans. Complexes: Diagnosis and Therapy in Analytical Psychology. (Wilmette: Chiron Publications, 1999).
- Dieckmann, Hans. (1986) Twice-Told Tales: The Psychological Use of Fairy Tales. Wilmette, IL: Chiron Publications.
- Fredericksen, D. (2001). Jung/sign/symbol/film. In C. Hauke and I. Alister, (Eds.), Jung and Film, pp. 17-55. London: Brunner-Routledge.
- Grant, M. and Hazel, J. (1979). Gods and Mortals in Classical Mythology: A Disctionary. New York: Dorset Press.
- Kerenyi, C. (1992). Gods of the Greeks. Nw York: Thames and Hudson.
- McCurdy, J.C. (1991). The Structural and Archetypal Analysis of Fairy Tales. In M. Stein and L. Corbett,(Ed.), Psyche's Stories. Vol 1, pp. 1-15. Wilmetter, IL: Chiron Publications.

Review DSM Disorder Criteria in:

- American Psychiatric Association. Diagnostic and Statistical manual of mental Disorders, 5th Edition. Washington: American Psychiatric Association.
- Psychodynamic Diagnostic Manual (PDM). (2006) Silver Springs, MD: The Alliance of Psychoanalytic Organizations. Especially “Personality Patterns and Disorders, P Axis”, pp 17-31; “profile of Mental Functioning, M Axis,” (p. 73-85); “Symptom Pattaerns: The Subjective Experience, S Axis, (P. 93-4).
- McWilliams, Nancy. Psychoanalytic Diagnosis: Understanding Personality Structure in the Clinical Process. New York: The Guilford Press, 1994.
- Millon, T. (1995). Disorders of Personality: DSM-IV and Beyond. 2nd edition. Nw York: Wiley.
- Sperry, L. (2003). Handbook of Diagnosis and Treatment of DSM-IV-TR Personality Disorders. New York: Routledge.

Original Draft: Sue Rosenthal, Judith Cooper, and Arlo Compaan



**C. G. Jung Institute of Chicago
Analyst Training Program
Theory & Practice Curriculum**

Course Title: Spirituality and the Archetypal World in Analytical Psychology

Course Description:

Spirituality is a term and a concept that has been inundated with a variety of meanings. Today, for the most part, it has been divorced from organized religion which at one time by its very original nature and meaning included it. Many people today are consciously trying to find more meaningful expression for their spiritual life and have turned to alternative expressions like Tai Chi, yoga, varying meditative forms, Buddhist practices, sweat lodges, silent retreats and so forth.

This search for deeper meaning is reflective of Carl Jung's own search for a spiritual life that had divorced itself from the Swiss Reformed Church in which he was raised. It is safe to say that all his life, he struggled with, reflected on and wrote about the issues of religion in the attempt to reconstruct a spiritual path for him that had integrity for his own individuation. In his research that developed into an understanding of a collective unconscious he was able to identify forces that were a part of the human condition that were later called archetypes. Long ago in human history, what we now call archetypes was then referred to as gods and goddesses. The later were associated with a held religious structure; the other reflective of depth psychology.

Archetypal psychology has the advantage for the post modern person of providing a solid intellectual ground for discovering a spiritual life rooted in the living nature of their own psyche. If this finds itself carried over into an organized religion, it then becomes a personal decision.

Spirituality always implies something that comes to the ego. The ego did not create it. This is seen in analytic work as certainly as it was seen in cultures that practiced shamanism. It is reflected in the notion that when a spirit has gone out of a person, it gives a feeling of meaninglessness. Or, we might imagine a spirit has gone into a person and ask "what has gotten into him/her". In the end, Jung's discovery of archetypes and their relationship to the spirit and spirituality will be the focus of this course.

Learning Objectives:

The candidate will be able to:

1. Describe the importance of religion and spirituality in the life and work of Jung and why his focus on these two subjects is so important for understanding Analytical Psychology.
2. Explain the difference between the concept of religion that asks the essential questions of life and a concept that is held accountable to the rules and dictates of organized religion only.
3. Discern the relationship between archetypes and spirituality as two parallel description of helping a person regain some kind of meaningful relationship to the transcendent.
4. Explain how and why a deep understanding of religion with all its essential questions about life and death and a spirituality that reflects that search are integral to any kind of analysis that promotes one's individuation process.

Readings:

- Corbett, Lionel. The Religious Function of the Psyche. London: Brunner-Routledge, 1996.
- Corbett, Lionel. The Sacred Caldron. Wilmette, IL. Chiron Publications, 2011.
- Frankl, Viktor E. Man's Search for Meaning. New York: Washington Square Press, 1963.
- Freud, Sigmund. The Future of an Illusion. Garden City, N.Y.: Doubleday & Co., Inc. , 1964
- Fromm, Erich. Psychoanalysis and Religion. New Haven: Yale University Press, 1950.
- Jones, Alan. Soul Making: The Desert Way of Spirituality. San Francisco: Harper, 1985.
- Jung, C. G., CW9i, "The Phenomenology of the Spirit in Fairytales."
- Jung, C. G., CW8, "Spirit and Life."
- Jung, C. G., CW 10, "The Spiritual Problem of Modern Man."
- Jung, C. G., CW 16, "The Aims of Psychology." pp.45-6.
- Eliade, Mircea. Shamanism, Chapter 1

Draft: Fred Gustafson

Reviewed:



**C. G. Jung Institute of Chicago
Analyst Training Program
Theory & Practice Curriculum
Resource Syllabus**

Course Title: Transference, Countertransference, and the Interactional Field

Course Description:

“Everyone who has had practical experience of psychotherapy knows that the process which Freud called “transference” often presents a difficult problem. It is probably no exaggeration to say that almost all cases requiring lengthy treatment gravitate round the phenomenon of transference, and that the success or failure of the treatment appears to be bound up with it in a very fundamental way. Psychology, therefore, cannot very well overlook or avoid this problem, nor should the psychotherapist pretend that the so called ‘resolution of the transference’ is just a matter of course.” (C.W.16 p. 164)

Jung imagined the transference as a problem that interfered with his treatment and needed to be understood so that his work could continue without the intrusion of transference issues. Psychoanalysis today emphasizes transference/counter-transference field as a central tool which the therapist uses to understand the psychological process between the analytic dyad. The idea of countertransference has expanded beyond its original meaning of a neurotic reaction to include all reactions of the therapist: affective, bodily, and imaginal.

All patients, in contrast to Jung’s idea that only some patients, come into analysis with some form of transference that unfolds throughout the treatment. Working with the transference enables the patient to reclaim parts of him/her-self and ultimately build a connection with the inner Self, the central goal of the analytical psychological approach. Less understood and talked about in the analytic world is the role of countertransference in illuminating the direction that the analytic couple is to take. The analyst’s own internal response to the patient is an invaluable tool giving the analyst access to diagnostic as well as treatment data. There have been different descriptive uses of countertransference, i.e., complimentary, concordant, and illusory. Using oneself within the treatment process requires a deep understanding of our own psychology so that we can navigate the psychic territory between analyst and patient. An “analytic third” is created in depth work which becomes the object of the analysis. “Associative dreaming” is the mental activity going on in the therapist for grasping the intersubjective and interimaginal communications of countertransference reactions. Reverie and active imagination are a way of accessing, and working with, the analytic third. An “analytic compass”

is created pointing the way in any given moment and eventually leading to the individuation of the analytic couple.

Learning Objectives:

The candidate will be able to:

1. Identify the different forms of countertransference.
2. Describe the traditional meanings of transference and countertransference.
3. Name affective indicators that a transference or countertransference may be occurring.
4. Describe the optimal state of consciousness for observing ongoing reveries in the analyst.
5. Distinguish between interpretations and functional descriptions of the field.
6. Identify phenomena that may validate the accuracy of an intervention.
7. Describe the goal of analysis in terms of the fate of the transference.
8. Summarize the template of individuation in Jung's *Psychology of the Transference*.

Analytical Psychology Readings

Cwik, A. J. (2011). Associative dreaming: Reverie and active imagination. *Journal of Analytical Psychology*, 56, 14-36.

Cwik, A.J. (2017). What is a Jungian Analyst Dreaming When Myth Comes to Mind? Thirdness as an Aspect of the Anima Media Natura. *Analytical Psychology*, 62:107-129.

Edinger, E. 1994. *The Mystery of the Coniunctio: Alchemical Image of Individuation*. Toronto: Inner City.

Forham, M. (1957/1996). Notes on transference. In Sonu Shamdasani (Ed.) *Analyst-patient interaction: Collected papers on technique*. London: Routledge.

Jacoby, M. (1984). *The Analytic Encounter: Transference and Human Relationship*. Toronto: Inner City.

Jung, C. G. (1946). The psychology of the transference. In *Collected works of C.G. Jung*, Vol. 16, Part Two: Specific problems of psychotherapy, III (Second ed., pp. 163-323). Princeton, N.J.: Princeton University Press (1966).

Jung, C. G. (1951). Fundamental questions of psychotherapy. In *Collected works of C.G. Jung*, Vol. 16, Part I: General problems of psychotherapy, IX (Second ed., pp. 111-128). Princeton, N.J.: Princeton University Press (1956).

Machtiger, H. (1995). Countertransference. In M. Stein (Ed.), *Jungian Analysis* (2nd ed., pp. 210-237). Chicago: Open Court.

Samuels, A. (1985). Countertransference, the mundus imaginalis and a research project. *Journal of Analytical Psychology*, 30, 47-71.

Samuels, A. (1985). Symbolic dimensions of eros in transference-countertransference: Some clinical uses of Jung's alchemical metaphor. *International Review of Psycho-Analysis*, 12, 199-214.

Schaverien, J. (2007). Countertransference as active imagination: Imaginative experiences of the analyst. *Journal of Analytical Psychology*, 52, 413-431.

Schwartz-Salant, N. (1986). On the subtle-body concept in clinical practice. In *The body in analysis*, ed. N. Schwartz-Salant and M. Stein. Wilmette, IL: Chiron Publications, 1-30.

Schwartz-Salant, N. (1995). On the interactive field as the analytic object. In *The Interactive Field in Analysis*, 1, 1-36.

Schwartz-Salant, N. (1998). *The Mystery of Human Relationship: Alchemy and the Transformation of the Self*. London: Routledge.

Sedgwick, D. (1994). *The wounded healer: Countertransference from a Jungian perspective*. London: Routledge.

Sedgwick, D. (2001). *Introduction to Jungian psychotherapy: The therapeutic relationship*. New York: Brunner-Routledge.

Wiener, Jan. (2009). *The Therapeutic Relationship: Transference, Countertransference, and the Making of Meaning*. College Station: Texas A&M University Press.

Non-Analytical Psychology Readings

Bird, B. (1972). Notes on transference: Universal phenomena and the hardest part of analysis. *Journal of the American Psychoanalytic Association*, 20, 267-301.

Brenner, C. (1979). Working alliance, therapeutic alliance, and transference. *Journal of the American Psychoanalytic Association*, 27 (suppl.), 137-158.

Burke, W., & Tansey, M. (1991). Countertransference disclosure and models of therapeutic action. *Contemporary Psychoanalysis*, 27, 351-384.

Esman, A.H. (1990). *Essential papers on transference*. New York: New York University Press.

Ferenczi, S. (1990). Introjection and transference. In A.H. Esman (Ed.), *Essential papers on transference* (pp. 15-27). New York: New York University.

Freud, A. (1990). Transference. In A.H. Esman (Ed.), *Essential papers on transference* (pp. 110-114). New York: New York University.

Freud, S. (1990). The dynamics of transference. In A.H. Esman (Ed.), *Essential papers on transference* (pp. 28-36). New York: New York University.

Fosshage, J. (1994). Toward reconceptualizing transference: Theoretical and clinical considerations. *International Journal of PsychoAnalysis*, 75, 265-280.

Gill, M.M. (1979). The analysis of the transference. *Journal of the American Psychoanalytic Association*, 27, 263-288.

Grof, Stanislav, (2009). Evidence for the Akashic Field from Modern Consciousness Research, pp. 193 - 211, in Laszlo, E. ***The Akashic Experience: Science and the Cosmic Memory Field***. Inner Traditions Books, Rochester, VT. (2009).

Grof, Stanislav, (2016) Introduction to What Is Reality? The New Map of Cosmos and Consciousness, pp. XXI - XXXVII, in Laszlo, E., ***What Is Reality***, Select Books, New York, (2016).

Greenacre, P. (1954). The role of transference. *Journal of the American Psychoanalytic Association*, 2, 671-684.

Greenberg, J. (1991). Countertransference and reality. *Psychoanalytic Dialogues*, 1(1), 52-73.

Greenson, R.R. (1965). The working alliance and the transference neurosis. *Psychoanalytic Quarterly*, 34 (2), 155-179.

Heimann, P. (1949). On counter-transference. In R. Langs (Ed.), *Classics in psychoanalytic technique* (pp. 139-142). Northvale, NJ: Jason Aronson, 1990.

Jacobs, T. (1986). On countertransference enactments. *Journal of the American Psychoanalytic Association*, 4, 224-255.

Kernberg, O.F. (1987). An ego psychology-object relations theory approach to the transference. *Psychoanalytic Quarterly*, 56 (1), 197-221.

Klein, M. (1990). The origins of transference. In A.H. Esman (Ed.), *Essential papers on transference* (pp. 236-245). New York: New York University.

Loewald, H. (1971). Transference neurosis: Concept and phenomena. *Journal of the American Psychoanalytic Association*, 19, 54-67.

Ogden, T. H. (1997). Reverie and metaphor: Some thoughts on how I work as a psychoanalyst. *International Journal of Psycho-Analysis*, 78, 719-732.

Ogden, T. H. (1999). The music of what happens in poetry and psychoanalysis. *International Journal of Psychoanalysis*, 80, 979-994.

Ogden, T. (2007). *This Art of Psychoanalysis: Dreaming Undreamt Dreams and Interrupted Cries*. London: Routledge.

Racker, H. (1968). Transference and countertransference. New York: International Universities

Racker, H. (1972). The meanings and uses of countertransference. *Psychoanalytic Quarterly*, 41, 487-506.

Renik, O. (1993). Countertransference enactment and the psychoanalytic process. In *Psychic Structure and Psychic Change*. Horowitz, M.D. et al (Eds). Madison, CT: International Universities Press.

Sandler, J., Holder, A., Kawenoka, M., Kennedy, H.E., & Neurath, L. (1969). Notes on some theoretical and clinical aspects of transference. *International Journal of Psycho-Analysis*, 50,633-645.

Searles, H. (1999). Countertransference and related subjects. Madison: International Universities.

Winnicott, D.W. (1956). On transference. *International Journal of Psycho-Analysis*, 37,386-388.

2017-7-17

Initial Draft: Gus Cwik

Reviewed: Tom Kapacinskas

[name of practice]

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

I am currently furthering my professional development by enrolling as a 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 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 telecommunications technologies. Telecommunications 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 consequence of not signing this authorization is that I cannot discuss your clinical case with Jungian Analysts and 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 removal of information such as names and personal information.

[name of practice]

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

I am currently furthering my professional development by enrolling as a 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 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[†] 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 consequence of not signing this authorization is that I cannot discuss your clinical case with Jungian Analysts and 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 removal 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 Telecommunications 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 candidates. This consultation may be conducted via the use of telecommunications technologies. Telecommunications technologies include 2-way, live interactive communication with audio and video, telephones, facsimile machines, and email. I understand that telecommunications technology has limitations as compared to in-person communication.

Waiver: In consideration of participating in training consultation and control analysis via the use of telecommunications 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 the 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 the 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 Jung Institute 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 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 Telecommunications 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 telecommunications technologies. Telecommunications technologies include 2-way, live interactive communication with audio and video, telephones, facsimile machines, and email. I understand that telecommunications 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 telecommunications 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 the 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 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 the 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 Candidate

Printed Name of 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.



C. G. Jung Institute of Chicago

Tuition Payments, Reductions, and Loans Policy

Tuition Payments:

1. Analyst Training Program (ATP) 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 candidates 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 candidate will submit a 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 candidates. 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 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.

Date: _____

Signature: _____

Print Name: _____



C G Jung Institute of Chicago Analyst Training Program Record of Hours of Analysis

Since weekly personal analysis is a requirement of the Analyst Training Program (ATP), the C G Jung Institute of Chicago seeks to have an accurate record of the number of hours each candidate has been in analysis. We will request a biannual report (each Fall and Spring) of the total number of your hours of analysis —as well as the details of which portion of those hours were in person and via telecommunications technology. We will not ask for any other information about the analysis, since it is vitally important that you have a well-sealed analytic vessel. Your personal analysts have no input to the monitoring committees, and the monitoring committees have no input to your analyst.

Throughout all phases of the training program, the candidate's current or previous personal analyst is not permitted to serve on any of the candidate'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 candidate 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 candidate inquiring of the candidate's analysis. (*ATP Training Handbook* Section 1.1., emphasis added.)

It is up to you to keep track of your hours of analysis, past and present, and to (1) update the form in your file by sending updated pages to the ATP Program Assistant, Amy Ornée; and (2) send a copy of all your forms-to-date to the Chair of the appropriate monitoring committee prior to your meeting with the committee.*

Please complete one page for **each** analyst with whom you have worked, including analysts you worked with prior to entering the Analyst Training Program.

*Remember to **password protect** any forms sent via email with your last name followed by your first initial, in all caps with no spaces or punctuation (e.g., JUNG C).

Recommended Summer Readings For Newly Accepted Applicants to the ATP

Virtually all students of Jung's psychology will have read the semi-autobiographical *Memories, Dreams, Reflections* (Jung, 1989) before they enter training. It is important to understand, however, that Aniela Jaffé, Jung's secretary, was really responsible for assembling the book, much of it after Jung's death. Nevertheless, the book is something of a touchstone in the Jungian community, and if you have not read it, you probably owe it to. Another of Jung's early followers, Jolande Jacobi, wrote one of the classic early overviews of Jung's theories, *Complex, Archetype, Symbol in the Psychology of C. G. Jung* (Jacobi, 1959) which provides an excellent first introduction to the system, and is recommended by many analysts teaching in the training program. A sizable portion of the material in *Memories, Dreams, Reflections* comes from Jung's 1925 seminar on Analytical Psychology (Jung, 2012), which is an excellent introduction to Jung's early work, and is particularly important as an account of the work he did that resulted in the writing of the *Red Book* (Jung, 2009a, 2009b). The 2012 printing of the 1925 seminar also has an extensive introduction by Sonu Shamdasani, one of the leading historians currently working on Jung, that is well worth reading. Jung's own account of his work with the unconscious is the critical element in this source, however.

Many Jungian analysts consider the essays in Volume 7 of the *Collected Works* to be among the best introductions to Jung's project (Jung, 1967). This volume is available in paperback, although as you move along you will likely want to acquire the entire *Collected Works* in hard cover. This is a fairly major investment, although you will, in principle, be referencing the CW for the rest of your professional life. It is possible at times to get a 35% discount on the set from the Assisi Institute in Vermont (<http://www.assisiinstitute.com>). Go to the publications section of the website. Another excellent overview of Jung's system, now available as a stand-alone paperback volume, is Jung's "On the Nature of the Psyche" (Jung, 1969) which can also be found in Volume 8 of the *Collected Works*.

For useful secondary reading, there are a variety of sources, and you will begin to discover just how extensive the Jungian literature actually is, but the following recommendations give you quite a bit of scope. First, it is worthwhile to read a full-scale biography of Jung. The two best biographies are by Barbara Hannah, who was a student of Jung's and knew him well (Hannah, 1976) and the more recent study by Diedre Bair (Bair, 2003). Bair's biography stirred some controversy when it was published, but overall it is probably the most comprehensive and complete account of Jung's complex life. Hannah's biography is closer to Jung, insofar as she knew him well, and had spent a great deal of time with him.

A considerable literature is now growing up around the background to Jung's work—his own sources, the major influences at work on him etc. One work that gives a detailed account of the major trends in thinking about psychology that came together in Jung is Sonu Shamdasani's *Jung and the Making of Modern Psychology: The Dream of a Science* (Shamdasani, 2003). This book is complex, but if you are interested in the intellectual developments that influenced Jung, and what he did with them, this is an important work. Shamdasani argues that Jung should be seen independently from his time with Freud, and while there is merit in this point of view, Jung's time with Freud was enormously important for both of them. While the relationship between Freud and Jung is discussed in biographies of both men, the only attempt to actually provide a more theoretical understanding of what was at stake between them is Hogenson's *Jung's Struggle with Freud* (Hogenson, 1994). Regarding Freud, if you have not read much Freud *The Interpretation of Dreams* (Freud, 1999) remains a major influence on the culture, and his *Three Essays on the Theory of Sexuality* (Freud, 2000) is an excellent overview of his theory.

Jung comments on both works in his correspondence with Freud (Freud & Jung, 1974). Jung's writing style is sometimes off-putting to first time readers, and one book that can be of help is Susan Rowland's *Jung as a Writer* (Rowland, 2005).

The secondary literature by Jungian analysts is vast, but three volumes that will be of value throughout your training, and particularly as you prepare for your Propaedeuticum Exams are edited collections. They are *Jungian Psychoanalysis: Working in the Tradition of C. G. Jung*, edited by Murray Stein (Stein, 2010), *Analytical Psychology: Contemporary Perspectives in Jungian Analysis*, edited by Joseph Cambray and Linda Carter (Cambray & Carter, 2004), and *Psychopathology: Contemporary Jungian Perspectives*, edited by Andrew Samuels (Samuels, 2002). These books allow for browsing for topics that interest you, from typology to archetypes to styles of treatment and understanding psychopathology from a Jungian point of view. The authors are all leading Jungian analysts, and their essays are worth studying and emulating as you begin to write and think about case material and the nature of the analytic enterprise.

Have fun reading, and wish you the best in the Analyst Training Program here at the C. G. Jung Institute of Chicago!

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