



C.G. JUNG Institute Copenhagen
Danish Association for Analytical Psychology (DSAP)
member of the International Association for Analytical Psychology

Handbook for the 4-Year Training as Jungian Psychotherapist

Temporary 2024

**C.G. Jung Institute, Copenhagen
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PREFACE.....	4
C.G. Jung Institute Copenhagen’s Training Programs	4
THE AIM OF THE TRAINING.....	5
QUALIFICATION FRAME AND LEARNING OBJECTIVES.....	6
Knowledge.....	6
Skills	6
LEARNING OUTCOMES OVER THE FOUR YEARS OF THEMES	7
Year 1: Introduction to Basic Concepts and Methodology in Analytical Psychology	7
Year 2: Preparing for Clinical Work, Deepening Knowledge, and Methodology in Analytical Psychology. Introduction to Research	8
Year 3: Clinical Work, Focus on Developmental Psychology, Symbolic Interpretation and Continuing Research.....	9
Year 4: Clinical Work, focus on Psychotherapy as Research Based Practice and Finishing Training as Jungian Psychotherapist	10
OVERVIEW OF THE TOPICS IN THE TRAINING.....	11
DESCRIPTION OF THE TOPICS OF THE TRAINING	12
Training Analysis.....	12
Theoretical Concepts and Methodology in Analytical Psychology	13
ETHICS AND LAW IN PSYCHOTHERAPY	13
DEVELOPMENTAL PSYCHOLOGY.....	13
Therapeutic skills: Symbolic attitude/Analytic identity	17
Supervision – Individual and in Groups	20
Study-group Functioning	22
Research in Psychotherapy	23
Psychopathology: The Interface Between Psychiatry and Analytical Psychology	25
DPFO APPROVAL.....	28
CAMPUS.....	28
THE TITLE OF THE GRADUATES	28
RULES REGARDING MERIT TRANSFER	29
EXEMPTIONS.....	29
LEAVE OF ABSENCE.....	29
ADMISSION, COMPLETION, AND GRADUATION OF THE TRAINING.....	29
Admission Requirements for the 1-Year Foundation Course in Analytical Psychology	29
Admission Requirements for the 4-Year Psychotherapeutic Training	30
Deadline for Applications.....	30
Admission Procedure.....	30
Fees and Other Economic Issues in Relation to the Training.....	31
Completion	32



ATTENDANCE, PARTICIPATION AND ABSENCE.....	32
GRADUATION.....	32
STOPPING THE TRAINING	32
THE ORGANISATION AND CONTENT OF THE TRAINING.....	33
The Organisation of the Training	33
Extent of the Training.....	34
Syllabus.....	34
SEMINARS – OVERVIEW	36
The Structure of the Seminars	40
COMPONENTS OF THE TRAINING	41
Training Analysis.....	41
The Theoretical Foundation.....	42
Clinical Training.....	42
Supervision of Clinical Training, Individual or Group	42
Self-reflection and Annual Evaluation	42
Training Group	43
Symbolic Work.....	43
Conferences	43
Research Modules.....	43
Evaluation.....	44
Teachers.....	45
BOARD OF EXAMINERS.....	45
REQUIREMENTS FOR THE ORAL EXAMS AND THE WRITTEN ASSIGNMENTS.....	46
Overview of the Oral and Written Assignments for the Training	46
Guidelines for Written Assignments	53
Coaching.....	53
Submission.....	54
Deadlines and Extensions	54
Complaint Procedure	55
REQUIREMENTS FOR READING TEXTS IN FOREIGN LANGUAGES	55
THE COMPETENCY PROFILE OF THE GRADUATION CERTIFICATE	55
THE COMPETENCY PROFILE OF THE TRAINING	55
REFERENCES FOR FURTHER INFORMATION	56
EFFECTIVE DATE AND TRANSITIONAL RULES.....	56
AMENDMENTS TO THE TRAINING PROGRAM.....	56



Preface

The requirements for certification have changed from 2024, when the Jung Institute must be re-certified. The process will extend throughout 2024, therefore a temporary training program is needed.

The purpose of this Handbook as a framework description is to give candidates of the Institute an overview of the frames, conditions, and basis of the Jungian Psychotherapist Training Program and to describe the structure, content and requirements of the program.

As a new feature, the Jungian Psychotherapist Training Program has added teaching in research in psychotherapy from February 2024.

C.G. Jung Institute Copenhagen's Training Programs

C.G. Jung Institute Copenhagen offers a comprehensive three-step private Training Program in Analytical Psychotherapy and - Analysis, comprising the following:

1. a one-year Foundation Course in Analytical Psychology
2. a four-year Training as a Jungian Psychotherapist (Building upon the Foundation Course with an additional three years). This training provides access to associate membership of the Danish Society for Analytical Psychology (DSAP) and to membership of the Danish Psychotherapist Association (Dansk Psykoterapeutforening, DPFO)
3. a six-year Training as a Jungian Analyst (Building upon the four-year training as a Jungian Psychotherapist with an additional two years). This training qualifies individuals for membership in the International Association for Analytical Psychology (IAAP). The Training Program for this will not be included here.

Analytical Psychology is rooted in theories developed by C.G. Jung and expanded upon by his successors. The scientific starting point is phenomenology used as an empirical research method. In Jungian Psychology, two main aspects help us understand the human psyche:

1. the clinical aspect involves diagnosing and creating theories about the structures and dynamics of the psyche
2. the symbolic aspect is expressed through fantasies, dreams, fairy tales, mythology, art, literature, religions, and rituals.

The clinical aspect is closely related to psychopathology and clinical psychology, while the symbolic aspect draws from the humanities, sociology, anthropology, and pedagogical studies. Both aspects are equally significant in Jungian psychotherapy, making it essential for Jungian Psychotherapists and -Analysts to have diverse academic backgrounds that encompass all these areas.

The one-year Foundation Course is designed for individuals with a relevant education, such as psychotherapists, healthcare professionals, HR personnel, teachers, and pedagogues, seeking new inspiration or continuous professional development.

If applicants for the one-year Foundation Course wish to progress into the subsequent training as a Jungian Psychotherapist or Jungian Analyst, they must meet specific requirements as outlined below.

The four- and six-year Training Programs are intended for individuals with strong mental faculties, creativity, and a capacity for self-reflection and self-regulation. Candidates should have a genuine



interest in understanding people and the underlying reasons for their attitudes and behaviours. Additionally, they must possess empathy, an aptitude for grasping the symbolic dimension, both individually and collectively within cultural and historical contexts, and maintain a high level of personal integrity and ethical standards.

The Training at the Jung Institute has three key components: Theory, Training Analysis and Supervision. The four- and six-year Training Programs comprises theory and methodology, practice training, and group supervision. In addition to this, candidates must engage privately with a Training Analyst and an Individual Supervisor. The training analysis is required throughout the training and is an important part of the practice training where it functions as a master apprenticeship, giving the candidates insight into their own complexes and an understanding of how their life experiences influence their work as therapists. The individual supervision also functions as a master apprenticeship where the candidate learns from their supervisor.

The four-year training as a Jungian Psychotherapist includes modules covering the theory of science, simple documentation, and research methods for research, primarily in the candidate's own practice.

The six-year training as a Jungian Analyst builds on the previous four years but adds the more complex ideas in the Jungian psychology and concludes with a final article on a level that might be published in an international Jungian journal. The Training Program for this is not included here. Non-Danish applicants are responsible for verifying whether the training they receive at the institute is recognized in their home country.

The language of the training is English.

The Aim of The Training

The aim of the training is to qualify candidates to practice analytical psychology as Jungian Psychotherapists at a level consistent with the current national standards as required by the Danish Psychotherapist Association. As Jungian Analysts, candidates should in addition meet the international standards for Jungian Analysts.

Candidates will develop the competence to work clinically with adults of all ages on a wide range of issues, most often in long-term therapy. This may include assistance with personal development, crises, stress, anxiety, grief, depression, as well as relationship problems and narcissistic disorders or borderline issues. Furthermore, candidates will receive instruction in the psychiatric field to gain an understanding of when private Jungian Psychotherapy and -Analysis is contraindicated.

The primary working area for Jungian Psychotherapists/Analysts is private practice.

As the Institute is a Group Member of the International Association for Analytical Psychology (IAAP), our members are required to follow a policy of non-discrimination based on race, religion, ethnic origin, gender, and sexual orientation.



Qualification Frame and Learning Objectives

Through the 4-year Jungian Psychotherapist Training Program the candidate will acquire the following

Knowledge

The candidate has knowledge of and can reflect upon:

1. the theory, concepts, methodology and forms of intervention of Analytical Psychology as the basis for the practice of Jungian psychotherapy, including the possibilities and limitations, as well as the history of Analytical Psychology and its scientific basis in phenomenology
2. choice of an approach to the client in dealing with specific and complex psychological and psychopathological challenges, and other life circumstances
3. research-based theories and methods within the field of psychotherapy as a basis for the practice of psychotherapy
4. lead and conduct therapy processes within a framework of understanding based on the theory and principles of Analytical Psychology
5. the scientific basis for independently collecting, analysing, documenting, and communicating research in their own practice as a Jungian Psychotherapist
6. theory of science, quantitative and qualitative research methods. Including various scientific methods for data collection and data analysis in connection with research in own practice and supervision
7. ethical frameworks and relevant legislation for the practice of Analytical Psychotherapy and research in own practice
8. accessible platforms with information and research in psychotherapy, especially Analytical Psychology, for continued professional updating and development of own psychotherapeutic practice
9. Jungian Psychotherapists' framework for the practice of therapy in private practice
10. own personal resources, limitations, and development potentials in relation to psychotherapeutic practice, as well as the necessity of professional ongoing supervision as a tool to ensure professional development.

Skills

The candidate has skills and mastery of the therapeutic process by being able to:

1. meeting the client with professional empathy and analytical attitude drawing on Jungian principles and offer contact and presence in dialogue, both verbally and non-verbally.
2. organising and conducting Jungian therapy adapted to the individual client
3. critically select, apply, and evaluate scientifically based psychotherapeutic methods and tools relevant to the work with analytical psychotherapy
4. consider, select, and apply appropriate psychotherapeutic interventions in relation to specific challenges in therapy processes



5. identify and formulate research-relevant issues, justify choice of methods, search for and apply relevant theory and research literature, and collect and analyse data in relation to their own psychotherapeutic practice within analytical psychology
6. apply a variety of research methods in relation to analysing, processing, and documenting their own clinical data from psychotherapy sessions based on scientific theoretical principles
7. independently communicate and discuss psychotherapeutic practice on a theoretical and research-based basis to peers and other partners
8. provide psychotherapeutic treatment in accordance with the current ethical rules of the Danish Psychotherapist Association (DPFO) and the Danish Society for Analytical Psychology (DSAP)
9. through professional supervision and training analysis explore and create awareness of their own personal resources, learning processes, and development potential in relation to their psychotherapeutic practice.

Learning Outcomes over the Four Years of Themes

The following description of the structure and content of the training is simplified. Most academic areas span multiple study years, with progression in depth and complexity. Teaching methods also vary within each area.

The themes and focus of the four years are:

- Year 1: Introduction to basic concepts and methodology in analytical psychology
- Year 2: Preparing for clinical work, deepening knowledge, and methodology in analytical psychology. Introduction to research.
- Year 3: Clinical work with clients, focus on developmental psychology, symbolic interpretation and continuing research.
- Year 4¹: Clinical work with clients, focus on psychotherapy as research-based practice and finishing training as a Jungian Psychotherapist.

Year 1: Introduction to Basic Concepts and Methodology in Analytical Psychology

The first of the two stages of the program is the foundation course, where participants are introduced to analytical psychology's basic understanding of the human psyche and the interaction between the individual's inner and outer world. Participants are also introduced to the Jungian understanding of the psyche's inherent potential for lifelong growth and development of the unique individual, called individuation. Students are taught the analytical psychology model of the psyche and the basic concepts of analytical psychology.

The training is a combination of theory on basic concepts and practical exercises where participants practice Jungian methods of symbolic understanding. The focus is on the participants' personal development, which is incorporated into the training through group exercises and -processes. This way of working is applied to all four years and develops self-awareness and the ability to be aware of and move within one's own psychological patterns and processes.

¹ The completion date of the training program is in the beginning of the 5th year.



Goals

The Candidate has achieved:

- a basic and coherent understanding of Jungian theory and fundamental concepts of analytical psychology
- a certain knowledge of the methodology of analytical psychology
- a certain knowledge of interpretation of symbols
- an understanding of the interaction between the individual's inner and outer world.
- the development and strengthening of the ability for self-reflection, self-awareness, and self-insight
- an ability to be aware of and flexible in her/his psychological patterns and self-organizing processes
- the experience of her/himself in relation to others
- a theoretical foundation for further training
- an experience of regular personal therapy with a Jungian Analyst.

Year 2: Preparing for Clinical Work, Deepening Knowledge, and Methodology in Analytical Psychology. Introduction to Research

The second year focuses on preparing candidates for therapeutic work with clients in the third year. This is enacted through theory of the therapeutic process and methods, training in role-playing and group supervision with clinical cases. There is also focus on the processes and dynamics of the training group as a study group, providing a supportive foundation for the training and candidate's development as an individual and future therapist.

Instruction in psychopathology begins, providing candidates with knowledge and insight into psychopathology and the possibilities and limitations of psychotherapy related to this area.

Concurrently, the work on a deeper theoretical understanding, application, and reflection of analytical psychology's theory and methods continues.

Research principles and perspectives are introduced.

The training analysis plays a pivotal role by currently digesting the personal impact on the candidate coming from the theoretical and practical content of the training.

Goals

The candidate has achieved:

- knowledge about the Jungian therapeutic process and methods
- experiences of the psychotherapeutic setting through role-playing, group supervision, and training analysis
- to apply the relevant Jungian analytical knowledge to symbolic and clinical material
- a fundamental theoretical knowledge of psychopathology and psychiatric diagnoses
- a theoretical knowledge and experiences of study group processes and dynamics
- an awareness of changes in relationship to others and the ability to relate to them and respond appropriately in the clinical training and in the training group



- further self-insight into her/his own internal processes and the interaction with her/his surroundings through the training and training analysis
- a budding identity as a Jungian Psychotherapist.

Year 3: Clinical Work, Focus on Developmental Psychology, Symbolic Interpretation and Continuing Research

In the third year, the focus is on the candidates' clinical work with clients under individual and group supervision. In group supervision, theoretical, methodological, ethical, and relational issues in therapy are explored and reflected upon through clinical cases from the candidates' practical work. This contributes to the achievement of a broader clinical and practical experience base as a Jungian Psychotherapist than candidates can acquire individually. The symbolic attitude is developed theoretically and practically through the interpretation of fairy tales, theory, and practical exercises in sandplay.

The professional identity as a Jungian Psychotherapist is strengthened through knowledge and training in the core competencies of the Analytical Psychotherapist as well as ethics and legislation. Teaching in psychopathology continues.

New areas in the program are psychological development theories, as well as teaching (infant research) research theories and psychotherapy as research-based practice (action research).

The importance of the training analysis continues and is especially important now due to working with the candidate's own clients under supervision.

Goals:

The candidate has achieved:

- beginning their practice with clients in analytical psychotherapy and individual supervision.
- presenting clinical cases in group supervision
- knowledge of and practicing core competencies, identity, and ethics of the Jungian Psychotherapist
- insight into establishing therapeutic relationships and into interacting with clients (including transference and countertransference)
- insight into psychological developmental theories with a focus on the child's early development, and infant research
- how to interpret fairy tale symbols and link the interpretation to the individuation process of analytical psychology
- knowledge of ethics in psychotherapy
- knowledge of DPFO's, DSAP's and IAAP's current ethical guidelines and relevant Danish legislation on confidentiality and data rules
- knowledge of psychotherapy as a research-based practice.



Year 4: Clinical Work, focus on Psychotherapy as Research Based Practice and Finishing Training as Jungian Psychotherapist

In the final year of the program, analytical psychology is put into historical perspective and context with the history of psychotherapy and other schools of thought. Candidates gain knowledge of the interfaces between normal psychology and psychopathology in relation to narcissistic wounds, trauma, dissociation, and knowledge of more advanced Jungian concepts such as synchronicity, individuation and wisdom.

Group supervision is a major focus this year. Another major area this year is the theory of practice-based research and training in research-based practice. As a prelude to the final clinical assignment, the year starts with a group project in action research. The final assignment is a research-based clinical case.

Goals

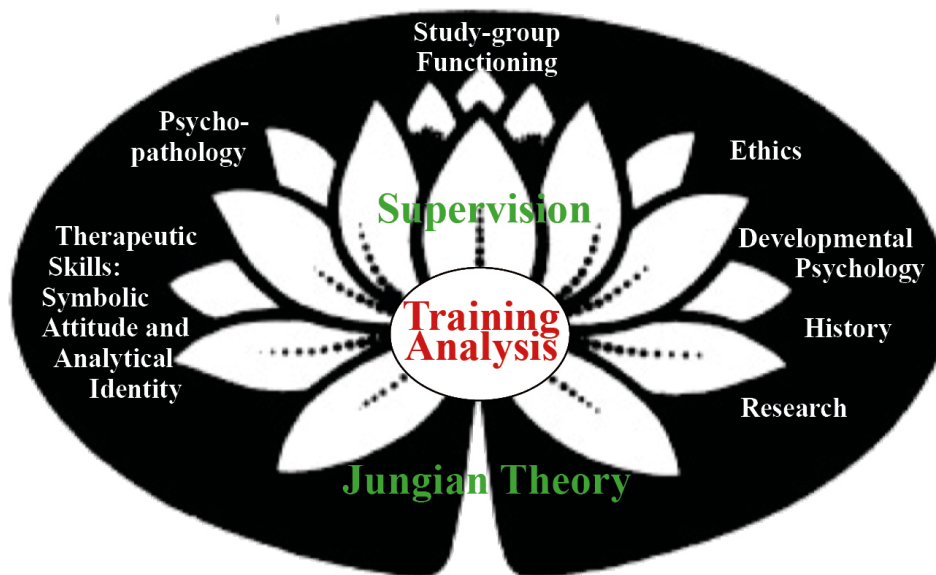
The candidate has achieved:

- knowledge of the history of psychotherapy, the theoretical directions of psychotherapy and the place of analytical psychology in the psychotherapeutic field
- knowledge of the interfaces between different psychological and psychopathological conditions
- knowledge of research theories, directions and methods.
- knowledge of first-person action research
- through the final assignment learned to apply and demonstrate knowledge skills and competencies corresponding to the requirements of the level 7 competence profile
- knowledge of psychological aspects of more advanced Jungian theory and concepts..



Overview of the Topics in the Training.

The following figure illustrates the training as a symbolic metaphor, where training analysis constitutes the ovary of the lotus flower, the core of the training, around which the other topics are positioned.



The Training as a Symbol, our Logo

The table below shows the content of the training presented in headings and how it is distributed over the four years of training:

Topics in the training	Year 1	Year 2	Year 3	Year 4
• Training Analysis*	→	→	→	→
• Theoretical concepts and methodology in analytical psychology (incl. the history and development of psychotherapies)	→	→	→	→
• Development of therapeutic skills: Symbolic attitude and analytical identity	→	→	→	→
• Developmental psychology**			→	→
• Ethics & law in psychotherapy**		→	→	→
• Psychopathology – (including internship)		→	→	→
• Supervision - individual and in group		→	→	→
• Study-group functioning		→	→	→
• Research in psychotherapy		→	→	→

*Is mandatory throughout the entire training but not a part of the training program.

** In the following descriptions the topic will be described as a part of theoretical concepts and methodology in analytical psychology.



Description of the Topics of the Training

The following sections describe the content of the main areas of the program. The order of the topics does not reflect a ranking. The topics *Theoretical concepts and methodology in analytical psychology* and the *development of therapeutic skills: Symbolic attitudes and analytic identity* are closely related and inter-dependent. The following descriptions of the program's themes are therefore a construction. The placement of a concept under one of the groups is based on an assessment of whether the teaching in the individual year emphasizes theory or training in therapeutic and symbolic skills or another topic. A theme or topic may therefore appear more than once in different areas.

All teaching activities are described in detail year by year in the four appendices to this Handbook.

Training Analysis

Is at the core of the development to become a Jungian psychotherapist/analyst. In our logo it is presented as the stem of the lotus flower which is going deep into the bottom of the lake as a symbol of the encounter with the unconscious.

The candidate learns in practice how a long process of therapy and working with the unconscious transforms both oneself and the relationship with other people. The analysis provides insight into the candidate's own complexes and life experiences and how this influences the work with clients. Through the analysis, the candidate becomes aware of and develops their unique personal identity and way of working therapeutically and trains self-reflection and skills in therapeutic work.

A training analysis goes beyond the candidate's personal issues, as it is also a master apprenticeship, not least so that the candidate as a beginner therapist typically adopts the therapist's way of working, but hopefully over time they find their own way. The analysis is a kind of parallel track to the teaching, as therapy is a protected and confidential space. The analyst is not allowed to interfere in evaluations of the candidate. The requirement is that the candidate is in therapy throughout the program with a total of at least 200 hours. See also p. 41.

Knowledge, skills and competencies:

Knowledge, the candidate

- gets a profound and reflected knowledge and understanding of own psychological and relational patterns
- has knowledge and can reflect on own personal resources, limitations, and development potentials
- gets a profound and reflected knowledge and understanding of the Jungian therapeutic process and methods in long-term psychotherapy in the role of the client
- gets insight and can reflect on the role as a Jungian psychotherapist.

Skills, the candidate

- Develops the ability for self-reflection, self-awareness, and self-insight
- Develops the ability to be mindful of and flexible within own psychological patterns and self-organizing



- Trains the ability to accommodate, endure and work with challenging issues over time

Competencies, the candidate

- Can manage situations by using his or her knowledge and awareness of their own psyche and reaction patterns when dealing with the world around them
- Can start creating and developing identity and function as a Jungian Psychotherapist in private practice.

Theoretical Concepts and Methodology in Analytical Psychology

Analytical Psychology concerns the study of the broad scope of the human psyche including its historical dimension, rather than it is narrowly focused on psychological pathology. In the program there is extensive teaching of the theories of C.G. Jung, the post-Jungians, and kindred schools in Psychoanalysis with an emphasis on how these are related to practical clinical work with a scientific basis in phenomenology. Critical thinking and discussions are encouraged.

Ethics and Law in Psychotherapy

Awareness of ethics and ethical challenges is an integral part of the whole program from a variety of different perspectives. From time to time, ethical issues will arise between candidates or in relation to trainers (potential dual roles). The candidates' therapy with training clients very often gives rise to ethical considerations that the candidate discusses with his/her supervisor. It is therefore necessary to deal with these matters along the way, either at the initiative of the candidates or the teachers.

Candidates are trained in current ethical codes of conduct as a student and later as a psychotherapist, as well as legislation on the handling of client information.

Developmental Psychology

Having knowledge of the client's childhood and early experiences is fundamental for the understanding of the client's relationship patterns and mental health and therefore useful in the therapy. The candidates will have knowledge of and understand up-to-date research on infant development and caregiver-infant interaction and the implications for personality development and mental health (modern developmental psychology)

Year 1

As described in the section Learning Outcomes Year 1, p.7, focus is on providing the candidate with a basic understanding of the fundamental concepts of analytical psychology and an understanding of the structure and dynamics of the psyche.

The themes are:

- Introduction to Jung in context
- Introduction to the structure of the psyche
 - Ego and consciousness
 - Typology
 - The Shadow



- Persona
- Archetypes
- Complexes
- Animus and Anima / Gender
- Individuation and the self
- The Black Self
- Trauma – The Basic Fault (object relations psychoanalysis)
- The stages of life.

Assessment of learning outcomes

At the end of the year the candidate writes an essay demonstrating the ability to use the Jungian concepts. See p. 46.

See Appendix Year-1 for detailed descriptions of the teaching activities.

Year 2

In year 2, see p. 8, the work is on a deeper theoretical understanding, application, and reflection of analytical psychology's theory and methodology continues.

The themes are:

- the Self, elaboration with clinical examples
- dreams, theory and methods (includes practice)
- complexes – the clinical aspect
- archetypes – the concept and the main discussion
- psychic Energy in Jung's specific understanding
- addiction and co-addiction, a Jungian understanding
- the four stages of therapy in Jungian theory
- active Imagination, a method to contact with the unconscious (includes practice)
- basic concepts in Jungian theory – overview – preparation for oral examen.

Assessment of learning outcomes

The candidate chooses a topic from the first two years and writes a synopsis as a basis for an oral examination. The candidate has to demonstrate basic knowledge and its application in context. See p. 46. See Appendix Year-2 for detailed descriptions of the teaching activities.

Year 3

In the 3rd year, students independently apply theoretical understanding of analytical psychology in group supervision, and when exploring and reflecting theoretical, methodological, ethical, and relational issues through clinical cases from the candidates' practical work. Ancient psychology is presented from a Jungian perspective.

A new topic is developmental psychology, early childhood development.



The themes are:

- oral exam in the syllabus – theoretical presentations
- ancient psychology: An analysis of The Babylonian epos on Gilgamesh
- fairy tales' theory and interpretation of Fairy tales (includes practice)
- The Red Book: Jung's personal introspection and self-reflection
- anxiety in a Jungian perspective
- developmental psychology:
 - object relation theories
 - attachment theory
 - modern infant research.

Assessment of learning outcomes

In the third year the candidate writes an essay on a fairy tale interpretation in the middle of the year, externally examined and graded. See p. 46.

See Appendix Year-3 for detailed descriptions of the teaching activities.

Year 4

The final year of the program is a study of the more advanced concepts of analytical psychology. Other topics relevant to the candidate's practice as an independent psychotherapist include keeping up to date in the field of psychotherapy, and the ethical codes and legislation with which the candidate must comply. The candidate is prepared for the final assignment.

The Jungian themes are:

- sex and couple (a Jungian and emotion-focus based understanding)
- Jung's experiment with Word association leading to the complex theory
- Jung's concept of Synchronicity exemplified by I Ching
- individuation and the development of wisdom
- psychological interpretation of mythology
- the history and development of psychotherapies
- core competencies of the Jungian Psychotherapist.

Other themes:

- ethics in psychotherapy – ethic codes, law, and General Data protection Rules (GDPR)
- how to keep up to date with psychotherapy research
- trauma and dissociation, pathological narcissism
- mini action research project
- preparation for the 4th year assignment.



Assessment of learning outcomes

In the first half of the year the candidates design and carry out a mini action research project developing the candidates' understanding and knowledge of how to work with action research in a psychotherapeutic context. Internal and externally assessed. See p. 46.

At the end of the 4.th year the final assignment proves the candidate's understanding and reflection of the theoretical as well as scientific and clinical parts of the training. The assignment is externally examined and graded.

See Appendix Year-4 for detailed descriptions of the teaching activities.

Knowledge, skills and competencies:

By studying the theory, methodology, and concepts of analytical psychology, the history of psychotherapy, developmental psychology, ethics and research in their own practice, the candidate has the following

Knowledge, the candidate:

- has knowledge of the starting point of analytical psychology in phenomenology as it is applied as an empirical method of research
- has knowledge of and can describe analytical psychology's understanding of the psyche, its components, function and behaviour in the individual and in interaction with the environment
- has knowledge of and can describe the process and stages of individuation
- has theoretical knowledge and insight into symbolic understanding as a Jungian approach to therapy and the stages of Jungian psychotherapy
- has theoretical knowledge and can explain methods and symbolic work with the unconscious: dream interpretation, social dreaming, active imagination, mandala and sand play
- has theoretical knowledge of and can apply models for symbolic interpretation of fairy tales
- has a knowledge of the psychological understanding of more advanced concepts of analytical psychology such as: psychic energy, and synchronicity
- has knowledge of the Jungian understanding of gender, sex and couple, addiction and co-addiction, trauma, dissociation and pathological narcissism
- understands the background to the creation of Jung's Red Book and his psychological process
- has knowledge of and understand the importance of early attachment experiences and their later impact on relationship patterns and mental health (attachment theory)
- has knowledge of and understand up-to-date research on infant development and caregiver-infant interaction and the implications for personality development and mental health (modern developmental psychology)
- has knowledge of research theories and can reflect on contemporary research-based theories of psychotherapy in general, thus keeping up to date professionally
- is familiar with the history of psychotherapy, in particular with the place of Scandinavian and Jungian psychotherapy in the psychodynamic field of psychotherapy



- has knowledge of the ethical aspects of psychotherapy and the codes of ethics of the Danish Psychotherapy Association, the Jung Institute, the International Association for Analytical Psychology
- has knowledge of how to handle client information in accordance with European GDPR-rules and the Danish Data Protection Agency
- has knowledge of and is able to explain the core competencies of the Jungian psychotherapist.

Skills, the candidate:

- can examine own practice as a psychotherapist through 1st person action research
- can apply the theory and concepts of Jungian psychotherapy in their therapeutic work with clients
- can use Jungian theory to diagnose a client's psychological issues and choose the most appropriate approach to therapy on basis of this diagnosis
- can use symbolic approaches and select appropriate symbolic methods in therapy such as interpretation of the client's dreams and fantasies, interpretation of films, artwork, fairy tales, active imagination, client drawings and mandala
- can identify the stages of a therapeutic process and support it through choice of client approach and methods
- can assess the client's development of individuation and how to address it in therapy
- can apply knowledge of early attachment and developmental psychology as a background to the client's development of disorder illness
- can keep up to date by evaluating and reflecting current research from accessible platforms in psychotherapy
- identify and handle ethical issues in psychotherapy
- is capable of describing and of documenting how requirements for proper data management in psychotherapeutic practice are met.

Competencies, the candidate:

- is able to deal with the client without fixed routines and with professionalism and symbolic attitude exploring the psychological disorders together with the client
- can assess and adapt the methods of analytical psychology in therapy with clients
- handle complex issues with clients under supervision based on theoretical and practical knowledge and experience with training clients
- has the theoretical and practical background and skills to continue their professional development independently and with continuing supervision.

Therapeutic skills: Symbolic attitude/Analytic identity

The Symbolic attitude understands a given phenomenon as symbolic. In Jungian thinking a symbol is different from a sign, which refers to a known thing (like P for parking place). This is trained from the beginning and in all the years by interpretation of dreams, fairy tales, films, sandplay,



symbolic objects etc. The essay after the first year and the exam in an essay on fairy tales testifies to the candidate's understanding. While this (together with the theory) serves as a foundation, analytical identity normally begins to form when the candidate begins to work with clients. Training in working with symbolic material is a prerequisite for becoming competent Jungian psychotherapists. It requires a special mindset to think and work symbolically. It is also a learning process in which the candidate is presented with diverse symbolic material such as dreams and fantasies but is also trained to see the symbolic dimension in other communication, including artistic products.

The formation of the symbolic attitude and analytical identity is an approach to therapy that contrasts with the instrumental and method-orientated approach to psychotherapy. So "therapeutic skills" has a different ring. It is about being able to appreciate the subjective-intersubjective, creating a "therapeutic space", a flexibility in the way of participating in the therapeutic relationship, the ability to observe and conceptualize, and the ability to intervene especially through multi-level interpretation.

"The analytic attitude places the encounter with the unconscious and the unknown at the core of the analytic process, over and above other concerns or considerations. It is reflected in the way the analyst listens, behaves, thinks, feels, and engages during the analytic process. The analytical attitude essentially comprises an ethical attitude adopted towards the analytic process itself." (Winborn (2019), p. 65): *Interpretation in Jungian Analysis: Art and Technique*

All Years

In all seminars of the program, symbolic understanding is developed and practised through the following activities:

- experiential: Social dreaming (dream-matrix)
- experiential: Interpretations of films.

Year 1

Themes: Developing symbolic understanding

- experiential: Introduction to fairy tales
- experiential: Mandala painting
- experiential: Active imagination
- experiential: Symbols and dreams
- experiential: Symbolic work on different topics at each seminar first year.

Year 2

Themes: Developing symbolic attitude and analytical identity (therapeutic skills)

- experiential: Beginning practice (roleplay)
- experiential: A symbolic meeting. The candidates meet older candidates and are initiated into a tradition which they will pass on, when the next group begins.

Year 3

Themes: Supplementary methods in clinical practice

- theoretical and experiential: Interpretation of fairy tales with clinical aspects



- theoretical and experiential: Sandplay – a supplement in clinical practice.

Year 4

Themes: Supplementary methods in clinical practice and development as psychotherapist

- theoretical and experiential: Developing thinking and research skills in own practice
- theoretical and experiential: Symbolic understanding of the body in clinical work
- experiential: Arranging the meeting with the next group of candidates in training in a symbolic fashion.

Assessment of learning outcomes

Assessment of the candidate's symbolic understanding and ability is demonstrated and evaluated in a number of ways (the symbolic attitude):

- in the essay after the first year, the candidate must demonstrate symbolic understanding by drawing on either clinical or personal experience. The same applies to the oral examination in basic concepts after the second year and in the interpretation of fairy tales in the third year
- in group supervision, the candidate presents clinical examples where symbolic understanding is central and is discussed in class
- in the annual personal evaluation, the candidate evaluates his/her symbolic understanding. This is also included in the annual report worked out with the candidate's supervisor. This material is part of the annual evaluation of the candidate.

Assessment of the candidate's therapeutic skills and analytical identity are also demonstrated and evaluated in these ways:

- in the candidate's presentation of client cases in group supervision, individual supervision of own clients and finally the final assignment involving a long-term supervised client process
- in the annual personal evaluation report prepared by the candidate's supervisor. This material is part of the annual evaluation of the candidate.

The content, knowledge, skills and competences for each theme are described in more detail in the Appendix Year 2-4.

Knowledge, skills and competencies:

Knowledge, the candidate:

- has theoretical and experiential knowledge of how working with symbolic material helps to connect with the unconscious and unknown
- has theoretical and experiential knowledge of symbols and symbolic attitude
- has theoretical and experiential knowledge of how to work with symbolic material in therapy
- has knowledge and experiential knowledge of the therapeutic space and the therapeutic relationship
- has theoretical and experiential knowledge of the analytical attitude as the ethical and expressive manner in which the therapist meets the client.



Skills, the candidate:

- has developed ability to understand a given phenomenon as symbolic
- has developed mindset to observe, think and work symbolically
- has developed ability to identify and see symbolic dimension in communication
- can think and work symbolically with dreams, films, fantasies, fairy tales, sandplay, and other artistic material
- can understand, interpret and explore symbolic material from a variety of perspectives
- has developed analytical identity.

Competencies, the candidate:

- can understand and explore the client's experience of their mental problems symbolically
- can understand and interpret the client's life experiences and challenges from many angles and explore these with the client
- can apply knowledge and practical experience in psychotherapeutic work and continue to develop symbolic understanding, analytical attitude and identity as a Jungian psychotherapist.

Supervision – Individual and in Groups

Individual supervision

Begins when the candidate has passed the oral examination after the second year and has begun working with clients and continues in the whole program.

Through supervision, the candidate's awareness is increased by bringing together the candidate's life experience, theoretical knowledge, instinct, empathy, intuition and authenticity so that it can be applied in the encounter with their own and the client's unconscious processes and thus form the basis for investigation in the therapeutic space

It gives the candidate a space to develop his/her therapeutic skills with individual clients over time in relation with experienced supervisor(s).

As with training analysis, individual supervision is also a master apprenticeship where the candidate learns from their supervisor.

Group supervision

Begins in year two with role play with fictional clients and continue with real clients from the 3rd year.

Group supervision is defined as an on-going regular group process where candidates are required to take turns to present case material for discussion, conducted by an experienced supervisor.

Candidates bring their own cases and define the focus of the supervision. A clinical theme may be planned and determine the theoretical and clinical focus. The group supervision process will be explored theoretically and through joint reflection and investigation. The candidates gain a broader experience based on the interconnection between the theoretical and clinical reflections and the presented cases. Supervision also makes sense even if the candidate doesn't have clients yet, and contribute to the candidate's learning process.



Supervision is a two-way training.

The candidate not only learns from an experienced supervisor but is also learning to present her/his case, i.e., thinking about what was important in their sessions. In group supervision, the candidate also gets important input from the group, but she/he also contributes to the collective experience. To this must be added the more informal supervision in the group taking place in the teaching of clinical subjects as well as in the psychopathological teaching, where clinical cases are presented, discussed and reflected upon by the group.

Year 2-4

Group supervision is included in all training program topics.

Group supervision can be a follow-up or a supplement to a specific topic or can precede theoretical training. Each teacher chooses the form and method that suits their group supervision. The methods can be role-playing, presentation of client cases, etc.

The following training topics involve group supervision:

- study-group functioning
- beginning practice
- model for group supervision
- the analytic attitude
- the therapeutic relationship
- psychopathology
- developmental psychology
- experiential sandplay
- body in therapy
- interpretation of fairy tales
- ethics.

Assessment of learning outcomes

During individual supervision, the supervisor monitors the candidate's clinical work and development, as well as their ability to engage in supervision. After the 3rd and 4th year of the training, the candidate describes and evaluates their ability to use supervision in cooperation with their supervisor. This is followed up by Jung Institute's annual assessment of all the candidates. See Appendix Year-2-4 for detailed descriptions of the teaching activities.

Knowledge, skills and competencies:

Knowledge, the candidate:

- has theoretical knowledge of supervision and being supervised
- has practical knowledge in preparing, presenting and discussing self-selected topics from their work with clients
- has experience of different supervisory styles from different supervisors
- knows practical tools to communicate



Skills, the candidate:

- can receive and use input from a supervisor in his/her development
- can apply their knowledge of communication in the training
- has basic clinical skills and an emerging professional identity
- has learned to interact with peers in a way that encourages self-responsibility, increases interpersonal competencies, and encourages mutuality between supervisor and supervisee
- can select topics for supervision and formulate supervisory questions
- can reflect and ask probing questions for feedback from supervisor or other candidates
- is able to listen and respond to other candidates' presentations and supervisor's questions and to share observations and reflections with the supervisee.

Competencies, the candidate:

- can assess when supervision is an appropriate method
- can implement knowledge and reflections gained from supervision in clinical practice or with colleagues.

Study-group Functioning

The candidates as a team form a supportive and learning community, where candidates establish and draw on these relationships in their training of becoming a Jungian Psychotherapist and in their own individuation. It is not a therapy group but a work-group (Bion). By including the training group's collective knowledge and reflections during the program, these are continuously included as a both individual and collective learning process that is reflected and illuminated on a relevant theoretical and methodological background. The Study Group Functional Training is a process course and runs five full days over the three years.

Year 2-4

The themes are:

- the meaning and importance of the study group as a mutual field of education and individuation
- theory behind group-processes
- developmental stages of the group-processes
- group processes in Jungian Psychotherapeutic training
- the sense of both being an individual and a part of the group-processes
- group and individual individuation in a study-group.

Knowledge, skills and competencies:

Knowledge, the candidate:

- has theoretical and methodological knowledge of group-processes and the developmental stages of the group-processes
- has theoretical and practical knowledge of the study-group as a supportive learning community



- has theoretical and practical knowledge of reflective processes in a study-group
- has knowledge of the individual's development and individuation in group-processes

Skills, the candidate:

- can assess when supervision is an appropriate method
- can observe, contribute to and reflect group processes.

Competencies, the candidate:

- can apply their knowledge and skills in challenging group situations where there is a need for understanding the group process and the individual role of the candidate
- furthermore, they can use them on their own process of personal development
- can apply the knowledge and skills in their therapeutic work with their clients and colleges.

Assessment of learning outcomes

The candidate's development and learning in the subject study-group function is assessed on an ongoing basis by the teachers, The Training Committee and at the annual evaluation of all candidates.

See Appendix Year-2-4 for detailed descriptions of the teaching activities.

Research in Psychotherapy

As part of the training program, the candidate must participate in training in research methods in psychotherapy. Teaching takes place in the 2nd-4th year.

This training takes place online and in larger classes made up of students from all programs that are members of the Danish Association of Psychotherapists. The candidate will meet students from other programs and exchange experiences. The training will lead to the final assignment in the program. The modules are 50 hours in total, divided into 5 modules of 10 hours each, with 2 hours of teaching each. The modules are covering the theory of science, simple documentation, and research methods for research, primarily in the candidate's own practice.

Indicative content:

Introduction to Research Principles and Perspectives

The aim of this module is to introduce students to theoretical perspectives in philosophy of science and relate these to the notion of practitioner-lead research in psychotherapy. The module presents different perspectives on research and some of the philosophical and epistemological assumptions behind these perspectives. Students also consider some of the challenges associated with doing research, such as issues of evidence, reliability, validity, etc. The aim of this module is to enable students to understand the basic process of research and how theory informs research.

Indicative content:

- the role of theory and the importance of philosophical frameworks in research



- the strengths and weaknesses of different research paradigms, including qualitative and quantitative
- basic methodological concepts in research, such as validity, reliability, transparency and testability
- challenges and benefits of doing research in the context of psychotherapeutic practice, including ethical considerations.

Action Research and Research Methods in Practice

The aim of this module is to give students a basic understanding of the broad framework of action research within the context of psychotherapy. Students are introduced to the historical tradition of action research and its basic methodological approach. They explore the possibility of doing research as an ongoing evolving process, both in the context of collaborative research with others and as a solo activity. They also explore action research in the context of psychotherapy, including ethical considerations.

Indicative content:

- overview of the historical development of action research
- critical examination of different methodological approaches in action research
- introduction to methods in action research, such as test actions, interviews, focus group interviews, document analysis
- challenges and opportunities of using action researchers in the context of psychotherapy, including ethical considerations.

Phenomenology and First-Person Methods

The aim of this module is to introduce students to the theory and practice of phenomenological and first-person research methods in the context of psychotherapy. Students explore phenomenology as a perspective and where it sits within the scientific tradition. They also explore specific core concepts such as intentionality, the natural attitude and bracketing. Students also learn about phenomenology as an applied practice and they explore examples of phenomenological research in psychotherapy.

Indicative content:

- overview of phenomenology as a historical movement and as a philosophical stance
- exploration of core concepts such as intentionality and bracketing
- introduction to phenomenological research methods drawing on case studies involving psychotherapy
- challenges and strengths of phenomenology in the context of psychotherapy research, including ethical considerations.

Introduction to Mixed Methods and Quantitative Research

The aim of this module is to introduce students to the field of mixed methods research in psychotherapy. Students learn about the mixed methods perspective in social science research more



broadly and some of the key debates and issues in the field that shape research practice, including ethics.

Indicative content:

- introduction to the quantitative research paradigm and procedures to ensure validity and reliability
- introduction to the mixed methods approach in research
- different approaches to integrating qualitative and quantitative research in the context of psychotherapy
- challenges and benefits of taking a mixed methods approach, including ethical considerations.

Researching Own Practice

The aim of this module is to give students the knowledge and skills to integrate research into their own practice as psychotherapists and lifelong learners. At the centre of the module is a practice-oriented engagement with what has been learned in the previous modules. Using case studies, mentoring in small groups and their own experience, students explore how to take a research-based approach to their own practice. This is explored primarily through the context of designing and executing their final year project.

Indicative content:

- case studies of researching own practice
- peer feedback and discussion in mentoring groups
- support with designing the rationale and strategy for the final year project
- understanding the challenges and benefits of researching own practice, including ethical considerations.

More information about the research modules can be found on the website of the Danish Psychotherapist [here](#).

Assessment of learning outcomes

Documentation of the candidate's participation and completion of the research modules is handled by the Danish Association of Psychotherapists.

Psychopathology: The Interface Between Psychiatry and Analytical Psychology

The teaching provides the candidate with knowledge of the major psychiatric diagnoses and how to evaluate a client's functions and symptoms and runs from the second till the fourth year.

The program consists of theoretical presentations and group supervision. Candidates work with either fictional or their own client cases.

The candidate will be able to explore and assess whether a client is suitable for Jungian psychotherapy or should be referred to other forms of treatment or therapy in collaboration with



psychiatry and the health system. The training also aims at making the candidate able to have clients with psychiatric disorders in Jungian therapy.

The candidate gains practical experience in the field of psychiatry through clinical psychiatric experience equivalent first-hand experience to an internship of the duration of once or twice a week for 2 – 3 months or every working day for 3 weeks.

It is the responsibility of the candidate to arrange the internship.

Year 2

The candidate has not started having clients in therapy. The training aims at giving the candidates fundamental insight in some of the major psychiatric diagnosis and methods to psychiatric assessment.

The themes are:

- the relevance of psychiatry in the training program
- introduction and exercise in Global Assessment of Function (GAF)
- GAF-scoring
- the development of the classification system and the implications of it
- reactions to Stressful Experiences, Trauma, PTSD and Complex PTSD
- anxiety Disorders
- obsessive Compulsive Disorders.

Year 3

The candidate starts having clients in therapy so the teaching will more and more involve the candidates' own experiences and challenges.

The topics and themes are:

- developing the use of the GAF-scale
- depression
- the suicidal ideation and how to deal with it
- ADHD
- schizophrenia
- bipolar Affective Disorder
- autism Spectrum disorders
- schizophrenia
- bipolar Affective Disorder
- autism Spectrum disorders

Year 4

- personality and personality disorders
- eating disorders (sleep- and sexual disorders)



The content, knowledge, skills and competences for each theme are described in more detail in the Appendices Year 1- 4.

Knowledge, skills and competencies:

Knowledge:

The candidate has knowledge of:

- the major psychiatric diagnosis: Psychopathology, aetiology and psychodynamic understanding, including Jungian understanding
- the possible options for treatment, the options for psychodynamic perspective and other perspectives. When psychodynamic (Jungian) psychotherapy is indicated or not indicated alone
- the technical language of psychiatry
- the development and hierarchy of the psychiatric classification system
- assessment of a client's functioning and symptoms (Global Assessment of Functioning and symptoms – GAF-Scale)
- choice of an approach to a client in dealing with specific and complex psychological and psychopathological challenges, and other life circumstances.

Skills:

The candidate can

- recognize signs of psychiatric disorders in clients
- use the GAF scale to evaluate a client's functioning and symptoms
- give a fairly accurate evaluation of a client with respect to symptoms and functions.
- do the most basic distinction of what to treat first, and a first movement into the oppositional field of psychotherapy and psychiatric classification
- differentiate between the main psychiatric categories and consider when a patient should be referred to a doctor, psychiatrist or other agencies
- differentiate when the client's disorders should be treated with psychodynamic psychotherapy alone and when treatment should be combined with medication.
- know how to contact other parts of the healthcare system, know what language to use and know what to look for when psychosis is suspected
- to be able to ask questions about suicidal thoughts that involve oneself as a (professional) person, to begin to use a scale to assess actual risk, and to have the courage to approach the client's unconscious fantasies about suicide.

Competencies:

The candidate

- can recognize when signs of mental disorders are present
- can decide, after assessment, whether a particular patient should undergo Jungian psychotherapy
- can apply the knowledge of psychiatric symptoms and disorders and in the psychotherapeutic work with clients



- can consider which areas of a client's psychological problems to address first
- evaluate, if more help is needed in terms of the therapist's consideration to get supervision on a particular client, to refer or co-work with a GP or a psychiatrist.

Assessment of learning outcomes

Psychopathology does not include tests and written assignments. Teaching is organized with a high degree of systematically planned student involvement through presentations of theory, exploration of theoretical understanding in plenary, and review of own or fictional client cases in group supervision. The efforts and progress of the candidate are followed up at the staff meetings of the Jung Institute.

The institution for internship is beforehand approved by the Training Committee and afterwards the candidate documents the duration, etc.

DPFO Approval

The Training Programs at the Jung Institute are approved by the Danish Psychotherapist Association, allowing Jungian Psychotherapists to obtain the designation Psychotherapist (MPF, Medlem af Psykoterapeutforeningen). DPFO collaborates with Crossfields Europe, which oversees the approval process. Renewal of the approval is required every four years, and for the Jung Institute, this process will take place at the end of 2024.

Concurrently with the revised approval, DPFO aims, in the coming years, to align Psychotherapist Training Programs with master's level qualifications. The level assessment is conducted by the Danish Accreditation Institution, which evaluates private Training Programs. The Jung Institute expects to seek level assessment at the next approval in 2026.

Learn more about the master's level, level 7, in the Qualifications Framework for Lifelong Learning on the website Ministry of Higher Education [level 7](#) and about level assessment on the Danish Accreditation Institution [level assessment](#).

Campus

Most seminars take place at Hvidehus, Valbygårdsvej 64a, 2500 Valby. Those are external seminars and candidates provide their own lunch. Coffee/tea can be made. There is Wi-Fi and a projector. The basic course and two annual seminars are boarding at Munkerupgård, Jørgenshvilevej 10, 3250 Gilleleje, a modern course centre with everything you need.

One day in May and two days in October, we hold a one- and two-day conference (with several participants) at Kulturhuset Indre By, Charlotte Ammundsens Pl. 3, 1359 Copenhagen. We provide sandwiches, coffee etc. There is Wi-Fi.

Occasionally, the teaching will take place online via Zoom.

The Title of the Graduates

The training qualifies for the title Jungian Psychotherapist and Psychotherapist MPF (Jungiansk psykoterapeut og psykoterapeut MPF) upon admission to the Danish Psychotherapist Association. The program is not degree-granting and therefore not an accredited Master's or graduate program.



Rules Regarding Merit Transfer

Candidates who have already completed a Jungian course equivalent to the foundation course in another country may receive merit for the foundation course, and so begin directly in the second year.

Merit may be given for one or more of the research modules upon submission of an application to the TC with the necessary documentation.

It is the responsibility of the candidate to acquire clinical psychiatric experience equivalent to an internship of the duration of once or twice a week for 2 – 3 months or every working day for 3 weeks. Merit may be given after a written application to candidates who already have clinical psychiatric experience.

Exemptions

The candidate at the Jungian Psychotherapeutic training may prolong his/her training up to two years longer than the nominated four years.

In very special cases the candidate may apply for further prolongation. The Training Committee will in every single case decide whether a dispensation may be given based on the presented motivation. The reasons for prolongation after 2 years must be specified in the application. Only weighty arguments will be accepted (e.g., illness, severe financial problems).

Leave of Absence

A candidate at the Jungian Psychotherapeutic training may apply for a longer leave of absence after the first, second, or third year. This implies that the candidate can only return to the training when the next group is on the same stage as the candidate when he/she took the leave. This means that the leave will have a duration of two or three years. These years do not count as study time but it is expected that the candidate continues their therapy and if they have clients continue supervision. They also have to submit the yearly report and pays Dkr. 2000,00 per year.

Admission, completion, and graduation of the training

Admission Requirements for the 1-Year Foundation Course in Analytical Psychology

The applicant must have a relevant basic education as well as at least 2 years of work in the field. Applicants who subsequently want to be admitted to the 4-year training in Jungian psychotherapy must meet the academic and professional requirements as described below.

In order to apply, the applicant must submit the following information:

- previous education
- a certain knowledge about psychologic and therapeutic theories and principles
- personal analysis (not mandatory)
- motivation for attending the course.

The applicant is asked to fill out the application form on the website <https://cg-jung.dk/cg-jung-institut-kbh/kursus/> or to contact the Institute on institut@cg-jung.dk.



Admission Requirements for the 4-Year Psychotherapeutic Training

The applicant must have:

- an academic degree in a relevant discipline (such as psychology, medicine, theology, sociology, anthropology, pedagogy, science of religion)
In special cases and after careful consideration, dispensation may be given to individuals with an equivalent level of education or to individuals with a relevant medium length education plus a relevant postgraduate training
- 3 years of professional experience with an emphasis on work that is related to human interaction (such as clinical practice, counselling, or teaching)
- a minimum of 50 sessions of personal analysis with an IAAP recognized Jungian Analyst. The number of sessions must be obtained by the start of the training. However, by the time of the application at least 30 sessions of personal analysis must be completed
- the applicant must have completed the One Year Foundation Course offered by the C.G. Jung Institute, Copenhagen.

In order to apply, the following must be submitted:

- a written application with a short autobiography and a description of the personal motivation for applying. (2 – 5 pages)
- the approved essay from the One Year Foundation Course.
- Curriculum Vitae
- documentation of the number of sessions of personal analysis written by the Analyst.

Deadline for Applications

Deadline for application to the training as Jungian Psychotherapist is September 1st the year before the training starts and will be published here [C.G. Jung Instituttet](http://www.cgjunginstitute.com).

Admission Procedure

Admission Procedure for the 1-Year Foundation Course

Once the application is approved by the Training Committee the applicant must have an interview with two members of the Training Committee. In special cases the applicant may be asked for an extra interview.

Admission Procedure for the 4-Year Psychotherapeutic Training

Like for the Foundation Course the applicant must, once the application is approved by the Training Committee, have an interview with two members of the Training Committee. In special cases the applicant may be asked for an extra interview.

The purpose is to assess whether the applicant has some knowledge and qualitative understanding of the principles of psychotherapy and whether the applicant will be suited for the work as a Jungian Psychotherapist. The committee members pass on their recommendation of the applicant to



the entire Training Committee, which then decides on whether the applicant is to be admitted. This decision is final.

Application Fees

There is no application fee for the Foundation Course, but for the subsequent trainings the fees are: Administrative fee (currently 1.000 Dkr.) Fee for the interview (currently 1.000 Dkr).

If an application is turned down the applicant will be offered a free session with one of the members of the Training Committee.

Fees and Other Economic Issues in Relation to the Training

The foundation Course:

- Course fee 38.000 DKK covers participation in the course, accommodation with single room during residential periods, and lunch during non-residential periods.
- The course fee is paid as follows:
Deposit: 6,000 DKK. Remaining amount: 2 instalments of 16.000 DKK each, payable in January before the course starts and in August of that year when the course is held.
- Additional expenses beyond the course fee: Literature costs.

In case of cancellation:

- If the registration is cancelled 2 months before the course starts, 5,000 DKK of the deposit will be refunded.
- For cancellations later than this, the deposit will not be refunded.
- For cancellations later than 14 days before the course starts, 50% of the course fee must be paid.
- For cancellations later than 48 hours before the course start, 100% of the course fee must be paid.
- If the foundation course is cancelled before the start by the C.G. Jung Institute, the deposit will be fully refunded.

The Four-year Training:

- In addition, an annual fee is paid to the Institute. This fee (from 2025: 39.500,- DKK.) covers tuition, administrative costs, covers participation in the training, accommodation with single room during residential periods. The course fee is paid as follows: 2 instalments of 19.750 DKK each, payable in January before the course starts and in August of that year when the course is held.
- Additional expenses beyond the tuition fee include literature costs, mandatory individual supervision of the candidate's work with clients, and expenses for training analysis.
- Annual fees are paid by instalments in advance of each term. They are not refunded, even if the training is terminated by the trainee before time.
- If a candidate has not paid the tuition fee within a month upon the receipt of a written notice, the Training Committee may notify the candidate that the relationship between the Institute and the candidate in training is considered terminated. The candidate can however recommence training if and when he/she can offer a satisfactory explanation for the



tardiness in the payment of fees to the Training Committee as well as pay the sum in question.

- Other expenses: Fees for training analysis and individual supervision are paid directly to the analysts and supervisors. Prices varies.

The Candidate's Fee for Training with Clients:

- The candidate must be prepared to work with clients under supervision for a reduced fee according to the contract between the Jung Institute and the candidate.
- During any levels of the training the candidates may not use the title Jungian Analyst or Jungian Psychotherapist.

Completion

Attendance, Participation and Absence

- Attendance at the seminar weekends is mandatory.
- If absence cannot be avoided, the candidate must send a notice to institut@cg-jung.dk
- For the Foundation Course: In case of more than 10% of absence, the number of sessions of attendance will be noted on the Diploma / Certificate which is handed out in the end of the course.
- If the participant intends to continue to the following Training in Jungian Analysis the Training Committee may ask the participant to write a short essay of 2.000 – 4.000 words to demonstrate that the subjects missed are understood.
- For the Training from 2. year and onward: One day absence: a paper of 500 – 1.000 words on a subject given by the teacher, two days absence 1.000 – 2.000 words on the same subject. If a conference day is missed, there would be an essay of 1.000 words for that subject. This must be agreed with the teacher(s) in question.
- Absence on days with group supervision the candidate must take additional individual supervision equal to half of the group supervision hours (I.e., a missed day of 6 sessions equals 3 extra hours of individual supervision). The extra hours will be added to the required hours of individual supervision.
- For Senior Candidates, (third year and forward) the Training Committee may upon request agree that the missed seminar/subject can be incorporated into one of their already existing essays or case-reports.

Graduation

Graduation from the Foundation Course

A graduation ceremony takes place at the last seminar in November. The participant receives a diploma.

Graduation from the 4-Year Jungian Psychotherapist Training

The candidate will receive a diploma as Jungian Psychotherapist and may thereafter apply for membership of DSAP and Dansk Psykoterapeutforening.

Stopping the Training

A candidate can at any time stop the training. The semester fee will not be refunded.



The Organisation and Content of the Training

It is the Jung Institute's goal that the candidates through the program build knowledge, skills and competencies corresponding to level 7 in Analytical Psychology, Psychotherapy and Research and through mandatory training analysis develop insight into their own personal issues and a significant capacity for self-reflection. These elements form the foundation for the candidate's own development, individuation, and personal style as a Jungian Psychotherapist.

The Training Program is a learning process in which candidates continuously work on acquiring theoretical knowledge, testing methods, training clinical skills under individual supervision, building experience through reflection on client work in group supervision, and training research in their own practice. The training analysis and individual supervision in connection with client work is also a master apprenticeship where the candidate mirrors and learns from their analyst and personal supervisor.

The candidates as a training group form a supportive and learning community where the candidates establish and draw on these relationships in their Training Program. By including the training groups' collective knowledge and reflections in group discussion, symbolic work and group supervision, participants gain access to a broader base of experience than is possible for each individual to build. The training group's processes during the program are continuously included as a learning process that is reflected and illuminated on a relevant theoretical and methodological background.

The Organisation of the Training

The Jungian Psychotherapist program lasts 4 1/4 years, consisting of a 1-year foundation course and a 3 1/4-year postgraduate course.

- In the first year, the basic course, the program focuses on basic theory, concepts, and methodology of Analytical Psychology. To qualify for admission to the advanced program, the requirement for personal analysis in addition to passing a written assignment must be fulfilled.
- In the second year, the focus turns to preparing and training students for clinical work, which begins after passing the exam in the basic concepts of analytical psychology at the beginning of the third year. Teaching in psychopathology begins here and continues throughout the rest of the program. It is also in the second year that training in research theories and research in psychotherapy begins and forms the basis of the Jungian psychotherapist's work as a research-based practitioner.
- Year 3 focuses on clinical work and identity as a Jungian Psychotherapist. The therapist's ethical and legal responsibilities are emphasised. Theoretically, symbolic understanding and its possibilities for inclusion in therapy are explored. The requirement for candidates is an externally assessed interpretation of a fairy tale. Analytical Psychology's understanding of the psyche is infused with knowledge of developmental psychology. Training in research theories and research in psychotherapy continues.



- In the 4th and 5th year, candidates are introduced to the history and directions of psychotherapy. The interfaces between psychological and psychopathological issues, narcissistic wounds, trauma, etc. are included. Group supervision of the candidates' clinical work provides the individual candidate and the training group with a breadth of clinical experience. The link between the teaching of research theory and practice and the other teaching in the psychotherapeutic field takes place through a small action research project with a self-selected topic. Candidates work in groups and the project is internally assessed. The Training Program's final major assignment is based on a clinical case with research-based elucidation and is externally assessed.

Extent of the Training

The Jungian Psychotherapist training is a research and practice-oriented part-time Training Program with 997 confrontation hours spread over 4 ¼ years. The program is compatible with full-time work, as seminars are mainly held on weekends.

In addition to the seminars, participants must spend time reading the syllabus, preparing presentations and input for seminars and group supervisions, written assignments, client work, individual supervision, and the candidate's own training analysis, approximately ten or more hours per week. Mandatory literature is announced before each semester.

	Year 1	Year 2	Year 3	Year 4*	Total
Theory and methodology	110	80	72	85,5	347,5
Skill training	30	31	22	38,5	121,5
Group supervision		24,5	37	41,5	103
Individual supervision			20	30	50
Hours	140	135,5	151	195,5	622
					0
Research modules		10	30	10	50
Training analysis	50	50	50	50	200
Clients under supervision			40	85	125
Hours, total	190	195,5	271	340,5	997

* Note The completion date of the training program is in the beginning of the 5th year.

Syllabus

The syllabus is predominantly in English and primarily covers theory and methodology within Analytical Psychology as well as recent relevant international theory and research in the field.



Parts of the syllabus, e.g., articles, literature, etc. are provided free of charge to the candidates via download from Dropbox, which is made available by the Jung Institute. This also applies to descriptions of the content and program of the seminars.

Candidates are expected to read the mandatory A-literature prior to each seminar and familiarise themselves with the teaching program. The literature is not necessarily reviewed but forms the background for the teaching and is thus not the entire expression of the academic level or breadth of the teaching. Candidates are expected to familiarise themselves with other relevant literature.

Through written assignments, exams, presentations and contributions in the training group, self-evaluation, supervisor's report and the Training Committee's evaluation of each candidate, the candidate must demonstrate that the syllabus has been read and can be applied in both theory and practice.



Seminars – Overview

Year 1 (changes may occur)	
<p style="text-align: center;">Seminar 1 <i>Residential course (3 days)</i></p> <ul style="list-style-type: none"> • Welcome to the Foundation Course • Check-in round: • Lecture: Portrait of Jung in context • Theory and concepts: <ul style="list-style-type: none"> ○ The Structure of the Psyche <ul style="list-style-type: none"> ▪ The ego ▪ Typology ▪ Fairy tales • Symbolic work – Dream-matrix, interpretation of film, other symbolic work • Check out 	<p style="text-align: center;">Seminar 2 <i>Residential course (3 days)</i></p> <ul style="list-style-type: none"> • Check-in round • Theory and concepts: <ul style="list-style-type: none"> ○ The structure of the psyche <ul style="list-style-type: none"> ▪ The Shadow ▪ Persona ▪ Archetypes • Symbolic work: Dream-matrix, interpretation of film, other symbolic work • Check out
<p style="text-align: center;">Seminar 3 <i>Residential course (3 days)</i></p> <ul style="list-style-type: none"> • Check-in round • Theory and concepts: <ul style="list-style-type: none"> ○ Symbols and dreams • Symbolic work: Dream-matrix, interpretation of film, other symbolic work • Check out 	<p style="text-align: center;">Seminar 4 <i>Day course (2 days + 1 day conference)</i></p> <ul style="list-style-type: none"> • Day 1: Check-in round • Theory and concepts: <ul style="list-style-type: none"> ○ The stages of life • Day 2: Conference: Topic changes. • Day 3: <ul style="list-style-type: none"> ○ Social dreaming ○ Theory: Complexes ○ Presentation of requirements for the essay ○ Check out
<p style="text-align: center;">Seminar 5 <i>Residential course (3 days)</i></p> <ul style="list-style-type: none"> • Check-in round • Theory and concepts: <ul style="list-style-type: none"> ○ The black Self: Psychedelics, Eros and Thanatos, ○ Early defence ○ The basic fault • Symbolic work: Dream-matrix, interpretation of film, other symbolic work • Check out 	<p style="text-align: center;">Seminar 6 <i>Day course (1 day + 2 days conference).</i></p> <p>Day 1:</p> <ul style="list-style-type: none"> • Check-in round • Theory and concepts: <ul style="list-style-type: none"> ○ Animus and Anima / gender <p>Day 2 and 3:</p> <ul style="list-style-type: none"> • Conference: Topic changes
<p style="text-align: center;">Seminar 7 <i>Residential course (3 days)</i></p> <ul style="list-style-type: none"> • Check-in round • Theory and concepts: <ul style="list-style-type: none"> ○ Individuation and the Self • Experiential: Active imagination • Experiential: Working with Mandala painting • Presentation of essays • Gala- dinner 	



Year 2* (changes may occur)	
<p style="text-align: center;">Seminar 1</p> <p><i>2 ½ day: (Friday night and the weekend)</i></p> <ul style="list-style-type: none"> • Candidates meet the staff • Check-in round • Candidates meet the older candidates • Group-work with Jungian text • Symbolic work: Dream-matrix • Introduction to the Handbook for the Four-Year Training year and practical knowledge • Check out 	<p style="text-align: center;">Seminar 2</p> <p><i>Residential course (3 days)</i></p> <ul style="list-style-type: none"> • Check-in round • Beginning practice and The four stages of therapy according to Jung • Roleplay with a fictional client • Lecture with a Jungian topic • Symbolic work: Dream-matrix, interpretation of films • Check out
<p style="text-align: center;">Seminar 3</p> <p><i>Day course (2 days)</i></p> <ul style="list-style-type: none"> • Check-in round • Basic concepts: Overview; groupwork • Roleplay on group supervision • Symbolic work: Dream-matrix • Check out 	<p style="text-align: center;">Seminar 4</p> <p><i>Day course (2 days + 1 day conference)</i></p> <p>Day 1:</p> <ul style="list-style-type: none"> • Check-in round • Theory and concepts: Dreams <p>Day 2: Conference: Topic changes</p> <p>Day 3:</p> <ul style="list-style-type: none"> • Psychopathology I • Check out
<p style="text-align: center;">Seminar 5</p> <p><i>Online course (1 day)</i></p> <ul style="list-style-type: none"> • Theory and concepts: <ul style="list-style-type: none"> ○ Complexes ○ The Self 	<p style="text-align: center;">Seminar 6</p> <p><i>Day course (2 days)</i></p> <ul style="list-style-type: none"> • Check-in round • Study-group functioning • Theory and concepts: Archetypes • Symbolic work: Dream-matrix • Check out
<p style="text-align: center;">Seminar 7</p> <p><i>Day course (1 day + 2 days conference).</i></p> <p>Day 1:</p> <ul style="list-style-type: none"> • Check-in round • Psychopathology II • Day 2 and 3: Conference: Topic changes 	<p style="text-align: center;">Seminar 8</p> <p><i>Day course (2 days)</i></p> <ul style="list-style-type: none"> • Check-in round • Theory and concepts: Psychic energy • Preparation for oral examen • Symbolic work: Dream matrix • Check out
<p style="text-align: center;">Seminar 9</p> <p><i>Residential course (3 days)</i></p> <ul style="list-style-type: none"> • Check-in round • Roleplay and group supervision • Theory and concepts: Active imagination • Check out • Symbolic work: Dream matrix, interpretation of film, other symbolic work 	

**At the same time, the candidates follow research modules at DPFO's research academy*



Year 3* (changes may occur)	
<p style="text-align: center;">Seminar 1 <i>Day course (2 days)</i></p> <ul style="list-style-type: none"> • Oral exam 	<p style="text-align: center;">Seminar 2 <i>Residential course (3 days)</i></p> <ul style="list-style-type: none"> • Check-in round • Developmental psychology: Object relations • Theory and exercise: Sandplay • Theory: Fairy tales • Symbolic work: Dream matrix, interpretation of film, lecture: Gilgamesh • Check out
<p style="text-align: center;">Seminar 3 <i>Day course (2 days)</i></p> <ul style="list-style-type: none"> • Check-in round • Group supervision • Theory: Fairy tales • Symbolic work: Dream-matrix • Check out 	<p style="text-align: center;">Seminar 4 <i>Day course (2 days + 1 day conference)</i></p> <p>Day 1:</p> <ul style="list-style-type: none"> • Check-in round • Developmental psychology: Attachment <p>Day 2: Conference: Topic changes</p> <p>Day 3:</p> <ul style="list-style-type: none"> • Psychopathology III • Check out
<p style="text-align: center;">Seminar 5 <i>Day course (2 days)</i></p> <ul style="list-style-type: none"> • Check-in round • Group supervision • Study-group functioning • Symbolic work: Dream-matrix • Check out 	<p style="text-align: center;">Seminar 6 <i>Day course (1 day + 2 days conference)</i></p> <p>Day 1:</p> <ul style="list-style-type: none"> • Check-in round • Theory and concepts: Dreams <p>Day 2: Conference: Topic changes</p> <p>Day 3:</p> <ul style="list-style-type: none"> • Psychopathology IV • Check out
<p style="text-align: center;">Seminar 7 <i>Day course (2 days)</i></p> <ul style="list-style-type: none"> • Check-in round • Developmental psychology: Modern infant research • Theory: The Red Book • Symbolic work: Dream-matrix • Check out 	<p style="text-align: center;">Seminar 8 <i>Residential (3 days)</i></p> <ul style="list-style-type: none"> • Check-in round • Theory and concepts: Anxiety • Lecture • Group supervision • Symbolic work: Dream matrix, interpretation of film, lecture • Check out

*At the same time, the candidates follow research modules at DPFO's research academy



Year 4* (changes may occur)	
<p style="text-align: center;">Seminar 1 <i>Day course (2 days)</i></p> <ul style="list-style-type: none"> • Check-in round • How to search research and keep up to date • History of psychotherapy • Symbolic work: Dream matrix • Check out 	<p style="text-align: center;">Seminar 2 <i>Residential course (3 days)</i></p> <ul style="list-style-type: none"> • Check-in round • Introduction to the action research project • Study-group functioning • Lecture • Theory and concepts: Word Association Test • Symbolic work: Dream matrix, interpretation of film • Check out
<p>1 online session on action research project</p>	<p style="text-align: center;">Seminar 3 <i>Day course (2 days)</i></p> <ul style="list-style-type: none"> • Check-in round • The body in analysis • Group supervision on body in analysis • Symbolic work: Dream matrix, the body in analysis • Check out
<p>2 online sessions on action research project</p>	<p style="text-align: center;">Seminar 4 <i>Day course (2 days + 1 day conference)</i></p> <p>Day 1:</p> <ul style="list-style-type: none"> • Check-in round • Action research exam <p>Day 2: Conference: Topic changes</p> <p>Day 3:</p> <ul style="list-style-type: none"> • Dream matrix • Ethics and law in psychotherapy • Check out
<p style="text-align: center;">Seminar 5 <i>Day course (2 days)</i></p> <ul style="list-style-type: none"> • Check-in round • Group supervision on the analytic attitude • Group supervision on the therapeutic relationship, Jung and beyond • Symbolic work: Dream matrix • Check out 	<p style="text-align: center;">Seminar 6 <i>Day course (1 day + 2 days conference)</i></p> <p>Day 1:</p> <ul style="list-style-type: none"> • Check-in round • Psychopathology V • Day 2 and 3 conference: Topic changes
<p style="text-align: center;">Seminar 7 <i>Day course (2 days)</i></p> <ul style="list-style-type: none"> • Check-in round • Theory and concepts: Sex and couple • Study-group functioning • Symbolic work: Dream matrix • Check out 	<p style="text-align: center;">Seminar 8 <i>Residential (3 days)</i></p> <ul style="list-style-type: none"> • Check-in round • Introduction to the 4th year assignment • Theory and group supervision: Dreams and individuation • Lecture • Check out

*At the same time, the candidates follow research modules at DPFO's research academy



The 4-year training stops after 2 seminars in the 5 th year	
<p style="text-align: center;">Seminar 1 <i>Day course (2 days)</i></p> <ul style="list-style-type: none"> • Check-in round • Meeting the new candidates – symbolic work • Psychological interpretation of mythology • Theory and concepts: Trauma and dissociation and pathological narcissism 	<p style="text-align: center;">Seminar 2 <i>Residential course (3 days)</i></p> <ul style="list-style-type: none"> • Check-in round • Theory and concepts: Individuation and the development of wisdom • Theory and concepts: Synchronicity and I Ching • Core competences of the Jungian psychotherapist • Symbolic work: Dream matrix, film, other symbolic work • Check out

The Structure of the Seminars

A 2-day course	A 3-day residential	A 3- day course with a 1 or 2 day conference
Day 1		
<ul style="list-style-type: none"> • Check-in - team gathering • PART 1: Theoretical presentation based on a theme - dialogue/ /group supervision. • BREAK – NETWORKING • PART 2: Theoretical presentation based on a theme - dialogue/exercises/group supervision. • Brief process check 	<ul style="list-style-type: none"> • Check-in - team gathering • PART 1: Theoretical presentation based on a theme - dialogue/exercises/group supervision. • BREAK – NETWORKING • PART 2: Theoretical presentation based on a theme - dialogue/exercises/group supervision. • DINNER • Film (Both groups, if there are 2 concurrent groups in training) 	<ul style="list-style-type: none"> • Check-in - team gathering • PART 1: Theoretical presentation based on a theme - dialogue/exercises/group supervision. • BREAK – NETWORKING • PART 2: Theoretical presentation based on a theme - dialogue/exercises/group supervision. • Brief process check
Day 2		
<ul style="list-style-type: none"> • Social Dreaming Matrix (Both groups, if there are 2 concurrent groups in training) 	<ul style="list-style-type: none"> • Social Dreaming Matrix (Both groups, if there are 2 concurrent groups in training) 	<ul style="list-style-type: none"> • One day conference with a relevant topic and external speaker. Presentation – dialogue – workshop/group work – summary



<ul style="list-style-type: none"> • PART 1: Theoretical presentation based on a theme - dialogue/exercises/group supervision. • BREAK – NETWORKING • PART 2: Theoretical presentation based on a theme - dialogue/exercises/group supervision. • Check-out 	<ul style="list-style-type: none"> • Discussion of the film (Both groups, if there are 2 concurrent groups in training) • PART 1: Theoretical presentation based on a theme - dialogue/exercises/group supervision. • BREAK – NETWORKING • PART 2: Theoretical presentation based on a theme - dialogue/exercises/group supervision. • DINNER • Symbolic work first year / lecture the other years 	
Day 3		
	<ul style="list-style-type: none"> • Social Dreaming Matrix (Both groups if there are 2 concurrent groups in training) • Theoretical presentation based on a theme - dialogue/exercises/group supervision. • Check-out 	<ul style="list-style-type: none"> • Two-day conference with a relevant topic and external speaker. Presentation – dialogue – workshop/group work – summary

Components of the Training

The methods of the program support the candidate's learning process and development as a Jungian Psychotherapist through a combination of training analysis, theory and acquisition of methods and skills, and clinical training experience. Methods and clinical training are based on the internationally approved Training Program for Jungian Analysts. The foundation of this program is training analysis, theory, and supervision of clinical work.

Training Analysis

The mandatory 200-hour training analysis is not a scheduled part of the Training Program but takes place concurrently with the entire Training Program and is the cornerstone of the candidate's own



development and development as a therapist. Each year, the candidate must submit documentation for their hours of analysis, which is certified by the candidate's analyst. See also p. 12.

The Theoretical Foundation

The theoretical content of the program is presented through presentations that form the basis for joint discussions, exploration and understanding in plenary, as well as the basis for various group exercises, role plays or individual reflections with subsequent summaries. Involving and reflecting on the candidates' personal and clinical experiences and issues links practice with theory and creates experience-based learning and helps to develop the candidate into a theoretically reflective practitioner. The requirements of the program's written assignments also contribute to this. In the assignments, the candidate must show that he/she can link theory with clinical aspects as a basis for theoretical considerations, personal reflections, and perspectives.

Clinical Training

From the 3rd year of the training, candidates perform therapy under individual supervision. After passing the exam in the 2nd year, the candidate must enter into a contract with the C.G. Jung Institute Copenhagen, which describes the framework for the candidate's clinical work. If desired, the candidate can be included on the Institute's website on the list of senior candidates who offer therapy at a reduced fee (max. DKK 400). The Institute may refer clients to a lesser extent, but the candidate must primarily find his/her own clients and a supervisor. It is the candidate's responsibility to receive supervision for every 4 hours of therapy with the client.

Supervision of Clinical Training, Individual or Group

Supervision is the third cornerstone in the training to Jungian Psychotherapist and begins after the second year in training and continues through the entire training program. The content and aims of both individual and group-supervision are described in detail on page 20.

Supervisors must be members of DSAP with five years seniority and must be approved as supervisors by the Jung Institute which includes signing a contract. Please see the list on the website <https://cg-jung.dk/cg-junginstitutkbh/supervisorer/>. The Training Committee can, however, upon the admission of a special application accept up to 50 sessions of supervision with supervisors from other training institutes recognized by the IAAP.

Assessment of the candidate's ability to engage in and learn from group supervision is done by the trainer in question, who records who brings topics to supervision.

Self-reflection and Annual Evaluation

From the 2nd to 4th year, candidates evaluate their Training Program annually in relation to several areas: How the candidate is doing on the program, learning outcomes, their own process and areas of focus, and self-assessment in relation to specific psychotherapeutic concepts such as analytical framework, transference/countertransference and symbolic understanding. The individual supervision and dialogue with the supervisor also contribute to the candidate's ongoing reflection and evaluation of their own development and focus areas. Together with the supervisor's evaluation,



the evaluation is included in the Training Committee's annual assessment of the candidate's development, which is given to the candidate in writing.

Training Group

The acquisition and processing of both the theoretical and clinical content of the program along with the integration of training analysis necessitates that the program takes place in a confidential and safe space where the individual can develop in interaction with teammates and where the training group develops at the same time. At the beginning of the program, a collective agreement is made on confidentiality in relation to what is said, done and shared during the seminars. Each seminar starts with a check-in where candidates give a brief status on where they are right now and what's on their minds, which is repeated at the end of the seminar. These recurring routines also contribute to the individual's reflection on their own process. This gives the individual, the training group, and the teacher a sense of what's going on and what needs to be addressed. Checking in and out also reflects the training group's collective processes, which are brought up and dealt with on scheduled days during the program.

Symbolic Work

In each seminar, candidates train in the exploration and understanding of symbols, images and myths, which in Jungian psychology are understood as the bridge between the conscious and unconscious parts of the psyche and are important elements in the development of consciousness and psychological transformation. Training is done through film interpretation, symbolic work, social dreaming, own and clients' dreams.

Conferences

Every year, the Jung Institute organizes a 1-day and a 2-day conference, with changing topics and external, often foreign speakers specializing in topics within Jungian psychology. The conferences are part of the program and attendance is mandatory for candidates. The conferences are open to anyone with an interest in Jungian psychology. However, most participants are Jungian Analysts and Psychotherapists. The conferences give candidates the opportunity to meet practicing therapists and form the basis for a professional international community of analytical psychology.

Research Modules

The 2nd, 3rd and 4th year of the program focuses on the importance of practice-based research and research-based practice.

DPFO offers research modules via an online course that focuses on research in your own practice and the theory of science around psychotherapy, qualitative and quantitative methods, phenomenology, and research ethics.

The 5 research modules are integrated into the 2nd, 3rd and 4th year program. See 23.

Read a description of each module [here](#).



Evaluation

- **The candidates evaluate after all seminars:**
After each seminar, a questionnaire is sent out where students evaluate and provide comments on the teaching and outcomes.
- **The candidate's self-evaluation and general comments:**
Once a year the candidates are asked to evaluate themselves, according to a number of questions.
- **The Staff's evaluation of candidates:**
An annual evaluation of each candidate's progress on the basis of seminars, lectures, supervision etc. takes place at the yearly Staff meeting. The candidates receive yearly written feedback after the Staff meeting. The Staff can on the basis of the evaluation decide whether the candidate needs to complete extra case reports or any other tasks, or to receive additional supervision over and above the minimum required.
The Staff has the mandate to postpone a candidate's beginning of work with analysands under supervision to advice prolongation of a candidate's training and to terminate the training of a candidate.
Analysts may not participate in the evaluation of their own clients or if there are otherwise relational reasons against it. The Staff's Apprentices cannot participate in the evaluation of candidates with whom they have had training, or with whom they have a relationship.
- **The coach's and the examiner's evaluation of the candidates' written work:**
The written essays, case reports, and the final assignment are evaluated by the coach together with the internal or external examiner. The oral examination after the second year is evaluated by the internal examiners and an external examiner.
- **The candidate's and supervisor's evaluation of supervision:**
Evaluation of supervision is done by the supervisor(s) in cooperation with the candidate. For evaluation of supervision a questionnaire has been worked out. The candidate will start filling out the questionnaire and submit it to the supervisor by February 1st each year. The supervisor will discuss each item in the questionnaire with the candidate and on the basis of this discussion complete the report which must be signed by both candidate and supervisor and submitted to the Jung Institute every year before June 1st or at the end of a supervision process. The report must address the candidate's strong and weak points and the progress in the work with clients. In cases of concern the Staff may decide to consult the supervisor after having informed the candidate in question.
- **The feedback from the Council for Study Planning:**
The Council for Study Planning takes place at least once a year preferably twice a year. Here the candidates can bring their wishes for the Training Program as well as for other



aspects of the training.

- **The external examiner's evaluation of the process of censorship**

The external examiner will use an evaluation questionnaire to give feed back to the staff about the exams.

Teachers

All teachers are experienced Jungian Psychotherapists. Most regular teachers are trained at the Jung Institute and are members of DPFO. However, some have other memberships as they are based in other Scandinavian countries. Guest teachers are typically prominent members of IAAP (International Association for Analytical Psychology) and from other countries.

Board of Examiners

Internal and External Examiners

All members of the TC (Training committee) can function as coaches/internal examiners. In addition to this we have a group of 4 external examiners, whose function will begin in 2025 under this program. Three of these have a Ph.D. with extensive experience. They will after the completion of each of the three externally assessed exams fill out an evaluation form in which the coherence between the content of the program, teaching methods, achievement of learning objectives, competence level and choice of literature in relation to the exam is assessed.



Requirements for the Oral exams and the Written Assignments.

The following section describes the requirements and rules for the program's oral exams and written assignments with guidance for the student, as well as how exams and assignments are assessed.

Overview of the Oral and Written Assignments for the Training

First year of training					
Type	Length	Subject	Evaluation	Examiner	Form
Essay	2-4000 words	Interpretation of an item with a symbolic content	Written feedback Pass/not pass	Internal coach /examiner	Written
Second year of training					
Type	Length	Subject	Evaluation	Examiner	Form
Synopsis	1-2 p.	Choice/outline/literature of a topic for the oral exam (preparation)	Written feedback	Internal coach / examiner	Written
Third year of training					
Type	Length	Subject	Evaluation	Examiners	Form
PP- presentation	15 min.	On the basis of the synopsis	Oral feedback	External examiner	Oral
Essay	6-8000 words	Interpretation of a fairy tale	Written feedback With grades	Internal coach / examiner and external examiner	Written
Fourth year of training					
Type	Length	Subject	Evaluation	Examiners	Form
Powerpoint presentation in group	50-60 min. Incl discussion	Mini action research project	Oral feedback Pass/not pass	Two internal coaches / examiners	Oral
Final assignment	40-70 p.	Research based case study	Written feedback With grades	Internal coach / examiner and external examiner	Written



General remarks

Below you will find the requirements for the examinations during the 4 years of the Jungian Psychotherapist Training:

1. The Essay at the Foundation Course. Pass or not pass.
2. The Oral Exam after the second Year (externally examined. Pass or not pass)
3. The Essay on a Fairy-tale Interpretation in the third Year (externally examined and graded)
4. An action research presentation in the beginning of the fourth year. Pass or not pass.
5. The Final assignment for the Jungian psychotherapy training after the fourth Year (externally examined and graded)

After the requirements for each of these examinations, you will in this section about Examinations find the following:

1. Guidelines for the Writing of an Essay
2. Coaching
3. Submission
4. Deadlines and Extension
5. Remarks regarding the Training Analyst
6. Cases of Disagreement between the Examiners
7. Complaint Procedure
8. Essays, Oral Exam, 4-year article.

1. The Essay at the Foundation Course – first year.

Essay to be submitted by 1st September in the year of the Foundation Course:

The essay may be between 2,000 and 4,000 words in length (5 – 10 standard pages at each 2,400 characters, including spaces and notes, but excluding table of contents, appendices, and bibliography). Longer essays will not be accepted. The essay must demonstrate the ability to use the Jungian Concepts and must be an analysis of a fairy tale, a short story or novel, a dream or dream-series, a picture, sand-tray, advertisement, film, or song. Or it may be a case report with theoretical reflections. The essay may be written in Danish or English.

2. The Oral Examination after the Second Year (externally examined)

In February, after the second year there will be an oral examination. The topic should be chosen from the themes as taught during the One Year Foundation Course and the first year of the training. A coach must be chosen among TC members, and a synopsis approved by mid-January. The examination will be conducted by the coach and the presentation evaluated by the coach and an external examiner. The examination may be conducted in Danish or English and lasts for a maximum of 30 minutes. The first 15 minutes are reserved for the candidate's own presentation while the last 15 minutes are used for a dialogue between the candidate, the external censor, and the coach. The presentation will then be evaluated without the candidate being present and the result given as either “pass” or “not passed” together with a short explanatory statement. The candidate must submit a written **synopsis** already approved by the coach by e-mail to the director of training before January 15th of the relevant year, which will serve as the basis for the examination.



The candidate must him- or herself choose a coach for the synopsis. The Training Analyst cannot be chosen as coach.

Writing the synopsis: The synopsis should be 1-2 pages long and must contain the following items in a coherent way:

1. **Introduction:** a) Choose your **topic** such as e.g., "Archetypes", "Complexes", "Dreams", "Typology", "the Self" etc. etc. b) Specify a particular **focus**, such as "Jung's concept of the Self and examples of the further development of the concept"; or "Jung's concept of the Archetypes with a special regard to the Father Archetype. c) Explain more fully your choice of subject and focus.
2. **Outline:** A brief overview of the issues the candidate intends to cover in his/her oral presentation. These must include both theory and application of theory, in the form of clinical or everyday-life examples. Bear in mind that the presentation cannot last for more than 15 minutes, and that the synopsis is not a speaking paper. There is a difference between describing what one will do and doing it.
3. **Literature:** Please note that all literature, rated as A-literature for the Foundation Course and for the seminars of the first year, are required reading for the oral examination. The synopsis must include a bibliography listing the relevant part of the abovementioned A-literature, as well as any additional literature used for the synopsis.

For the oral exam, the candidate should engage in discussion with the coach and the external examiner, demonstrate basic knowledge about the subject and should be able to use it in a context, such as daily life, symbolic or clinical.

The oral examination is regarded as part of the training and, consequently, all candidates must be present throughout. There will be no dream matrix on the days in question.

Candidates who are unable to attend due to illness or for other valid reasons and candidates who do not pass the examination must do an online retake of the exam. The candidate may choose a new coach if he/she wishes so. The coach and the external examiner will evaluate the retake and decide whether the candidate has passed or not. In case of disagreement the external examiner has the final decision. Only two retakes are possible.

3. The Essay on a Fairy Tale Interpretation in the Middle of the Third Year

Essay to be submitted by 1st September in the 3rd year.

This essay may be between 6,000 and 8,000 words in length (15 – 20 standard pages at each 2,400 characters, including spaces and notes, but excluding table of contents, appendices, and bibliography). Shorter or longer essays will not be accepted. The task is a thorough Jungian interpretation of a fairy tale that has not already been analysed in the available literature.

By this is meant that the text must be structured (according to von Franz and/or Pia Skogemann), and there must be interpretations of each symbolic motive with archetypal amplifications (e.g., could be from other fairy tales). You may, but do not have to, include other interpretations like Dieckmann, Asper or Kalsched for illumination/ discussion.

Clinical or real-life examples should also be included.



Further instructions concerning preparation, coaching etc. will be given by the teachers of the subjects.

The essay will be externally examined and graded and must be written in English.

1. The action research exam in the beginning of the fourth year

Groups on 4 or 3 persons shall meet online 4 times á 1,5 hours at a pre-set time outside the seminars during February. The groups will themselves define a research question and go through a process with the regular online meetings. Between each meeting each member takes notes in a diary as a method (in writing or/and drawing) to document the process.

The process shall end in a product in the form of e.g., PowerPoint, showing the beginning, the process and the result. Each member must participate actively in the presentation. One day in March will be used for these presentations. The presentation must be in English.

A member of the TC will be available for help online.

The research question must be relevant in relation to the group member's daily practice – whether it be of an educational, workplace or therapeutic nature.

The theme must be formulated so broadly/generally that everyone can see themselves in it:

An example: How can I use diary writing (Journaling) to improve or further develop my own reflective practice [as a therapist/candidate/]?

The action research exam will be assessed as pass or not passed.

5. The Final Assignment for the Jungian psychotherapy training after the fourth Year (externally examined)

The article must be submitted by 1st February in the 5th year.

The final assignment is graded by the coach and an external examiner according to the official grading scale in force at any given time. He or she is chosen according to guidelines from DPFO. The final assignment must consist of a written main assignment in which the candidate's scientific theoretical, psychological, and therapeutic understanding is reflected as well as a practical (clinical) part. The main assignment must present documentation of and research into the candidate's own practice, as well as the psychotherapeutic theories and psychological justifications that form the basis of this practice.

The assignment must be a minimum of 16.000 words and 28.000 words (40 - 70 standard pages), including spaces and notes, but excluding table of contents, appendices, and bibliography. Shorter or longer papers will not be accepted.

Introduction. This is a presentation of the subject, the research question, the purpose, and the relevance.

Research overview, source analysis and literature review.

Philosophy of science and theory

The section on philosophy of science and theory begins by clarifying the chosen approach to the different philosophies of science, which have different views on what science is (or should be). Here, the candidate can focus on ontological understandings (how something exists) and



epistemological foundations (assumptions about the world and how we understand it). Theories of science include social constructivism, positivism, hermeneutics, phenomenology, or pragmatism. The theory section should explain the theory used in the assignment. The focus should be on the theory used to answer the research question in the analysis. Here the candidate should focus on what can support the study and the analysis as part of the argumentation.

Plagiarism means quoting from a text that is not referenced and, thus, passing it off as the writer's own thoughts. Academically, this is a serious offence, and it is regarded as such in this training course, too.

When quoting, it should be clearly stated why the quote is relevant to this particular essay at this particular point.

Clearly indicate any changes from one theme within the essay to another.

Methodology and research design

In this section, candidates should justify the choice of methodology and research design. This should include methodological critique (what can I learn or not learn by using this particular method?) and subsections on ethical considerations and data processing (the TC's formal approval of the method and study design must be included as an appendix).

The therapeutic process

In this section, you will follow the guidelines for case reports:

1. first session: initial impressions, reasons for analysis
2. the analytic frame: frequency, payment, etc.
3. personal and family anamneses
4. analytical process with theoretical Jungian reflections focusing on e.g.
 - a. childhood memories
 - b. dreams
 - c. other fantasy material, pictures, active imagination
 - d. main themes of the therapy
5. transference and countertransference
 - a. transference observations should be regarded as an integral part of the process.
 - b. consequently, all the above-mentioned issues may well reveal transference patterns.
 - c. reflections on countertransference affects.
6. duration, total number of sessions, termination of the analysis (if the analysis is ongoing, please note this)
7. the supervisee's use of the supervisory process.



Analysis

In this section, it must be clear that the candidate can independently answer the research question, problem statement and hypothesis by presenting all the evidence for the overall claim of the assignment.

Discussion

In this section, the candidate must both criticize and defend their own study from a professional and methodological perspective. The results should be discussed in relation to the research questions and to the theory and debate within the subject/topic, which were described in the research overview, source analysis and literature review. This is followed by a critique of the possibilities and limitations of the methods used, e.g. what it was possible to learn or not learn by using these methods. The methodological critique also includes a discussion of any biases in the study and whether or not the results can be generalized or not. Finally, the clinical application of the results is discussed.

Conclusion and perspectives

The conclusion summarizes the results and shows why the paper is relevant. It should contain a well-formulated answer to the research question that has been investigated and is rounded off with a perspective.

Abstract

You must write a short abstract, placed in the beginning of the assignment in English and in a Scandinavian language (if you can). It should summarize the research question, the method and results, the conclusion and perspective.

Appendix

Appendices must include an approval of methodology, study design and ethical considerations as well as data processing and informed consent.

Bibliography

Must be written in the APA referencing system:

1. Author Format:

- List authors' last names first, followed by initials. Use an ampersand (&) before the last author's name when citing a work with multiple authors.
- Example: Author, A. A., Author, B. B., & Author, C. C.

2. Publication Year:

- Enclose the publication year in parentheses, followed by a period.
- Example: (Year).

3. Title Format:

- Italicize book titles, journal names, and other major titles. Use sentence case (capitalize only the first word and proper nouns).
- Example: Title of the Book.

4. Journal Articles:



- Include the volume number in italics, and the issue number in parentheses (if applicable).
- Example: *Journal Name*, 12(3), 45-67.

5. Page Numbers:

- Use p. for a single page and pp. for a range of pages.
- Example: p. 34 or pp. 34-56.

6. In-Text Citations:

- Use the author-date citation system, where the author's last name and the publication year are included in parentheses within the text.
- Example: (Author, Year).

7. Reference List:

- Arrange entries alphabetically by the last name of the first author.
- Use hanging indents for each entry.
- Example: Author, A. A., Author, B. B., & Author, C. C. (Year). **Title of the Book.** Publisher.

8. Electronic Sources:

- Include the DOI (Digital Object Identifier) for online articles when available.
- If no DOI is available, include the URL.
- Example: Retrieved from <http://www.example.com>.

9. Editions:

- Include the edition number in parentheses after the book title.
- Example: Title of the Book (2nd ed.).

10. Inclusive Language:

- Use bias-free language and avoid stereotypes.

Internet sites:

When citing internet sources in APA format, the general format includes the following elements:

1. Author(s):

- If an individual author is present, include their last name followed by their initials.
- If there is no individual author, use the name of the organization or the webpage title as the author.

2. Publication Date:

- Include the publication date if available. If there's no publication date, use "n.d." (no date).

3. Title of Webpage or Document:

- Italicize the title of the webpage or document.

4. Website Name:

- Italicize the name of the website or source.

5. URL:

- Provide the direct URL of the source.

Here is a basic template for citing an internet source in APA format:

Author, A. A. (Year, Month Day of publication). Title of webpage/document. *Name of Website*.
URL

If there's no publication date, the format would be:



Author, A. A. (n.d.). Title of webpage/document. *Name of Website*. URL

Guidelines for Written Assignments

General Guidelines:

- divide the text into smaller sections with subtitles and an extra line break between sections
- use endnotes, typically with references to author, year, and page according to the APA system
- the writing of the essays is to be regarded as practice for the final assignment. Moreover, candidates should accustom themselves to the standards required for publication and therefore strict academic standards must be adhered to. (See also the section about the final assignment)
- the maximum number of pages for an essay is inclusive of notes but excluding bibliography and appendices. Appendices may hold reference texts, such as e.g., a fairy tale but not discussions by the author.
- take care to disguise your clinical material appropriately if used in the essay.
- an English summary must be provided.

Coaching

Candidates need to have a coach for each essay, for their oral examination, and for the fourth-year assignment. Coaching by email up to two hours is a free service as regards all essays, the final assignment, and the oral examination. For additional coaching, the candidate must allow for paid meetings with the coach on his / her own expense.

The aim of coaching is:

- to make sure that your approach fits the framework of the article (essay, synopsis, final assignment)
- to provide you with personal guidance during the writing process
- to ensure that the finished article meets the requirements with regards to structure and theoretical standard.

In order to stimulate a good writing process and a fruitful utilization of your coach, it will be helpful to observe these guidelines:

- Before you begin writing, think through and define the theme, topic, or subject of your assignment, and make a rough draft of the structure and the various elements and aspects that you want the article to contain. Then share this with your coach. This is normally done via an e-mail exchange.
- Start the writing process. Have some concrete written material before you contact your coach again. Clarify the questions or dilemmas you have run into and be specific about what kind of assistance you need from the coach.
- Proceed (independently) until you approach the phase of completion. It is recommended at this point that you have a final discussion of content, structure, or other relevant issues,



allowing you to finish your article with confidence. Again, be clear about what kind of input you need.

Coach for the first-year essay (internal exam)

The candidate can choose their coach among the members of the Training Committee. There is no second reader for this.

Coach and external examiner for the oral examination.

The candidate chooses his or her coach for the oral examination to whom the candidate will submit the synopsis. The director of training will provide a list of available coaches in good time. The coach must be a member of the TC. The external examiner will be chosen from the group of external examiners by the Training Committee.

Coach and external examiner for the fairy tale essay.

The seminar teachers will be coaches for the essay. The external examiner will be chosen from the group of external examiners by the TC.

Coach for the action research project. (internal exam)

Two teachers will prepare for and be available during this process. They will together evaluate the presentations.

Coach, and external examiner for the final assignment after the 4th year

Your supervisor would usually be a natural choice for a coach in writing the final assignment to complete the training as a Jungian Psychotherapist. It must be assessed by the coach and an external examiner and be written in English.

Remarks regarding choosing a coach.

In order to protect the confidentiality of the candidate's personal analysis, a candidate's Training Analyst can neither be used as coach, nor as second examiner of any of the candidate's articles including the final article. For the same reason, the Training Analyst will not participate in any Staff evaluation of his or her candidates.

Submission

Electronically as an attached file to the coach and the second examiner.

Deadlines and Extensions

The winter- and summer deadlines for written assignments are February 1 and September 1, respectively. If a candidate is unable to meet this deadline, the candidate must submit a written application asking for an extension of the deadline to his or her instructor with a copy to the director of training.



Complaint Procedure

If the coach and the second- or external examiner are unanimous in their evaluation of an article, but the candidate finds their decision unacceptable, the candidate may appeal to the Training Committee.

- a. Complaints concerning teachers or supervisors are submitted to the Director of Training, who will forward it to the DSAP member designated to handle complaints within the Jung Institute.
- b. The designated person will consult with the complainant about the complaint, and they will mutually agree about whether the complaint should be taken further and in what form. This may involve consultation with the Ethics Committee of the DSAP in which case there is a special procedure to be followed.
- c. If not, the designated person will help the complainant submit the complaint to the Director of Training who passes it on to the person complained about.
- d. The Training Committee will decide on the consequences and inform accordingly the complainant and the person complained about. The decision will be declared in writing. No written account of the grounds for the decision will be offered.
- e. In case of a complaint against an external supervisor, the candidate will be advised how to take the complaint forward should they wish to. Please note that external supervisors are bound by their own procedures and ethical codes.

Requirements for Reading Texts in Foreign Languages

It is assumed that the candidate can read academic texts in English and Danish. In some groups, many candidates know very little Danish, so the Training Committee will assist in translating necessary Danish texts as much as possible.

The Competency Profile of the Graduation Certificate

Through the 4-year training program to Jungian Psychotherapist, the candidate acquires competencies by integrating research-based theory, methods, personal development and practical experience.

The candidate also acquires theoretical and practical prerequisites for initiating and sharing research in the psychotherapeutic field.

On the basis of personal and professional competences, the candidate has the skills to perform qualified functions as a psychotherapist in private practice and to collaborate with the public health care system in relation to clients with complex problems.

The Competency Profile of the Training

After completing the Jungian Psychotherapist program, the candidate has the competencies to:

1. Be able to fulfil the function as Jungian Psychotherapist in private practice.
2. Handle and navigate complex and development-oriented situations with a Jungian analytical attitude in relation and dialogue with clients.



3. Conduct psychotherapeutic treatment with analytical psychology applying psychotherapeutic knowledge, methods, and skills, including the ability to prepare, implement, and evaluate therapy processes.
4. Apply independent, critical, and research-based skills to the investigation, analysis, documentation, and processing of complex clinical issues, including planning, implementation, and evaluation in the form of documentation and reporting.
5. With psychotherapeutic professionalism being able to take responsibility for, initiate, and enter into and implement interdisciplinary collaborations.
6. Communicate psychotherapeutic practice, theory, and research to relevant collaborators and peers in an ethically responsible and professional manner.
7. Taking responsibility for their professional development through the continuous use of supervision.

References for Further Information

On our website, more detailed information about the education is published and maintained. Learn more [here](#).

Effective Date and Transitional Rules

As described in the preface, the C.G. Jung Institute is in the process of re-certification in 2024. Therefore, this handbook is temporary.

This version, August 2024 Version 2 replaces May 2024 Version 1 which was valid from February 1st 2024, and applies to candidates who begin the Jungian Psychotherapist Program from February 1st 2024.

At the end of 2024, a final manual is expected to be approved by the Danish Association of Psychotherapists and Crossfields Europe.

Amendments to The Training Program

This Handbook for the 4-Year Training as Jungian Psychotherapist is version 2, August 2024.