



Descriptions of Teaching Activities Year 1

**Appendix to Handbook for
the 4-Year Training as
Jungian Psychotherapist**

C.G. Jung Institute, Copenhagen
August 2024



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Teaching Program - Overview

Changes may occur

Topic	Year	Month
Training analysis	Recommended	
Check-in and out of seminars	Each seminar	
Social dreaming	Each seminar	
Interpretations of films	Each seminar	
Symbolic work	Each seminar	
Introduction to Jung	26	2
The structure of the psyche	26	2
Introduction to fairytales	26	2
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Shadow	26	3
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The Black Self	26	9
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Training Analysis – all Years

Year of Training:	Year 1-4
Topic / undervisningsemne:	Training Analysis
Title:	Training Analysis
Author:	Pia Skogemann
Date:	4.01.2024
Description (short) /beskrivelse (kort):	
<p>NB. Personal analysis is not mandatory for the Foundation Course but before applying for the 4-year training the candidate must have a minimum of 50 sessions of personal analysis with an IAAP recognized Jungian Analyst.</p> <p>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.</p>	
Subjects /emner:	
<ul style="list-style-type: none"> The candidate's own psychology 	
Form of teaching /undervisningsform:	
<ul style="list-style-type: none"> One-to-one 	
Educational outcome / Læringsudbytte:	
<p>Knowledge /viden– the candidates will have knowledge of:</p> <ul style="list-style-type: none"> Him/herself, strengths and weaknesses, own complexes. 	
<p>Skills /færdigheder– the candidates will after the teaching be able to:</p> <ul style="list-style-type: none"> Differentiate his/her own psychological property from that of the client. 	
<p>Competencies /kompetencer –In which situations and contexts can the candidate apply their knowledge and skills acquired during the instruction?</p> <ul style="list-style-type: none"> The work with clients and in the relational field in general 	
<p>Bibliography /litteraturliste APA-system (preferably less than 15 years / gerne mindre end 15 år) Only if the candidate attend the 4-year training: Overall, the curriculum during the years. The candidate learns also about him/herself through the reading.</p>	



Check in and out of Seminars – all Years

Year of Training:	Year 1-4
Topic / undervisningsemne:	Study-group functioning
Title:	Check in and out of the seminars
Author:	Pia Skogemann
Date:	December 2024
Description /beskrivelse: Check in and out is a form of beginning and ending each seminar with the purpose of grounding each person in the here-and-now of the seminar weekend and closing it before leaving.	
Subjects /emner: <ul style="list-style-type: none"> • Round in the morning beginning the seminar and a round in ending the seminar. 	
Form of teaching /undervisningsform: Group work with the teacher of the day as facilitator.	
Educational outcome / Læringsudbytte:	
Knowledge /viden – the candidates will have knowledge of: <ul style="list-style-type: none"> • What is happening in co-candidate's lives. 	
Skills /færdigheder – the candidates will after the teaching be able to <ul style="list-style-type: none"> • relate to personal events in the co-candidates's lives. 	
Competence /kompetencer –In which situations and contexts can the candidate apply their knowledge and skills acquired during the instruction? <ul style="list-style-type: none"> • Building up the stability of relational field in the group 	
Bibliography /litteraturliste (preferably less than 15 years / gerne mindre end 15 år) (Certificeringskrav kriterium 3.B.3)	
No readings	



Social dreaming (Dream Matrix) – all Years

Year of Training:	All 4 years
Topic / undervisningsemne:	Development of therapeutic skills: Symbolic Attitude and Analytical Identity
Title	Social Dreaming – Dream-matrix
Author:	Pia Skogemann
Date:	Nov.23
Description (short) /beskrivelse (kort): Throughout the educational program, candidates are trained in social dreaming at each seminar. For an hour the candidates submit their dreams into the matrix which will show the group's situation in a wider context and at the same time provide the candidates with training in understanding of symbols and reflecting on how relatedness shows consciously and unconsciously.	
Subjects /emner: <ul style="list-style-type: none"> • See description 	
Form of teaching /undervisningsform: Group work conducted by a leader/teacher.	
Educational outcome / Læringsudbytte:	
Knowledge /viden – the candidates will have knowledge of: <ul style="list-style-type: none"> • Social dreaming as a method to understanding a group's situation and a wider context through reflection and exploration of the symbolic content in the dreams. • How personal dreams are reflected and structured by the group • How symbolic material functions in a group setting. 	
Skills /færdigheder – the candidates will after the teaching be able to: <ul style="list-style-type: none"> • Conduct sessions of social dreaming • Analyze dreams and symbols in a wider context (group, social, cultural, political, institutional and spiritual) 	
Competencies /kompetencer –In which situations and contexts can the candidate apply their knowledge and skills acquired during the instruction? <ul style="list-style-type: none"> • The candidate can use social dreaming as a method to explore both individual and group situation in a Jungian setting 	
Bibliography /litteraturliste (preferably less than 15 years / gerne mindre end 15 år.	
A-literature: Lawrence, Gordon W. (Ed.), (2018), <i>Social Dreaming @ Work</i> . Taylor And Francis	

Description:

The Social Dreaming Matrix was developed in 1982 by Gordon Lawrence at the Tavistock Institute in London. It soon became popular among Jungian analysts and has been an offering at major conferences for many years. At the Jung Institute in Copenhagen, where the training takes place on weekends about once a month, we have had the dreaming matrix as a regular feature with our graduates since the 1990s.

It is a way for a group to explore its cultural and social situation, which is quite different from how dreams are used in therapy.

In the dream matrix, the focus is on the dream, not on the dreamer. When telling a dream in a dream matrix, it is the group's dream. The idea is that there are layers or aspects of the dreams that symbolically show something about the group's situation and wider context. The social environment of a group includes political, institutional and spiritual aspects.



Participants (the whole group of participants) sit on chairs in a circle or spiral, as space allows. The leader opens and closes the dream matrix, which lasts one hour.

Participants tell their dreams or the essence of a dream. They can be new dreams (dreamed during the conference) but they can also be older dreams. The dreams must not be too long or presented from a written note. Participants are not allowed to make personal interpretations that relate to the dreamer. It is also not a discussion forum. You "reply" with other dreams, or with social, cultural or archetypal associations. As a rule, periods of contemplative silence can be expected.

The leader's role is to intervene if interpretations become personal. The leader will facilitate the process so associations, discussions or a single dream does not take up too much space, and the leader will ask if there are more dreams to be told. The leader can also make general interpretations of the group's material.



Interpretation of Films (all Residential Seminars)

Year of Training:	All 4 years
Topic / undervisningsemne:	Development of therapeutic skills: symbolic attitude and analytical identity
Title:	Interpretations of films
Author:	Misser Berg
Date:	Nov. 2023
Description /beskrivelse: The interpretation takes place at a residential seminar and is a follow-up on a film watched the day before.	
Subjects /emner: The interpretation opens for various views in connection with the film: <ul style="list-style-type: none"> • Initial sharing of the impressions of the film • The main problem of the film • The psychological themes • Archetypal elements and structures 	
Form of teaching /undervisningsform: <ul style="list-style-type: none"> • Discussion and sharing in the big group. 	
Educational outcome / Læringsudbytte:	
Knowledge /viden – the candidates will have knowledge of: <ul style="list-style-type: none"> • How to structure a symbolic interpretation. 	
Skills /færdigheder – the candidates will after the teaching be able to: <ul style="list-style-type: none"> • Interpreting of symbolic material in films and apply it to psychological problems and -development. 	
Competencies /kompetencer –In which situations and contexts can the candidate apply their knowledge and skills acquired during the instruction? <ul style="list-style-type: none"> • The candidates can apply the knowledge and skills when they interpret all kinds of symbolic material: dreams, fairy tales, pictures etc. 	
Bibliography /litteraturliste (preferably less than 15 years / gerne mindre end 15 år)	
B-litterature: <ul style="list-style-type: none"> • Hauke, Christopher and Alister, Ian (ed.) (2001/2021). <i>Jung & Film - Post-Jungian Takes on the Moving Image</i>. Routledge 	



Symbolic work

Year of Training:	All 4 years
Topic / undervisningsemne:	Development of therapeutic skills: symbolic attitude and analytical identity
Title:	Symbolic work
Author:	Misser Berg
Date for description:	September 2024
Description /beskrivelse: Symbols play a paramount role in Analytical Psychology, and symbolic understanding is trained in practically each seminar. Some seminars and workshops focus specifically on training the symbolic understanding through practicing symbolic work.	
Subjects /emner: Symbolic work is practiced via seminars and workshops on: <ul style="list-style-type: none"> • Dreams (incl. dream matrix) • Fairy tales • Films • Music • Pictures • Art, drawing • Journaling • Sandplay • Active Imagination 	
Form of teaching /undervisningsform: <ul style="list-style-type: none"> • Seminar or workshop form where candidates participate actively through discussions or experiential and/or practical work in plenum and /or in small groups. 	
Educational outcome / Læringsudbytte:	
Knowledge /viden – the candidates will have knowledge of: <ul style="list-style-type: none"> • Symbols in general and their deep effect and meaning in almost all aspects of the training, theoretical as well as clinical. 	
Skills / færdigheder – the candidates will after the seminars / workshops be able to: <ul style="list-style-type: none"> • increase their understanding of the role of symbols in the Jungian theory and practice • experience the effect of symbols in their personal as well as clinical work 	
Competencies /kompetencer –In which situations and contexts can the candidate apply their knowledge and skills acquired during the instruction? <ul style="list-style-type: none"> • The candidates can apply the knowledge and skills when they – in theory as well as practice – experience and interpret all kinds of symbolic material: dreams, fairy tales, pictures etc. 	
Bibliography /litteraturliste (preferably less than 15 years / gerne mindre end 15 år) (NB! Please also see any specific literature listed in the descriptions of a particular seminar)	
A-literature: <ul style="list-style-type: none"> • Kast V. (2020). <i>Symbol</i> https://iaap.org/jung-analytical-psychology/short-articles-on-analytical-psychology/symbol-2/ • Jung,C.G. et al. (1968). <i>Man and His Symbols</i>, Dell Publishing 	



Introduction to Jung in Historical Context

Year of Training:	Year 1
Topic / undervisningsemne:	Theory and concepts in analytical psychology
Title:	Introduction to Jung in historical context
Author:	Pia Skogemann
Date for description:	03.08.24
Description (short) /beskrivelse (kort):	
<ul style="list-style-type: none"> • Jung as a psychotherapeutic pioneer. 	
Subjects /emner:	
<ul style="list-style-type: none"> • Reflections on Jung's basic definitions of psychotherapy • Reflections of Jung's relation to Freud, Adler and others 	
Form of teaching /undervisningsform:	
<ul style="list-style-type: none"> • Lecture 	
Educational outcome / Læringsudbytte:	
Knowledge /viden – the candidates will have knowledge of: <ul style="list-style-type: none"> • Jung in his time and the field of psychotherapy • Jung's recognition of the relevance of many forms of psychotherapy • Jung's definitions of psychotherapy 	
Skills /færdigheder – the candidates will after the teaching be able to: <ul style="list-style-type: none"> • Study the literature of psychotherapy with a more conscious and critical understanding. 	
Competencies /kompetencer –In which situations and contexts can the candidate apply their knowledge and skills acquired during the instruction? <ul style="list-style-type: none"> • In their general understanding of what psychotherapy is and how it came to be 	
Bibliography /litteraturliste APA-system (preferably less than 15 years / gerne mindre end 15 år)	
A-litterature: 15 p.	
<ul style="list-style-type: none"> • Jung, C.G.: <i>Collective Works, Volume 16: Principles of practical psychotherapy</i> (p.5-20) 	
B litterature:	
<ul style="list-style-type: none"> • Skogemann, P. (2011). Analytisk psykologi. (p.209-19) In B. Karpatschhof & B. Katzenelson (Eds.), <i>Klassisk og moderne psykologisk teori</i> (2nd ed.). København: Hans Reitzels Forlag. /C:/Users/piask/Jung%20Instituttet%20Dropbox/Pia%20Skogemann/Pias%20filer/Artikler/Jungs%20analytiske%20psykologi.pdf 	



The Structure and Dynamics of the Psyche

Year of Training:	Year 1
Topic / undervisningsemne:	Theory and concepts in analytical psychology
Title:	Structure and dynamics of the Psyche
Author:	Lotte Snedevig
Date:	January 2024
<p>Description (short) /beskrivelse (kort): The candidates receive a basic introduction to the structure and dynamics of the psyche in Jungian psychology.</p>	
<p>Subjects /emner: In the lecture the following subjects are introduced:</p> <ul style="list-style-type: none"> • The Consciousness • The unconscious • The personal unconscious • The collective unconscious; Archetypes and instincts • The Ego • The Persona • The Shadow • Complexes • Anima and Animus • The Self 	
<p>Form of teaching /undervisningsform: Seminar form, introduction by the lecturer and work in smaller groups with practical exercises.</p>	
<p>Educational outcome / Læringsudbytte:</p> <p>Knowledge /viden– the candidates will have knowledge of: The candidates will have knowledge of the structure and dynamics of the psyche according to Jungian psychology.</p>	
<p>Skills /færdigheder– the candidates will after the teaching be able to: The candidates will gain the possibility of recognizing the individual elements and contents of the Psyche in Jungian psychology.</p>	
<p>Competencies /kompetencer –In which situations and contexts can the candidate apply their knowledge and skills acquired during the instruction?</p> <p>With the achieved knowledge of the structure and dynamics of the psyche, the candidates will have the possibility of recognizing the elements and functions of the psyche and hereby gain an increased knowledge and consciousness in real-life situations. The aim is to provide the candidate with an understanding and insight into how the inner and outer worlds interact and influence on all aspects of psychological development.</p>	



The Ego and Consciousness

Year of Training:	Year 1
Topic / undervisningsemne:	Theory and concepts in analytical identity
Title:	Ego and Consciousness
Author:	Pia Skogemann
Date:	February 2024
Description (short) /beskrivelse (kort):	
<ul style="list-style-type: none"> Jung's view on the importance of the ego and the consciousness is presented 	
Subjects /emner:	
<ul style="list-style-type: none"> Ego and Consciousness 	
Form of teaching /undervisningsform:	
<ul style="list-style-type: none"> Presentation, discussion 	
Educational outcome / Læringsudbytte:	
Knowledge /viden – the candidates will have knowledge of:	
<ul style="list-style-type: none"> Jung's concept of the ego and of consciousness 	
Skills /færdigheder – the candidates will after the teaching be able to:	
<ul style="list-style-type: none"> Reflect on the personal level and understanding clients better 	
Competencies /kompetencer –In which situations and contexts can the candidate apply their knowledge and skills acquired during the instruction?	
<ul style="list-style-type: none"> In the candidates own development, and in the work with clients 	
Bibliography /litteraturliste APA-system (preferably less than 15 years / gerne mindre end 15 år)	
A-litterature: Opgiv antal sider!	
<ul style="list-style-type: none"> Jung, C. G.: (1974) <i>The Ego</i> (pp 3-7) Collected works 9ii, Princeton University Press Consciousness – a Jungian definition (frithluton.com) 	
B litterature:	
<ul style="list-style-type: none"> Jung, C.G. (2022) <i>Consciousness and the Unconscious</i>. Lectures delivered at ETH Zürich. Vol. 2:1934, Philemon series. Princeton University Press. 	



Typology

Year of Training:	Year 1
Topic / undervisningsemne:	Theory and concepts in analytical identity
Title:personaly	Typology
Author:	Pia Skogemann
Date:	February 2024
Description (short) /beskrivelse (kort):	
<ul style="list-style-type: none"> Jung's personality types:attitude: extraversion/introversion, the four functions: (thinking/feeling/intuition/perception) 	
Subjects /emner:	
<ul style="list-style-type: none"> Typology 	
Form of teaching /undervisningsform:	
<ul style="list-style-type: none"> Lecture, test-taking, discussion. 	
Educational outcome / Læringsudbytte:	
Knowledge /viden – the candidates will have knowledge of:	
<ul style="list-style-type: none"> Jung's personality types 	
Skills /færdigheder – the candidates will after the teaching be able to:	
<ul style="list-style-type: none"> Test themselves and others. 	
Competencies /kompetencer –In which situations and contexts can the candidate apply their knowledge and skills acquired during the instruction?	
<ul style="list-style-type: none"> In therapy and relationships – as a tool to understand differences of mind 	
Bibliography /litteraturliste APA-system (preferably less than 15 years / gerne mindre end 15 år)	
A-litterature: 77 pages	
<ul style="list-style-type: none"> Jung, C.G. (1981) <i>Collected Works vol 6</i>, pp 330-407. Routledge & Kegan Paul, London. Jung personality type test - #1 Free Myers & Briggs 16 personalities types style test (123test.com) 	



Introduction to Fairy Tales

Year of Training:	Y1
Topic / undervisningsemne:	Development of therapeutic skills: Symbolic attitude and analytical identity
Title:	Short Introduction to Fairy tales
Author:	Lotte Snedevig
Date:	March 2024
Description (short) /beskrivelse (kort): The candidates receive a basic introduction to the analytical use of Fairy tale.	
Subjects /emner: Fairy tales	
Form of teaching /undervisningsform: Seminar form, introduction by the lecturer and work in smaller groups with practical exercises.	
Educational outcome / Læringsudbytte:	
Knowledge /viden – the candidates will have knowledge of: The candidates will have knowledge of the possible use of Fairy tales according to Jungian psychology.	
Skills /færdigheder – the candidates will after the teaching be able to: The candidates will gain the possibility of recognizing the individual elements and contents of the Psyche in symbolized form in fairy tales.	
Competencies /kompetencer –In which situations and contexts can the candidate apply their knowledge and skills acquired during the instruction? With the achieved knowledge of the structure and dynamics of fairy tales, the candidates will have the possibility of recognizing the elements and functions of the psyche and hereby gain an increased knowledge and consciousness in real-life situations. The aim is to provide the candidate with an understanding and insight into how the inner and outer worlds interact and influence aspects of psychological development experienced in symbolic form in the fairy tales.	
Bibliography /litteraturliste APA-system (preferably less than 15 years / gerne mindre end 15 år)	
A-literature: Von Franz, Marie Louise. 1996. <i>The interpretations of fairytales</i> . Shambala Publications, Inc. pg. 1-197. Danish version of the same: 1989. <i>Eventyrfortolkning</i> . Gyldendal. Pg.7-199.	
B literature: Dieckmann, Hans. 2013. <i>Twice told tales, the psychological use of Fairy tales</i> . Chiron Publications. Jung, C.G. 1980. <i>Memories, Dreams, Reflections</i> . Collins Fount Paperback Skogemann, Pia. 1998. <i>En karl var min mor, en fisk var min far</i> . Lindhardt og Ringhof Fakta. Skogemann, Pia. 1992. <i>Er jeg en sommerfugl, der drømmer?</i> Lindhardt og Ringhof. Weidlich, Tusse. 2020. <i>Eventyr viser vejen til os selv</i> . Essaysamling C.G. Jung i Danmark.	



The Shadow

Year of Training:	Year 1
Topic / undervisningsemne:	Theory and concepts in analytical identity (Persona, Shadow, and Archetypes)
Title:	Shadow
Author:	Liisa Halme
Date for description:	April 2024
Description (short) /beskrivelse (kort):	
<ul style="list-style-type: none"> • Candidates get a basic understanding of the concept of the Shadow from Jungian and post-Jungian perspective. 	
<ul style="list-style-type: none"> • Subjects /emner: In the teaching the following subjects are introduced: • The students get both theoretical and experiential understanding of the Shadow 	
Form of teaching /undervisningsform:	
<ul style="list-style-type: none"> • Lecturing by the teacher, discussions in seminar form, and experiential working in groups as well as by oneself (can be combined with a students' presentation of a smaller part of the subject) 	
Educational outcome / Læringsudbytte:	
Knowledge /viden– the candidates will have knowledge of:	
<ul style="list-style-type: none"> • Theoretical knowledge of the concept of the Shadow and its role in the structure and dynamics of the psyche • Knowledge of the importance of the shadow-work, from personal and professional point of view. 	
Skills /færdigheder– the candidates will after the teaching be able to:	
<ul style="list-style-type: none"> • Recognize the need for personal shadow-work as part of their psychic growth. • Apply the methods of shadow-work in their daily life and in clinical work. • Give a form to “how to own their own shadow” and use this knowledge. 	
Competencies /kompetencer –In which situations and contexts can the candidate apply their knowledge and skills acquired during the instruction?	
<ul style="list-style-type: none"> • In their personal life, in personal development and in relations with others. • In their clinical work 	



Bibliography /litteraturliste APA-system (preferably less than 15 years / gerne mindre end 15 år)

A-literature:

- Jung, C.G. (2005) Man and his Symbols, Aldus Books 1964, London. The Realization of the Shadow, pp. 168 – 176.
- Stein, M. (2010). Jung's Map of the Soul. Open Court, Chicago and La Salle, Illinois. Ch. 5, The Revealed and the Concealed in Relations with Others. (Persona & Shadow), pp. 105 – 125.
- Mattoon, M-A. (2005) Jung and the Human Psyche. An Understandable Introduction. Routledge, New York. Ch 3, The Hidden Psyche, pp. 26 – 40.
- Zweig, C. and Abrams, J. (1991). (Ed.) Meeting the Shadow. The Hidden Power of the Dark Side of Human Personality. Penguin Group (USA) Inc., New York. Introduction: The Shadow Side of Everyday

Life, p. XVI – XXV. Part I: What is Shadow, Introduction, pp. 3 – 6. Marie-Louise von Franz: The Realization of the Shadow in Dreams, p.p 34 – 38.

B literature:

- Von Franz, M-L (1995). The Shadow and Evil in Fairytales. (Second ed.) Shambala, Boston & London. pp. 3 – 38.

Zweig, C. & Abrams, J. (1991). (Ed.) Meeting the Shadow. The Hidden Power of the Dark Side of human Personality. Penguin Group (USA) Inc., New York. Part 9: Shadow Work. Introduction, pp.238 – 242 and James Hillman, The Cure of the Shadow, pp. 242 – 243. Part 10: Owning your Dark Side Through Insight, Art and Ritual, pp. 271 -301.



Persona

Year of Training:	Year 1
Topic / undervisningsemne:	Theory and concepts in analytical
Title:	Persona
Author:	Christel Bormann
Date:	Second seminar on the Foundation Course 2026
Description (short) /beskrivelse (kort):	
<ul style="list-style-type: none"> To teach about Jung's concept of the Persona. 	
Subjects /emner:	
<ul style="list-style-type: none"> How the Persona is defined towards the external environment and to its internal roots. 	
Form of teaching /undervisningsform:	
<ul style="list-style-type: none"> Lecture (can be combined with a students presentation of a smaller part of the subject) Work with the Persona in the plenary (and probably in smaller groups) The seminar includes watching of a movie with following work on interpreting the film (which includes going through the Personas in the movie) 	
Educational outcome / Læringsudbytte:	
Knowledge /viden – the candidates will have knowledge of: <ul style="list-style-type: none"> To begin to have an idea of how the concepts of the Persona shows itself on a spectrum from the everyday persona or professional persona to the more deeply rooted persona based on conflicts or traumatic experiences 	
Skills /færdigheder – the candidates will after the teaching be able to: <ul style="list-style-type: none"> Have a certain ability to recognize the more superficial layers of the persona and get a hint that sometimes the persona covers up for deeper problems 	
Competencies /kompetencer –In which situations and contexts can the candidate apply their knowledge and skills acquired during the instruction? <ul style="list-style-type: none"> As it is a Foundation Course the knowledge may be applied in relations where it may contribute to a better understanding of yourself and between people. For those who already work with patients/clients this could add to a deeper understanding of the patient/client 	



Bibliography /litteraturliste APA-system (preferably less than 15 years / gerne mindre end 15 år)

A-litterature

- **Mattoon M. A.** (2005). CH 2 The visible Psyche- Persona (p. 17-19), In: **Mattoon M. A.** (2005).Jung and the Human Psyche – an understandable introduction. Routledge. 3 pages.
- **Stein, M.** (1998). The Revealed and Concealed in Relations with Others (persona and Shadow) p. 111125, in: **Stein, M.** (1998). Jung's Map of the Soul, an Introduction (12th print 2010), Carus Publishing Company. 14 pages.
- **Toyoda, S.** (n. d.). *Persona*, from www.iiap.org (will be sent), 3 pages.

B litterature:

- **Jacobi, J.** (1964). *Symbols in an individual analysis*, page 274-303, in **Jung, C. G. and von Franz, M.— L.** (1964, reprinted 1979). *Man and his symbols*, Aldus Books Limited 30 pages.
- **Jung, C. G.** (1977). *The Persona as a Segment of the Collective Psyche*,page 156-162 (para. 243-253) in **Jung, C. G.** (1977, fourth reprint) *Collected Works 7, Two Essays on Analytical psychology*. Princeton University Press. 7 pages
- **Jung, C. G.** (1977). Negative Attempts to free the Individuality from the Collective Psyche, a) Regressive
 - *Restoration of the Persona* p.163-168 par. 254-259 in: **Jung, C. G.** (1977, fourth reprint) *Collected Works 7, Two Essays on Analytical psychology*. Princeton University Press. 5 pages.



Archetypes

Year of Training:	Year 1
Topic / undervisningsemne:	Theory and concepts in analytical identity
Title:	Archetypes
Author:	Christel Bormann
Date:	Second seminar (weekend) on Foundation Course
<p>Description (short) /beskrivelse (kort):</p> <ul style="list-style-type: none"> To give the candidates an idea of what archetype and archetypal representation is about and where and how we meet them. 	
<p>Subjects /emner:</p> <ul style="list-style-type: none"> Development of the concept of archetypes, with examples from daily life, myth, dreams and fairy tales 	
<p>Form of teaching /undervisningsform:</p> <ul style="list-style-type: none"> Lecture by teacher (maybe with inputs from the students who prepare smaller parts in advance). Group work in smaller groups Symbolic work The seminar includes watching of a movie with following work on interpreting the film (which includes going through the archetypes in the movie) 	
<p>Educational outcome / Læringsudbytte:</p>	
<p>Knowledge /viden– the candidates will have knowledge of:</p> <ul style="list-style-type: none"> To have a knowledge of how the concept developed from Jung and people before him and to have an idea of what the archetype per se and the archetypal representation is about, and how it represents itself. 	
<p>Skills /færdigheder– the candidates will after the teaching be able to:</p> <ul style="list-style-type: none"> That the candidates have a greater ability to recognize archetypal representations when they meet them in the narratives of other people, in dreams, myth and fairy tales 	
<p>Competencies /kompetencer –In which situations and contexts can the candidate apply their knowledge and skills acquired during the instruction?</p> <ul style="list-style-type: none"> The skills and knowledge can contribute to the candidates’ basic knowledge and further search for theory in the Foundation course It can bring about a greater understanding between the candidates in the dream matrix and group work It may bring about a deeper understanding of the candidate’s relationships If a candidate is a Psychotherapist or the like beforehand and has clients it can deepen his/her understanding of the client 	



Introduction to the World of Symbols and Dreams

Year of Training:	Year 1
Topic / undervisningsemne:	Theory and concepts in analytical identity
Title:	Introduction to the world of Symbols and Dreams
Author:	Charlotte Sjöström
Date for description:	April 2023
Description /beskrivelse:	
Candidates will receive an introduction to the world of Symbols – one of the foundations within Analytical Psychology, exploring the topic in theory and experiential creative work.	
Subjects /emner:	
In the teachings aspects of Symbols are introduced ;	
<ul style="list-style-type: none"> • origin, cultural / environmental context, natural phenomena, holding potential for healing inner /outer wounds, part of ritual/ceremony etc. • as an important clinical tool for depth psychology in analysis, 	
Form of teaching /undervisningsform:	
<ul style="list-style-type: none"> • Seminar form/ pp presentation, theoretical introduction by teacher, experiential and practical work in dyads, triads and groupsettings. 	
Educational outcome / Læringsudbytte:	
Knowledge /viden – the candidates will have knowledge of:	
<ul style="list-style-type: none"> • Receive fundamental knowledge and personal experience in the work with symbols through theory and creative modalities: art- drawing/sandplay/ journaling/ embodied symbols that are all useful tools within Psychotherapy/Analysis. 	
Skills /færdigheder – the candidates will after the teaching be able to:	
<ul style="list-style-type: none"> • increase their <i>understanding</i> of the various aspects/origins of symbols, • <i>explore personal experience</i> working with symbolic material through creative arts modalities, • enhance their practical /experiential understanding of the <i>symbol as tool in the analytic setting</i>, 	
Bibliography /litteraturliste (preferably less than 15 years / gerne mindre end 15 år)	
A-literature:	
<ul style="list-style-type: none"> • Jung,C.,G.(1961). <i>Memories, Dreams, Reflections</i>, Random House, London.(pp. 12, 20, 32 ff, 131 ff, 140, 209). • Jung,C.,G.(1964). <i>Man and His Symbols</i>, Aldus Books, London. (pp. 20-31, 106-109, 232-270). 	



Complexes

Year of Training:	Year 1
Topic / undervisningsemne:	Theory and concepts in analytical identity
Title:	Complexes
Author:	Inger Jacobsen
Date for description:	August 2024
Description (short) / beskrivelse (kort):	
<ul style="list-style-type: none"> An introduction to a most fundamental concept in analytical psychology: the feeling-toned complex 	
Subjects / emner:	
<ul style="list-style-type: none"> The Word Association Test - the origin of the concept Jung's elaboration of the concept in two articles from the 1930s Different types of complexes Elaborations of the concept by post-jungians (Hans Dieckmann, Verena Kast, Murray Stein, Mark Winborn and others) Examples of use of the concept in clinical work (mainly from Hans Dieckmann and Verena Kast) 	
Form of teaching / undervisningsform:	
<ul style="list-style-type: none"> Seminar: Presentation by the lecturer, followed by Q&A, group work, plenary (3 hrs. altogether) 	
Educational outcome / Læringsudbytte:	
Knowledge / viden – the candidates will have knowledge of:	
<ul style="list-style-type: none"> The theory of complexes, as developed by Jung in his early writings Eaborations of the theory by post-jungians (Hans Dieckmann, Verena Kast, Murray Stein, Mark Winborn) Applications of the concept in clinical work (as described by Verena Kast, Hans Dieckmann and others) 	
Skills / færdigheder – the candidates will after the teaching be able to:	
<ul style="list-style-type: none"> the candidate is - to a certain degree - able to recognize when own complexes are at play, when you are “in the grip of a complex” the candidate is - to a certain degree - able to recognize when others are “in the grip of a complex” in the grip of a complex 	
Competencies / kompetencer –In which situations and contexts can the candidate apply their knowledge and skills acquired during the instruction?	
<ul style="list-style-type: none"> the candidate can - later on - apply the concept in clinical work the candidate can make use of the concept when dealing with the psyche, own psyche and other peoples psyche 	



(Warning: 3 hrs of teaching is just a small contribution to the building of this competence, and the candidates are not yet endorsed to work with clients)

Bibliography /litteraturliste APA-system (preferably less than 15 years / gerne mindre end 15 år)

A-litterature:

- C.G. Jung 1948/1960: A Review of the Complex Theory. *Collected Works* 8, §§ 194-219

B-litterature (CW= Collected Works)

- Jung, C.G & Riklin, F. (1904/1973): The Associations of Normal Subjects. *CW* 2 §§ 1-113
- Jung, C.G. (1909/1973): The Association Method. *CW* 2 §§ 939-998
- Jung, C.G. (1911/1973): On the Doctrine of Complexes. *CW* 2 §§ 1349-1356
- Jung, C.G. (1919/1977): The Feeling-toned Complex and its general effects on the psyche. *CW* 3 §§ 77-106
- Jung, C.G. (1935/1970): *Analytical Psychology - It's Theory and Practice. The Tavistock lectures*. Vintage
- Dieckmann, Hans (1999): *Complexes. Diagnosis and Therapy in Analytical Psychology*. USA: Chiron Publications.
- Kast, Verena (1997): *Father Daughter Mother Son - Freeing ourselves from the complexes that bind us*. Element Books
- Stein, Murray (1998/2011): *Jung's Map of the Soul. An Introduction*. (Chapter 2: The Populated Interior (Complexes), p. 35-79)
- Winborn, Mark (2024): *Jungian Psychoanalysis. A Contemporary Introduction*.(Chapter 4: Jungian Complex Theory p. 54-74). Routledge



The Stages of Life and Individuation

Year of Training:	Year 1
Topic / undervisningsemne:	Theory and concepts in analytical psychology
Title	Social Dreaming – Dream-matrix
Author:	Petrusjka Jeiner
Date:	August 2024
Description /beskrivelse: A day on Jung's ideas about aging and the circle of life, and his concept of first and second half of life.	
Subjects /emner: <ul style="list-style-type: none"> • Introversion and extroversion in the context of life stages • Brief presentation of: Erich Neumann's concept of Stages of life, Jung's concept of the hero/heroine and the night sea journey/ midlife crisis • Lebens-wende or the idea to die with life • Life process and individuation • Wisdom as the goal of individuation • Metaphors for the life process 	
Form of teaching /undervisningsform: Teachers power point presentation, plenum discussions, 1:1 reflections, group work with exercises	
Educational outcome / Læringsudbytte:	
Knowledge /viden – the candidates will have knowledge of: <ul style="list-style-type: none"> • The development and unfolding of the Ego and the Self throughout life 	
Skills /færdigheder – the candidates will after the teaching be able to: <ul style="list-style-type: none"> • To comprehend biological aging in the frame of individuation 	
Competence /kompetencer –In which situations and contexts can the candidate apply their knowledge and skills acquired during the instruction? <ul style="list-style-type: none"> • To deal with aging issues in the frame of individuation when working with clients 	
Bibliography /litteraturliste (preferably less than 15 years / gerne mindre end 15 år) (Certificeringskrav kriterium 3.B.3)	
A-litteratur: <ul style="list-style-type: none"> • Jung, Carl Gustav: <i>Stages of life & The soul and the death</i>. In: 'The Collected Works 8', Routledge and Kegan Paul. P. 387-404 • Sawin, Leslie: <i>Jung and aging</i>, Spring Journal Books, 2014, s. 4-18 	



The Black Self

Year of Training:	Year 1
Topic / undervisningsemne:	Theory and concepts in analytical identity
Title:	The Black Self: Explorations on potentially destructive areas in the psyche.
Author:	Misser Berg
Date for description:	21.08.2024
<p>Description (short) /beskrivelse (kort): The major learning objectives are to let the students understand what constitutes the dark self seen from a Jungian perspective, reflect on what the dark self is, how defenses is part of it, and how it is related to the self as such.</p>	
<p>Subjects /emner:</p> <ul style="list-style-type: none"> • The Black Self • Psychedelics • Eros and Thanatos • Early defences, trauma • The basic fault 	
<p>Form of teaching /undervisningsform:</p> <ul style="list-style-type: none"> • Lecture • Groupwork • Discussion 	
<p>Educational outcome / Læringsudbytte:</p>	
<p>Knowledge /viden– the candidates will have knowledge of:</p> <ul style="list-style-type: none"> • Classical and post-Jungian theories of various aspects of potentially destructive areas in the psyche and how these areas are defended. • The personal analytic attitude related to such destructive areas. 	
<p>Skills /færdigheder– the candidates will after the teaching be able to:</p> <ul style="list-style-type: none"> • Start recognizing potentially destructive areas and how they may appear in the theories and in their personal life and future clinical work. 	
<p>Competencies /kompetencer –In which situations and contexts can the candidate apply their knowledge and skills acquired during the instruction?</p> <ul style="list-style-type: none"> • In the candidate’s personal development, in his/her understanding of relational aspects and in the future work with clients. 	



Animus and Anima – Gender

Year of Training:	Year 1
Topic / undervisningsemne:	Theory and concepts in analytical identity
Title:	Gender – Animus and Anima
Author:	Misser Berg
Date:	March 2024
Description (short) /beskrivelse (kort):	
<ul style="list-style-type: none"> • A Classical description of Gender, followed by post-Jungian critiques and newer thoughts. 	
Subjects /emner:	
<ul style="list-style-type: none"> • Animus and Anima from a classical viewpoint and as reformulated by post-Jungians. • Masculinity and Femininity, classical and newer thoughts. • Fathers' Daughters, Mothers' sons. 	
Form of teaching /undervisningsform:	
<ul style="list-style-type: none"> • Presentations and discussion in groups and in plenum 	
Educational outcome / Læringsudbytte:	
Knowledge /viden – the candidates will have knowledge of:	
<ul style="list-style-type: none"> • Classical and post-Jungian theories of various aspects of gender. 	
Skills /færdigheder – the candidates will after the teaching be able to:	
<ul style="list-style-type: none"> • Reflect critically on classical vs. newer Jungian theories. 	
Competencies /kompetencer –In which situations and contexts can the candidate apply their knowledge and skills acquired during the instruction?	
<ul style="list-style-type: none"> • In the candidate's personal development, in his/her understanding of relational aspects and in the (possibly future) work with clients. 	
Bibliography /litteraturliste APA-system (preferably less than 15 years / gerne mindre end 15 år)	
A-litterature:	
<ul style="list-style-type: none"> • Jung, C.G. (1981) <i>Collected Works vol 9.2</i>, par 20 - 42. Routledge & Kegan Paul, London. • Skogemann, P. (1992) Mandlighed og kvindelighed, s. 44-64. I <i>Er jeg en sommerfugl, der drømmer?</i> Lindhardt og Ringhof 	
B litterature:	
<ul style="list-style-type: none"> • Von Franz. M.L. (1968). The process of individuation pp 157 – 254. In <i>Man and His Symbols</i>. • Schierse Leonard, L. (1982). <i>The wounded Woman</i>. Swallow Press. • Loomis, M. (1995). <i>Her Father's Daughter</i>, Chiron Publications • Bjerrum Nielsen, H. og Rudberg, M. (1994) <i>Psychological Gender and Modernity</i>, Scandinavian University Press • Brinton Perera, S. (1981). <i>Descent to the Goddess</i>. Inner City Books. • Reis, P. (1997). <i>Daughters of Saturn</i>. Continuum. • Skogemann, P. (2023). <i>Kvindelighed i vækst</i>. Saxo Publish • Vedfelt, O. (1985/1996). <i>Det kvindelige i manden</i>. Gyldendal. • Woodman, M. (1982). <i>Addiction to Perfection</i>. Inner City Books. 	



The Stages of Life and Individuation

Year of Training:	Year 1
Topic / undervisningsemne:	Theory and concepts in analytical identity
Title:	Individuation and the Self
Author:	Kim Bangshøj
Date:	April 24
Description (short) /beskrivelse (kort): A theoretical description of two central concepts in C.G. Jung's psychology, supported by case material.	
Subjects /emner: Individuation and the Self.	
Form of teaching /undervisningsform: Lecture.	
Educational outcome / Læringsudbytte:	
Knowledge /viden – the candidates will have knowledge of: two central concepts in Jung's psychology, individuation and the Self, which have historically been of central importance in shaping clinical and analytical practice.	
Skills /færdigheder – the candidates will after the teaching be able to: <ul style="list-style-type: none"> Understand the processes associated with individuation and thus also have a better basis for applying the skills commonly used in analytical practice such as: symbolic interpretation, amplification, transference/countertransference. 	
Competencies /kompetencer –In which situations and contexts can the candidate apply their knowledge and skills acquired during the instruction? <ul style="list-style-type: none"> The candidates can apply their knowledge and skills in the context of their own analysis/personal process, their further study at the Jung Institute and later their work as analysts. 	
Bibliography /litteraturliste APA-system (preferably less than 15 years / gerne mindre end 15 år)	
A-litterature: von Franz, Marie-Louise (1979): 'The process of individuation', pp. 160-229. In: C.G. Jung: <i>Man and his Symbols</i> . Stein, Murray (2023): 'Individuation. The Concept of Individuation in Analytical Psychology: A Brief Snapshot'. In: <i>Contemporary Understandings of Analytical Psychology – International Association of Analytical Psychology – IAAP</i> .	
B litterature: Jung, C.G.: Collective Works, Volume 6: Psychological Types, paragraphs 757-762 and 789-791. Samuels, Andrew (1997): '4 The self and individuation', pp. 89-132. In: <i>Jung and the Post-Jungians</i> .	
C litterature: Hogenson, George B. (2018): 'The Tibetan Book of the Dead needs work: a proposal for research into the geometry of individuation', pp. 172-193. In: Cambray, J. and Sawin, L.: <i>Research in Analytical Psychology. Applications from Scientific, Historical, and Cross Cultural Research</i> . Murray Stein (2020): Individuation. The Collected Writings of Murray Stein – Volume 1	



Active Imagination

Year of Training:	Year 1
Topic / undervisningsemne:	Development of therapeutic skills: Symbolic attitude and analytical identity
Title: (Teachers title)	Introduction to active imagination
Author:	Pia Skogemann
Date for description:	July 2024
Description (short) /beskrivelse (kort):	
<ul style="list-style-type: none"> Jung developed a visualization technique called active imagination 	
Subjects /emner:	
<ul style="list-style-type: none"> Introduction and experiencing 	
Form of teaching /undervisningsform:	
<ul style="list-style-type: none"> experiential 	
Educational outcome / Læringsudbytte:	
Knowledge /viden – the candidates will have knowledge of:	
<ul style="list-style-type: none"> 	
Skills /færdigheder – the candidates will after the teaching be able to:	
<ul style="list-style-type: none"> Practice active imagination 	
Competencies /kompetencer –In which situations and contexts can the candidate apply their knowledge and skills acquired during the instruction?	
<ul style="list-style-type: none"> In their own life – and eventually with clients 	
Bibliography /litteraturliste APA-system (preferably less than 15 years / gerne mindre end 15 år)	
No literature.	



Mandala Painting – The Symbol of the Self

Year of Training:	Year 1
Topic / undervisningsemne:	Development of therapeutic skills: Symbolic attitude and analytical identity
Title:	Mandala Painting
Author:	Kim Bangshøj
Date:	April 2024
Description (short) /beskrivelse (kort): The technique of mandala painting.	
Subjects /emner: The mandala as a symbol of the Self.	
Form of teaching /undervisningsform: Personal work.	
Educational outcome / Læringsudbytte:	
<p>Knowledge /viden– the candidates will have knowledge of:</p> <p>In the lecture on individuation and the Self, candidates were given a brief cultural-historical introduction to the mandala symbol, and also how the symbol has been used in recent times in meditative and therapeutic practice based on Jung's psychological theory.</p> <p>In the personal work on mandala painting, candidates gained knowledge of the technique of mandala painting and, through painting, insight into the personal processes associated with the mandala and the self-symbol.</p>	
<p>Skills /færdigheder– the candidates will after the teaching be able to:</p> <p>apply the technique, the different skills of mandala painting. They have gained knowledge of different kinds of colors, paper types, rulers, compasses etc.</p>	
<p>Competencies /kompetencer –In which situations and contexts can the candidate apply their knowledge and skills acquired during the instruction?</p> <p>The candidates can apply the technique in relation to their own development and later also in their work as Jungian analysts. More generally, they will have gained an understanding of individuation as a living process, and of the self-symbol as a central point in this process, with relevance for later analytical work.</p>	