



Descriptions of Teaching Activities Year 2

**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
Symbolic work	All years	
Interpretations of films	All years	
Social dreaming	All years	
Check-in and out of seminars	All years	
Study group processes	Year 2-4	
Training analysis	Year (1) 2-4	
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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 	



Beginning Practice

Year of Training:	Year 2
Topic / undervisningsemne:	Development of therapeutic skills: Symbolic attitude and analytical identity
Title:	Beginning practice
Author:	Misser Berg
Date:	Nov. 23
Description /beskrivelse: The seminar gives an introduction to how to start up an analytic practice	
Subjects /emner: The seminar will be introduced with a short powerpoint comprising the following subjects: <ul style="list-style-type: none"> • The initial interview • Money • Gifts • Cancellations • Body-contact • The therapist's self-disclosure • Other possibilities than the classical method face to face (sandplay, couch, etc.) • Supervision 	
Form of teaching /undervisningsform: <ul style="list-style-type: none"> • Seminar form, brief introduction by teacher and subsequent working in groups on specified questions. 	
Educational outcome / Læringsudbytte:	
Knowledge /viden – the candidates will have knowledge of: <ul style="list-style-type: none"> • The practical methods in analytical psychotherapy incl. the variety of methods and the flexibility according to the personality of the therapist. 	
Skills /færdigheder – the candidates will after the teaching be able to: <ul style="list-style-type: none"> • Start the practical therapeutic work under supervision. 	
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 in their therapeutic work with their clients. • Also they can use them in group situations where they hear about clients other than their own. 	
Bibliography /litteraturliste (preferably less than 15 years / gerne mindre end 15 år) (Certificeringskrav kriterium 3.B.3)	
B-litterature: <ul style="list-style-type: none"> • Dieckmann, Hans (1991). <i>Methods in Analytical Psychology</i>. Chiron • Guggenbühl-Craig, Adolf (3rd. edition 2021) <i>Power in the Helping Professions</i>. Spring. 	



Study-group functioning

Year of Training:	All 4 years
Topic / undervisningsemne:	Study-group functioning
Title:	
Author:	Lotte Snedevig og Petrusjka Jeiner
Date for description:	Juni 2024
Description: The candidates receive a basic instruction to the concept of study group processes in the Jungian training group and a guidance through these.	
Subjects: In the teaching, the following subjects are introduced. <ul style="list-style-type: none"> • Theory of study group processes and dynamics • Guidance through the process • Practical exercises 	
Form of teaching: Seminar form, introduction by teacher and working with practical exercises in the group.	
Educational outcome / Læringsudbytte:	
Knowledge – the candidates will have knowledge of: <ul style="list-style-type: none"> • Theories behind Study group processes in different stages of the development of the group. • Practical tools to communicate the challenges of being a member of a study group. 	
Skills – the candidates will after the teaching be able to: <ul style="list-style-type: none"> • Reflect and analyze on the process of the study group. • Reflect and analyze on the individual role of the group member. • Acquire tools to act according to the further development of the group process. • Acquire tools to act according to the further development of the individual process of the candidate. 	
Competence –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 challenging group situations where there is a need for understanding the group process and the individual role of the candidate. • Furthermore, the candidates can apply the knowledge and skills in their therapeutic work with their clients. • Finally, they can use them on their own process of personal development. 	
You will receive a program for each day 4 weeks before: Day 1: Settled in Feb. 2024	
A-literature <ul style="list-style-type: none"> • Jung, C.G. (1969/1950) <i>Concerning Rebirth</i>. In Collected Works 9i • Eisenstein, A. K. <i>A Jungian Look at Developmental Phases of the Group Level Psyche and the Question of Individuation</i>. C.G. Jung Institute of Chicago 	
B-literature	



- Kirsch, J., Spradlin, S.: Group process in Jungian analytic training and institute life. In *Journal of Analytical Psychology*, 2006, 51, 357-380

Day 2: Sept. 2024 - C23

A-literature

- Agazarian, Y. Gantt S. Developing the Group Mind Through Functional Subgrouping: Linking SystemsCentered Training (SCT) and Interpersonal Neurobiology. In *International Journal of Group Psychotherapy*, 60 (4) 2010

B-literature

- Vestergaard, Arne (2016): “Jungian socioanalysis. Coming to terms with complexity”, In: *Proceedings, International Association for Analytical Psychology Congress, Kyoto*. (Article is attached this mail.)

Day 3: Spring 2025 – C23

A-literature

- Mindell, Arnold, *Deep Democracy of Open Forums*, Hampton Roads Publishing, 2003

B- literature

- Mindell, Arnold, *Sitting in the fire*, Lao Tse Press, 1995

Day 4: Autumn 2025 – C23

A-literature

- Berg, Astrid, The Relevance of Reflective Practice in the Training of Jungian Analysts in: *Exploring Core Competencies in Jungian Psychoanalysis Research, Practice, and Training*, 2023
- Kirsch, J., Spradlin, S.: Group process in Jungian analytic training and institute life. In *Journal of Analytical Psychology*, 2006, 51, 357-380
- Hecht, J.B.: Becoming Who We Are in Groups: One Jungian’s Approach to Group Psychotherapy. In *Group*, Vol. 35, No 2, June 2011

B-literature

- Mance, M. P. Regarding Silence: A Training Group Experience. In *Group*, Vol. 35, No 2, June 2011
- <https://www.jstor.org/stable/41716128?refreqid=excelsior%3A371112214a6d4b80d43f3c0aa2c53677&ocuuid=4cf9bd47-a889-4d38-80ca-68ae2d2721cf&socplat=email>
- Bion, Wilfred R (1968): “Experiences in groups – and other papers”, London: Taylor & Francis Ltd Also available in Danish:
- Bion, Wilfred R (2019) “Erfaringer I grupper”, København: Hans Reitzels Forlag (and not expensive in the danish)



The Older Candidates Welcome the New Candidates

Year of Training:	Year 2
Topic / undervisningsemne:	Development of symbolic attitude Function of study group
Title:	The older candidates welcome new candidates
Author:	Pia Skogemann
Date:	Nov. 2023
Description /beskrivelse: First encounter between the two groups of candidates (The candidates in their 4 th year, and candidates in their 2 nd year) where the older students prepare and welcome the new students to the education. A Rite d'entrée.	
Subjects /emner: <ul style="list-style-type: none"> • Presentation of each other with the use of symbolic tools 	
Form of teaching /undervisningsform: <ul style="list-style-type: none"> • Group work directed by the older students. Group work directed by teachers 	
Educational outcome / Læringsudbytte:	
Knowledge /viden – the candidates will have knowledge of: <ul style="list-style-type: none"> • Each other in a more than formal way. • The younger candidates will learn about the training from the older ones. 	
Skills /færdigheder – the candidates will after the teaching be able to: <ul style="list-style-type: none"> • Socializing across the classes 	
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"> • The candidates are initiated into a tradition which they will pass on, when the next group begin. 	
Bibliography /litteraturliste (preferably less than 15 years / gerne mindre end 15 år) A- No reading for this event.	



The Four Stages of Therapy

Year of Training:	Year 2
Topic / undervisningsemne:	Theoretical concepts in analytical psychology
Title:	The four stages of therapy
Author:	Misser Berg
Date:	Nov. 2023
Description /beskrivelse: Candidates receive a classical review of Jung's writing on the practice of psychotherapy	
Subjects /emner: In the teaching, Jung's description on the following stages in a psychotherapy are introduced. <ul style="list-style-type: none"> • Confession • Analysis • Education • Transformation 	
Form of teaching /undervisningsform: <ul style="list-style-type: none"> • Seminar form, brief introduction by teacher and subsequent working in groups on specified questions. 	
Educational outcome / Læringsudbytte:	
Knowledge /viden – the candidates will have knowledge of: <ul style="list-style-type: none"> • Jung's structuring of the stages in a therapeutic process and his descriptions on the content and challenges in each stage. 	
Skills /færdigheder – the candidates will after the teaching be able to: <ul style="list-style-type: none"> • Structure a therapeutic process according to the four stages and identify specific developmental issues of the therapeutic process. 	
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"> • The candidates can apply the knowledge and skills in their therapeutic work with their clients. • Also they can use them in group situations where they hear about clients other than their own. 	
Bibliography /litteraturliste (preferably less than 15 years / gerne mindre end 15 år) A-litteratur: <ul style="list-style-type: none"> • Jung, C.G.: Collected Works Volume 16, Chapter V: <i>Problems of Modern Psychotherapy</i>, paragraphs 114 – 174. With a special focus on the 4 stages in therapy. 	



Role Play on Group -Supervision – Deliberate Practice Skills Part 1

Year of Training:	2
Topic / undervisningsemne:	Group Supervision
Title:	Role Play / Deliberate Practice - part 1
Author:	Charlotte Sjöström
Date for description:	8 Juni 2024
Description /beskrivelse:	
<ul style="list-style-type: none"> • Candidates receive <i>introduction to clinical Psychotherapy</i> practice through the experience of <i>Role Play</i>. 	
Subjects /emner:	
<p>In the teachings the following subjects are introduced:</p> <ul style="list-style-type: none"> • Role Play with focus on <i>Play & Creativity in clinical Psychotherapy setting</i> – relational regulatory focus connecting to personal everyday experiences. 	
Form of teaching /undervisningsform:	
<ul style="list-style-type: none"> • PP presentation by teacher: RolePlay / Deliberate Practice, • practical experiences of RolePlay in triads/dyads/larger group setting. 	
Educational outcome / Læringsudbytte:	
Knowledge /viden – the candidates will have knowledge of:	
<p>The concept of Role Play in a fictive therapy setting– aims at:</p> <ul style="list-style-type: none"> • increasing personal <i>understanding/awareness of relational patterns</i> of personal behavior/style in connection to self /the other, • exploring personal <i>areas/aspects</i> – accessible for change/ improvement, • basic knowledge of how to <i>regulate self/other</i> in clinical settings, • setting up <i>personal goals for 'deliberate practice'</i> as improvement of personal style, 	
Skills /færdigheder – the candidates will after the teaching be able to:	
<ul style="list-style-type: none"> • be familiar with <i>personal patterns</i> in clinical RolePlay settings, • being familiar with <i>play</i> as a way of enriching /opening up for creative possibilities/potential as therapist/analyst in the professional clinical setting, 	
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"> • In the role as Psychotherapist/Jungian analyst in the clinical setting, • In their own personal therapy-process - individuation journey, 	
Bibliography /litteraturliste (preferably less than 15 years / gerne mindre end 15 år) (Certificeringskrav kriterium 3.B.3)	
A-litterature:	
<ul style="list-style-type: none"> • Rousmaniere, Tony,. (2017). <i>Deliberate Practice for Psychotherapists, A guide to improving Clinical Effectiveness</i>. Routledge. <ul style="list-style-type: none"> ○ The Experiment phase 1-2; ch . 3 - 4., pp.32-54, ○ Developing Your Own Deliberate Practice Routine, p.111-112, 	



- Hawkins, P., & Ryde J. (2020). *Integrative Psychotherapy in Theory and Practice, A Relational, Systemic and Ecological Approach*. Jessica Kingsley Publishers, London and Philadelphia. Ch.4 pp. 75-104, Ch. 12, pp. 245-265,
- Muller, M., (2023). On the Therapeutic Relationship. In : (Eds. Gudaite' & Kelly) *Exploring core competencies in Jungian Psychoanalysis, Research, Practice, and Training*. Routledge, London & New York.

B literature:

- Chesner, A., & Zografou, L. (2014). *Creative Supervision across Modalities, Theory and applications for therapists, counsellors and other helping professionals*.
 - Jessica Kingsley Publishers, London and Philadelphia, Ch 2,
- Guggenbuhl-Craig, A. (1971/2009). *Power in the helping professions*. Spring Publications, Putnam, Conn. pp. 77-91, 119-121.



Basic Concepts – overview

Year of Training:	Year 2
Topic / undervisningsemne:	Theoretical concepts in analytical psychology - overview
Title:	Basic concepts
Author:	Charlotte Sjöström
Date:	December 2023
Description: Candidates receive an understanding of five Basic Concepts significant within Analytical Psychology.	
Subjects: In the teachings the following subjects are introduced: <ul style="list-style-type: none"> • Theory of each Basic Concept according to Jung and Post-Jungians 	
Form of teaching: Seminar form, introduction by teacher and working with presentations in groups.	
Educational outcome/ Læringsudbytte:	
Knowledge – the candidates will have knowledge of: <ul style="list-style-type: none"> - Jung and post Jungian Theory of the Basic Concepts within Analytical Psychology. 	
Skills – the candidates will after the teaching be able to: <ul style="list-style-type: none"> - Have a theoretical understanding of Basic Concept within Analytical Psychology 	
Competences –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 of Basic Concepts in their clinical/therapeutic work with their clients. - The concepts are useful for continued personal development/personal analysis. 	
Bibliography /litteraturliste (preferably less than 15 years / gerne mindre end 15 år) On a general note: On IAAP's website http://iaap.org/ you can find under <i>Resources / Academic Resources abstracts over Jungs Collected Works in English</i> . NB! – in that source page numbers are used, not paragraphs. The abstracts are giving a good overview.	
1. Ego	
A litterature:	
<ul style="list-style-type: none"> • Edinger,E.,(1992). <i>Ego o archetype</i>. Shambhala, Boulder. (pp. 1-104). • Jung,C.G.(1921/1971). Collected Works 6, <i>Psychological Types</i>. Read,H., Fordham,M.,Adler,G., McGuire, W., (Eds.) Bollingen Series, Princeton: Princeton University Press. (par. 706: Definitions: The Ego) • Jung,C.G.(1959/1968). Collected Work 9 i, <i>The Archetypes and the Collective Unconscious</i>.Read,H.,Fordham,M.,Adler,G.,McGuire,W.,(Eds.)Bollingen Series,Princeton:PrincetonUniversityPress.(par.489-524, Conscious/Unconscious and Individuation). 	



- Jung, C.G. (1951/1968). *Collected Works 9ii, Aion*. Read, H., Fordham, M., Adler, G., McGuire, W., (Eds.) Bollingen Series, Princeton: Princeton University Press. (par. 1-12, The Ego).
- Jung, C.G., (Ed.) Jaffé, A. (1961/1965). *Memories, Dreams, Reflections*. Vintage Books, A Division of Random House, New York. (p. 3-23).
- Mattoon, M., (2005). *Jung and the Human Psyche*. Routledge, London and New York. (ch. 2: The visible psyche).
- Stein, M., (1998). *Jung's Maps of the Soul*. Open Court, Chicago and La Salle, Illinois. (ch.1: Surface Ego-Consciousness).

B literature.

- Neumann, E. (1954/1993). *The origins and history of Consciousness*. Bollingen Series XL11, Princeton University Press.

Film :

- The hero:
 - Romancing the stone, Michael Douglas,
 - Indiana Jones, Harrison Ford
- Heroes: Moses, Oedipus, Jesus
(Add your own examples)

2. Persona

A literature:

- Jung, C.G. (1921/1971), *Collected Works 6, Psychological Types*. Read, H., Fordham, M., Adler, G., McGuire, W., (Eds.) Bollingen Series, Princeton: Princeton University Press. (par. 800-802. Definitions: Persona)
- Jung, C.G. (1953/1966), *Collected Works 7, Psychological Types*. Read, H., Fordham, M., Adler, G., McGuire, W., (Eds.) Bollingen Series, Princeton: Princeton University Press. (par. 202-265; The personal and collective unconscious & Phenomena Resulting from the Assimilation of the Unconscious & Persona as a segment of the Collective psyche & Negative attempts to free the individuality from the collective psyche. par. 304-309, 312, 318-319, par 504-512, 517- 518, Composition of the Persona).
- Jung, C.G. (1960/2008). *Collected Works 8, The Structure and Dynamics of the Psyche*. Read, H., Fordham, M., Adler, G., McGuire, W., (Eds.) Bollingen Series, Princeton: Princeton University Press. (par. 200-201; complexes have us; par 270, the un-conscious).
- Mattoon, M., (2005). *Jung and the Human Psyche*. Routledge, London and New York. (ch 2: The visible psyche, about Persona, pp. 17-19).
- Stein, M., (1998). *Jung's Maps of the Soul*. Open Court, Chicago and La Salle, Illinois. (ch.5. The Revealed and the Concealed in Relations with Others (Persona & Shadow)).
- Storr, A., (2013): *The essential Jung*, Princeton University Press, New Jersey. (pp. 65-128).

Film ex :



- Persona – Ingemar Bergman
- Festen -Thomas Vinterberg
- Falling down - Michael Douglas
- Persona: Michael Jackson
- (ad your own examples)

3. Shadow

A litterature:

- Jung,C.G.(1953/1966), Collected Works 7, *Psychological Types*. Read,H., Fordham,M.,Adler,G., McGuire, W., (Eds.) Bollingen Series, Princeton: Princeton University Press, (par. 225).
- Jung,C.G.(1959/1968). Collected Work 9 i, *The Archetypes and the Collective Unconscious*.Read,H.,Fordham,M.,Adler,G.,McGuire,W.,(Eds.)Bollingen Series,Princeton:PrincetonUniversityPress. (par. 44- 45, 456-488, Shadow & Psychology of the trickster figure).
- Jung,C.G. (1951/1968). Collected Works 9ii, *Aion*. Read,H., Fordham,M.,Adler,G., McGuire, W., (Eds.) Bollingen Series, Princeton: Princeton University Press. (par. 13-19, 42, 261, The shadow).
- Jung., C.G., (1964). *Man and His Symbols*, Aldus Books, London. (pp. 168-176 ‘The realization of the shadow’).
- Mattoon,M., (2005). *Jung and the Human Psyche*. Routledge, London and New York. (ch 3. The hidden psyche, about Shadow and Archetype, pp. 26-40).
- Papadopolus,K.,(2006). *Handbook of Jungian Psychology*. Routledge, London, New York. (ch. 4. The Shadow).
- Stein, M.,(1998). *Jungs Maps of the Soul*. Open Court, Chicago and La Salle, Illinois. (ch.5, The revealed and the Concealed in Relations with Others (Persona & Shadow).
- Stein,M.,(2010). (Ed). *Jungian Psychoanalysis, Working in the spirit of C.G.Jung*. Open Court. Chicago and La Salløe, Illinois.(ch.1, Facing the Shadow).
- Stevens.,A., (1982/2002). *Archetypes revisited – An updated Natural History of the Self*, Routledge. (ch 12. Shadow: the archetypal enemy).
- Von Franz., M.,L.(1995). *The shadow and Evil in Fairytales*. (pp. 3-38).



B litterature:

- Brinton Perera., S.,(1986). *The Scapegoat complex*, Toward a mythology of Shadow and Guilt. Inner City Books.
- Johnson.,R.,(1993).*Owning Your Own Shadow. Understanding the Dark side of the Psyche*.
- Zweig.,C., & Abrams., J.,(1991).*Meeting the Shadow, The Hidden Power of the Dark side of Human Nature*. G.P. Putnam's sons, New York.

Film ex:

- Dr.Jekyll & Mr. Hyde
- Blue velvet – (David Lynch film)
- Twin Peaks – (David Lynch film)
- Rainman – (shadow brothers)
- (ad your own examples)

4. Anima/us

A litterature:

- Jung.C.G.(1921/1971), Collected Works 6, *Psychological Types*. Read,H., Fordham,M.,Adler,G., McGuire, W., (Eds.) Bollingen Series, Princeton: Princeton University Press. (par. 803 - 811, Definition Anima).
- Jung.C.G.(1953/1966), Collected Works 7, *Psychological Types*. Read,H., Fordham,M.,Adler,G., McGuire, W., (Eds.) Bollingen Series, Princeton: Princeton University Press.,(par. 296-340, 508-510, 521, Anima o Animus).
- Jung.,C.,G.,(1959/1968). Collected Work 9 i, *The Archetypes and the Collective Unconscious*. Read,H.,Fordham,M.,Adler,G.,McGuire,W.,(Eds.)Bollingen Series,Princeton:PrincetonUniversityPress. (par. 134-147, Concerning the archetypes, special ref to the Anima concept, par. 306-383 The Psychological aspects of the Kore).
- Jung.,C.,G., (1951/1968). Collected Works 9ii, *Aion*. Read,H., Fordham,M.,Adler,G., McGuire, W., (Eds.) Bollingen Series, Princeton: Princeton University Press. (par 20-42, The Syzyge: Anima and Animus).
- Jung., C.,G./Aniela Jaffé (1961/1989) *Memories, Dreams, Reflections*. New York: Random House. (pp 185-188, 'When I was writing...-...to communicate them').
- Papadopolus,K.,(2006). *Handbook of Jungian Psychology*. Routledge, London, New York. (ch. 5. Anima/Animus).
- Stein., M.,(1998). *Jungs Maps of the Soul*. Open Court, Chicago and La Salle, Illinois. (ch.6. The Way to the Deep Interior (Animus and Anima). p 125 – 149).
- Skogemann., P., (1992): "Mandlighed og Kvindelighed". Fra: "Er jeg en sommerfugl, der drømmer?" Lindhardt og Ringhof. (s. 44 – 64).
- Von Franz, M.L.,(1964). *Man and his symbols*, Aldus Books, London. (pp. 177-194,Anima/us).



- Withers., R.,(2003).(Ed). *Controversies in Analytical Psychology*. Brunner-Routledge, Hove and New York. (ch.9.Reflections on the Anima and Culture, pp.279-303).

B litterature:

- Molton,M.D., & Sikes, L.A., (2011). *Four Eternal Women, Tont Wolf Revisited, A Study of Opposites*. Fisher King Press.
- Moore,R., & Gillette,D.,(1990). *King,Warrior,Magician,Lover- Rediscovering the Archetypes of the Mature Masculine*. Harper One.
- Pinkola Estes, C, (1992).*Women who run with the wolves; Myths and Stories of the Wild Woman Archetype*. Ballantine Books.
- Stein,M., (2020). *Men under Construction - Challenges and Prospects*. Chiron Publications.
- Woodman., M., (1993).*Conscious Femininity, Interviews with Marion Woodman*, Inner City Books.

Film ex:

Hero: Horse whisperer; Ghandi; Dune – (David Lynch movie)

Passive heroine : My fair lady,

Active female heroine: Erin Brockovich, GI Jane,

Out of Africa – Meryl Streep, Robert Redford

A Dangerous Method – Jung,Freud, Spielrein.

Fairytales: Handless maiden – passive feminine hero,

(add your own examples)

5. Symbols

A litterature:

- Edinger,E.,(1992). *Ego o archetype*. Shambhala, Boulder. (pp. 107-130).
- Jung,C.G.(1956/1967).Collected Works 5, *Symbols of Transformation*. Read,H., Fordham, M.,Adler,G., McGuire, W., (Eds.) Bollingen Series, Princeton: Princeton University Press. (par. 20, Two kinds of thinking, par. 114, 338, 340, 343-345, Symbols of transformation).
- Jung,C.G.(1921/1971), Collected Works 6, *Psychological Types*. Read,H., Fordham,M.,Adler,G., McGuire, W., (Eds.) Bollingen Series, Princeton: Princeton University Press. (par. 178- 179, par. 435 - symbols in opposites, par. 708-709 enatiodromia; Par. 814-829 Definition Symbols).
- Jung,C.G.(1960/2008).Collected Works 8, *The Structure and Dynamics of the Psyche*. Read,H., Fordham,M.,Adler,G., McGuire, W., (Eds.) Bollingen Series, Princeton: Princeton University Press. (par. 47, 325-326 - origins of primordial images, par. 425 – enatiodromia).
- Jung.,C.,G.,(1959/1968). Collected Work 9 i, *The Archetypes and the Collective Unconscious*. Read,H.,Fordham,M.,Adler,G.,McGuire,W.,(Eds.)Bollingen Series,Princeton:PrincetonUniversityPress.



(par. 627- 634, 713-718, Symbolism of the Mandala).

- Jung.,C.,G., (1951/1968). Collected Works 9ii, *Aion*. Read,H., Fordham,M.,Adler,G., McGuire, W., (Eds.) Bollingen Series, Princeton: Princeton University Press.
(par. 280-281, Symbols).
- Jung.,C.,G., (1954).Collected Works 18, *The Symbolic Life*, Read,H., Fordham,M.,Adler,G., McGuire, W., (Eds.) Bollingen Series, Princeton: Princeton University Press.
(par. 625, Symbolic life).
- Jung., C.,G., (1964/1981). *Man and his symbols*. Aldus Books London.
(pp.20 ff. 47 ff, 52, 55, 67-68, 81, 156 ff., 232, whole book).
- Mattoon,M., (2005). *Jung and the Human Psyche*. Routledge, London and New York. (pp.140-146).
- Young-Eisendrath.,P., & Dawson.,T.,(Eds). (2008). *The Cambridge companion to Jung*. Cambridge University Press. (pp. 70,80, 101 -109, 315).

B literature:

- Jung.,C.,G., (Ed.)Shamdasani. (2009) *The Red Book Liber Novus*, W.W. Norton & Company, (pp. 236, 250, 291, 311).
- Jung.,C.,G., (Ed. Jaffe) (1961/1965) *Memories Dreams Reflections*, Vintage Books, A Division of Random House, NewYork.

Film ex:

- Avatar 1 & 2 ;
- Bagdad Café'
- What dreams may come – Robin Williams
- Dragonfly -Kevin Costner
- Whalerider – Niki Caro
- Ondine -Colin Farrell
- (ad your own examples)



Psychopathology 1

Year of Training:	Year 2
Topic / undervisningsemne:	Psychopathology (2-1): The Interface Between Analytical Psychology and Psychiatry
Title:	Introduction to psychopathology and the GAF-scale
Author:	Christel Bormann
Date:	December 2023
Description /beskrivelse:	
<ol style="list-style-type: none"> 1. Why do we need psychiatry in a Jungian training program? Signs and symptoms of psychiatric disorders. 2. A returning exercise in introducing and using the GAF scale. 3. Lecture of the classification system, how it developed and the hierarchy. 	
Subjects /emner:	
<ol style="list-style-type: none"> 1. The relevance of psychiatry in our training program 2. Introduction and exercise in GAF-scoring. 3. The development of the classification system and the implications of it. 	
Form of teaching /undervisningsform:	
<ul style="list-style-type: none"> • Lecture with dialogue about psychiatry in a Jungian training program. Short introduction to psychosis/non-psychosis. • GAF: Very short lecture, exercise with a case. • Classification: Lecture, working in pairs, exploring the theme together. 	
Educational outcome / Læringsudbytte:	
Knowledge /viden – the candidates will have knowledge of:	
<ul style="list-style-type: none"> • How to use the psychiatric knowledge in a broader social context, to get an idea of differentiating between psychosis and non- psychosis. • The GAF scale as a tool for evaluating function and symptoms. Knowledge about the language used to communicate with others than Jungians. A means to process a session. • The classification system, and will begin to understand how to prioritize treatment according to actual diagnoses, their future patients may have. 	
Skills /færdigheder – the candidates will after the teaching be able to:	
<ul style="list-style-type: none"> • Get an idea of how to contact other parts of the healthcare-system, what language to use, and know about what to look for if psychosis is suspected. • GAF scale: begin to do an evaluation of functioning. • Classification: To do the most fundamental differentiating of what to treat first, and a first movement into the oppositional field of psychotherapy and psychiatric classification. 	
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"> • Situations where clients already have a diagnosis or if a candidate consider a possible diagnosis, that needs to be i. e. medically treated also, or needs admission to an in-patient ward. • GAF scale: With their future clients they will begin to get an idea of the level of functioning of a patient for whom they are doing an assessment. • Classification: To know about the correlation between the development of psychotherapy and the parallel development of the classification system which can be useful in the work with clients and what areas to approach first. 	



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

- https://denstoredanske.lex.dk/psykose?gad_source=1&gclid=CjwKCAiAhJWsBhAaEiwAmrNyq3ImDWdYNit67Lgh5mLYpBGO32Vff8pf07wpS5Ybwi2caa3YfmZb4BoC4g8QAvD_BwE
- /https://iaap.org/wp-content/uploads/2020/01/GAF-Scale.pdf
- Lars Thorgaard: Relationsbehandling i Psykiatrien, bind 1: Gode relationsbehandlere og God miljøterapi: p. 137-144. (about the use of the GAF-scale).
- Paul Harrison et al: Shorter Oxford Textbook of Psychiatry, 7th ed. 2018:
- CH 2: Classification (p. 21-34).
- Aksel Betelsen (2004): General Psychopathology, (p. 59-82). In: Psykiatri- en grundbog, 2. Udgave, ed: H. D. Poulsen et al. (I hope to get it translated!).
- Glen O. Gabbard (7th ed. 2014): CH 1: Basic Principles of Dynamic Psychiatry (p. 3-33).
- *Generelle opslagsværker*: WHO ICD-10 (5th revised ed, 1994): Psykiske lidelser og adfærdsmæssige forstyrrelser.(p. 12-37), don't read, bring it along.
- *ICD 11, via Sundhedsstyrelsens homepage, download a Printversion, area 06, p. 385-591, (not fully implemented yet).*
- *ICD 10 (WHO, 7. Udgave, 1998):*

B: literature:

- <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3036670/> (Back-ground article)
- further info: [Ann Gen Psychiatry](#). 2011; 10: 2. Published online 2011 Jan 20.
- doi: [10.1186/1744-859X-10-2](https://doi.org/10.1186/1744-859X-10-2)
- <https://www.rm.dk/siteassets/politik/dagsordener/rr221008/bilag-punkt-17.pdf> side 35-48
- Lars Thorgaard: Relationsbehandling i Psykiatrien, bind 1: Gode relationsbehandlere og God miljøterapi: p. 137-144. (about the use of the GAF-scale). As B-literature you could read the chapter of these pages: "Tilbage til miljøbehandling" (p. 125-157).
- Glen O. Gabbard (7th ed. 2014):
- CH 1: Basic Principles of Dynamic Psychiatry (p. 3-33).
- CH 2:The Theoretical Basis of Dynamic Psychiatry (p. 33-74).
- CH 3: Psychodynamic Assessment of the Patient (p. 75-98).
- CH 4: Treatments in Dynamic Psychiatry: Individual Psychotherapy (p. 99-134).
- Jan Wiener et al: Supervising and Being Supervised (2003).
- For further reading.
- C. H. Jacobsen & K. V. Mortensen(2017): Supervision af psykoterapi og andet behandlingsarbejde: Almen og psykodynamisk supervisionsteori (In Danish, I am sorry, but has wide ref. to world-literature)
- *ICD-11 (06) og ICD-10 inddelingsafsnit.*

Lectures in psychiatry:

We will make it in 5 seminars in year 2, 3, and 4 of the psychotherapeutic training.

2/1.

- Why do we need psychiatry in a Jungian training program?
- Global Assessment of Functioning and Symptoms.
- The development of classification.
- How does the psychiatric system work?
- ADHD lecture.

2/2.

- Reactions to stressful experiences-
- Trauma PTSD and complex PTSD.



- Anxiety and obsessive-compulsive disorders.

3/1

- Depression, evaluation of suicidal danger.
- (Dementia, delirium and other neuropsychiatric disorders).

3/2.

- Schizophrenia , in this autism spectrum disorders.
- Bipolar disorders, manic psychoses Paranoid symptoms and syndroms).

4/1

- Personality and personality disorders. Eating, (sleep-, and sexual disorders).



Dreams

Year of Training:	All 4 years
Topic / undervisningsemne:	Theoretical concepts in analytical psychology
Title:	Dreams
Author:	Pia Skogemann
Date:	Nov. 2023
Description /beskrivelse: Candidates receive a basic introduction to dream theory, which is both a significant Jungian concept and a central method in Jungian psychotherapy and analysis.	
Subjects /emner: In the teaching, the following subjects are introduced. <ul style="list-style-type: none"> • Theory of dream interpretation according to Jung and Post-Jungians • dream examples from practice. 	
Form of teaching /undervisningsform: Seminar form, introduction by teacher and working with interpretation of dreams in groups.	
Educational outcome / Læringsudbytte:	
Knowledge /viden – the candidates will have knowledge of: <ul style="list-style-type: none"> • Jung and post jungian theories on dreams and how these are connected to the therapeutic practice. 	
Skills /færdigheder – the candidates will after the teaching be able to: <ul style="list-style-type: none"> • Structure a dream • Make amplifications and associations to elements in the dream • Consider the dreams relation to the conscious situation. • Make an interpretation 	
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 in their therapeutic work with their clients. • Also, they can use them in group situations where they hear about clients other than their own. • Finally, they can use them on their own dreams in their personal analysis. 	
Bibliography /litteraturliste (preferably less than 15 years / gerne mindre end 15 år) following the APA citation style:	
A-litterature: <ul style="list-style-type: none"> • Mattoon, (1984). <i>Understanding Dreams</i>. Spring Publication, Dallas, Texas. • Skogemann, Pia (2023). <i>Dialog med dine drømme</i>. Lindhardt & Ringhof. • Vedfelt, Ole. 2017. <i>A Guide to the World of Dreams</i>. Routledge. 	
B-litteratur: <ul style="list-style-type: none"> • Jung, C. G. 1916/1948. <i>General Aspects of Dream Psychology</i>. In <i>Collected Works (CW)</i> 8. • Jung, C. G. 1945/1948. <i>On the Nature of Dreams</i>. In <i>Collected Works (CW)</i> 8. • Jung, C. G. 1934. <i>The Practical Use of Dream-Analysis</i>. In <i>Collected Works (CW)</i> 16. • Jung, C. G. 1961. <i>Symbols and the Interpretation of Dreams</i>. In <i>Collected Works (CW)</i> 18. 	



Complexes

Year of Training:	Year 2
Topic / undervisningsemne:	Theoretical concepts in analytical psychology
Title:	Complexes
Author:	Misser Berg
Date:	Nov. 23
Description /beskrivelse: Candidates receive an overview of classical and comprehensive descriptions of the complexes	
Subjects /emner: In the teaching, the following subjects are introduced. <ul style="list-style-type: none"> • Jung's definition • Jolande Jacobi's model and the relation to the theory of archetypes • Sandner and Beebes's description • Complexes according to Hans Dieckmann • Complexes according to Erel Shalit • Verena Kast's new thoughts incl. Daniel Stern's RIGs • Cultural complexes 	
Form of teaching /undervisningsform: Oral lecture with Powerpoints - Followed by discussion in groups	
Educational outcome / Læringsudbytte:	
Knowledge /viden – the candidates will have knowledge of: <ul style="list-style-type: none"> • The classical complex-theory and the post-Jungian development within the field. 	
Skills /færdigheder – the candidates will after the teaching be able to: <ul style="list-style-type: none"> • Identify complexes in clinical material as well as in everyday situations. 	
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"> • When working in the clinic, candidates can explore central complexes – e.g. Father- and Mother-complexes. • Guide the client to a way out of bindings of the complexes. 	



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

A literature:

- Jung C.G. CW 8 *The Structure and Dynamics of the Psyche*. Chapter: "A review of the complex theory" (p. 92-104).

B. literature:

- Dieckmann, Hans (1999) *Complexes. Diagnosis and Therapy in Analytical Psychology*. USA: Chiron Publications.
- Jacobi, Jolande (1974): *Complex / Archetype / Symbol in the Psychology of C.G. Jung*. USA: Princeton University Press.
- Kast, Verena. *Father Daughter Mother Son, freeing ourselves from the complexes that bind us (1997)*. Element Books
- Singer, Thomas & Kimbles, Samuel (2004) *The Cultural Complex*. Brunner-Routledge
- Shalit, Erel (2001): *Oidipus. Komplexets arketyper*. Sverige: Centrum för Jungiansk Psykologi AB.

C. Literature

- McDougall, Joyce. *Jegets teater*, Hans Reitzels forlag (1989) (*Theatres of the mind*)
- Sandner, Donald F. & Beebe, John (1997): 'Psychopathology and Analysis'. I Stein, Murray (red.): *Jungian Analysis*. USA: Open Court Publishing Company.
- Stern, Daniel (1985). *The interpersonal world of the infant: A view from psychoanalysis and developmental psychology*. New York Basic Books.
Dansk udgave (1991/1995), Barnets interpersonelle univers. Hans Reitzels forlag.



The Self – An Introduction

Year of Training:	2
Topic / undervisningsemne:	The Self – Elaborative seminar with clinical examples
Author:	Martin Schmidt (Misser Berg)
Date:	Nov. 2023 updated June 2024
Description /beskrivelse:	
<ul style="list-style-type: none"> • Candidates will deepen the knowledge to the concepts of the Self and its dynamic of individuation from a Jungian, post-Jungian and psychoanalytic perspective and clinical examples. 	
Subjects /emner:	
<ul style="list-style-type: none"> • In the teaching, students will be encouraged to make a comparative appraisal of the concepts of the Self and individuation which can then be applied to their case work. 	
Form of teaching /undervisningsform:	
<ul style="list-style-type: none"> • Powerpoint presentation of the lecture followed by discussion in seminar format 	
Educational outcome / Læringsudbytte:	
Knowledge /viden – the candidates will have knowledge of:	
<ul style="list-style-type: none"> • Theoretical knowledge of the concepts of the Self and individuation • Application of these concepts to clinical practice • Whether these concepts are necessary for good Jungian analytic practice 	
Skills /færdigheder – the candidates will after the teaching be able to:	
<ul style="list-style-type: none"> • Understand the differences between different analytic schools of the concept of the Self • Apply this concept and its dynamic of individuation to their work with patients and themselves 	
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"> • In their clinical work • In their personal development as an analyst and an individual 	
Bibliography /litteraturliste (preferably less than 15 years / gerne mindre end 15 år)	
A-litterature:	
<ul style="list-style-type: none"> • Schmidt, M (2005) 'Finding oneself in analysis: Individuation taking risks and making sacrifices'. Journal of Analytical Psychology, Vol 50:5, 595-616 • Kearney M (1996) Mortally Wounded. Marino Books. 'Sean' (p. 28-37), 'Chiron: a mythological model' (p.27-36), 'Soul' (p.41-43) New Orleans: Spring Journal Books (ISBN: 9781882670796) 	
B litterature:	
<ul style="list-style-type: none"> • Bright, G., (1997) 'Synchronicity as a basis of analytic attitude'. Journal of Analytical Psychology, Vol. 42:4 • Colman, W (2000) Models of the self in Jungian thought in Jungian Thought in the Modern World. Eds. E Christopher & H Solomon. London: Free Association Books, p 3-19 • Crowther, C. & Schmidt, M. (2015) 'States of Grace: Eureka moments and the recognition of the unthought known'. Journal of Analytical Psychology, Vol. 60:1 • Edinger, E. (1960) 'The Ego-Self Paradox'. Journal of Analytical Psychology,, 5:1, 3-18. (ISSN: 0021-8774) • Fordham, M. (1974) 'Defences of the Self' Journal of Analytical Psychology, 19: 2, 192-199 628 	



(ISSN: 0021-8774)

- Jung, C.G. (1939[1968]) Conscious, unconscious and individuation. In *The Archetypes and the Collective unconscious* CW 9i (paras. 489-524) pp. 275-289. London: Routledge & Kegan Paul (ISBN: 1583911294)
- Jung, C.G. ([1959]1968) The Self. In *Aion: researches into the phenomenology of the self* CW9ii (paras. 43-67) pp. 23-35. 2nd ed. London: Routledge & Kegan Paul (ISBN: 0415045290)
- Moore, T (1990) *The Essential James Hillman – A Blue Fire*. ‘Soul’ (p 17-21) and ‘Soul and Spirit’ (p 121-125) London, Routledge
- Zinkin, L (1991/2008) Your Self: did you find it or did you make it? *Journal of Analytical Psychology*, Vol. 53:3. 389-406



Archetypes

Year of Training:	Year 2
Topic / undervisningsemne:	Theoretical concepts in analytical psychology
Title:	Archetypes
Author:	Pia Skogemann
Date:	February 2024
Description (short) / beskrivelse (kort):	
<ul style="list-style-type: none"> • Archetypes are one of Jung's signature concepts and as such very important to understand and discuss. 	
Subjects /emner:	
<ul style="list-style-type: none"> • Archetypes 	
Form of teaching /undervisningsform:	
<ul style="list-style-type: none"> • Presentation, discussion, group work 	
Educational outcome / Læringsudbytte:	
Knowledge /viden – the candidates will have knowledge of:	
<ul style="list-style-type: none"> • The concept of archetypes and the main discussion about it 	
Skills /færdigheder – the candidates will after the teaching be able to:	
<ul style="list-style-type: none"> • Think about archetypes, recognize archetypal patterns 	
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"> • Primarily in the clinical setting, but also in symbolic materials, and in world events. 	
Bibliography /litteraturliste APA-system (preferably less than 15 years / gerne mindre end 15 år)	
Primarily	
A-litterature: 461 pages	
<ul style="list-style-type: none"> • Jung, C.G: (1990) <i>The Archetypes and the Collective Unconscious</i>, CW 9i, pp 3-74. Princeton University, New York • Roesler, C.: (2022) <i>C.G. Jung's Archetype Concept</i>. (pp 1-193) Routledge, New York, London • Skogemann, P.: (2023) <i>Arketyper</i> (pp 7-185) Saxo, København. 	
B-litteratur	
<ul style="list-style-type: none"> • Jung, C.G: (1990) <i>The Archetypes and the Collective Unconscious</i>, CW 9i. Princeton University, New York 	



Psychopathology 2

Year of Training:	3
Topic / undervisningsemne:	Psychopathology: The Interface Between Analytical Psychology and Psychiatry (3-1)
Title:	GAF, Depression, Suicidal ideation, ADHD.
Author:	Christel Bormann
Date:	25 July 2024
Description (short) /beskrivelse (kort): Psychiatric topics	
Subjects /emner: <ol style="list-style-type: none"> 1. Developing the use of the GAF scale 2. Depression 3. The suicidal ideation and how to deal with it 4. ADHD 	
Form of teaching /undervisningsform: <ol style="list-style-type: none"> 1. Clinical case, GAF-score by the candidates, discussion of scores 2. Depression: Short presentation by candidates followed by dialogue and clinical case(s) 3. The suicidal ideation: Short presentation by candidates followed by dialogue, clinical case(s) and evaluation of risk 4. ADHD: Short presentation by candidates followed by dialogue and the candidates score themselves 	
Educational outcome / Læringsudbytte:	
Knowledge /viden – the candidates will have knowledge of: <ul style="list-style-type: none"> • The variation of depression, in symptoms, intensity and severity, and of possibilities how to handle it • Suicidal ideation and behavior, who is likely to get in the risk zone. • Unconscious ideas behind the suicidal thoughts, and how to deal with it. • The most common symptoms of ADHD, and how it interferes with personality and other disorders 	
Skills /færdigheder – the candidates will after the teaching be able to: <ul style="list-style-type: none"> • To get a bit more practice in using the GAF scale on today’s subject • To begin to get an idea of when is depression treatable by psychodynamic psychotherapy and when not, or when is it possible to do psychotherapy in combination with medication. • To be able to ask questions about suicidal thoughts involving themselves as (professional) persons, to begin to handle a scale to evaluate the actual risk, and to get the courage to come closer to the client’s unconscious fantasies about his/her suicide. • To get basic ideas about how ADHD can show itself in therapy 	
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 in question have not yet had any clients (most of them), so this seminar is about getting basic knowledge about depression, suicidal thoughts and ADHD, to make the candidates feel more safe if a client turns up with any of those mentioned, and to feel more free to enter a dialogue about evaluating a depression, “can I go into psychotherapy with this person” or together with the client enter an exploration of suicidal thoughts and in or after the session make a score of risk, or to explore the fantasies behind the suicidal thoughts. As to the ADHD, to begin to get an alertness concerning the basic symptoms of the developmental disorder. 	



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

A-litterature: Opgiv antal sider!

- 1. Harrison, P. et al. (2018): *CH 9: Depression*, (pp 193-231). In: Harrison, P. et al. (2018): *Shorter Oxford Textbook of Psychiatry* (seventh edition). Oxford University Press.
- 2. Harrison, P. et al. (2018): *CH 21: Suicide and deliberate self-harm* (pp 609-630). In: Harrison, P. et al. (2018): *Shorter Oxford Textbook of Psychiatry* (seventh edition). Oxford University Press.
- 3. Harrison, P. et al. (2018): in CH 21: *Child psychiatry, Attention-deficit hyperactivity disorder*, pp 450-453.). In: Harrison, P. et al. (2018): *Shorter Oxford Textbook of Psychiatry* (seventh edition). Oxford University Press.

B litterature:

- 4. Rosen, D.H. (2002): *Transforming depression*, esp. Part II, but the whole book (appr. 220 pp) is very interesting.
- 5. Hillman, J. (1976): *Suicide and the soul*. Spring Publications, Inc.
- 6. Campbell, D. & Hale, R (1991). *Suicidal acts*. In: Holmes, J. (1991). *Textbook of psychotherapy in psychiatric practice*. Edinburg: Churchill Livingstone
- 7. Bormann, C. (2009). *Creating hope, gaining time*. Published in the Danish psychiatric intranet as one of several means of teaching about suicidal thoughts, behavior and how to prevent it.
- 8. <https://www.sst.dk/da/udgivelser/2007/Vurdering-og-visitation-af-selvmordstruede---Raadgivning-til-sundhedspersonale>
- 9. Gabbard, G. O. (2014): *Ch 8: Affective disorders*, (pp 219-255). In: Gabbard, G. O (2014). *Psychodynamic Psychiatry in Clinical Practice*. (The sections on mania belong to another seminar).
- 10. Thorgaard, L. (2006): *Del II Selvdestruktion, selvskadning og udadrettet vold*, (pp 245-355). In: Thorgaard, L (2006): *Relationsbehandling i psykiatrien, bind III*. Hertervig forlag, Stavanger. It is not translated to English, unfortunately.
- 11. Pierce, D. W. (1977): *Suicidal Intent in Self-Injury*. *Brit J. Psychiatry* Vol no. 130, 377-385.
- 12. Pierce, D. W. (1981): *The Predictive validation of a Suicide Intent Scale. A Five Year Follow-up*. *Brit J. Psychiatry* Vol no. 139, 391-396.



Preparation for Oral Exam

Year of Training:	4
Topic / undervisningsemne:	Theory and Concepts in Analytical Psychology
Title: (Teachers title)	Preparation for the oral exam
Author:	ps
Date for description:	July 2024
Description (short) /beskrivelse (kort):	
<ul style="list-style-type: none"> • Review of the demands for the oral exam 	
Subjects /emner:	
<ul style="list-style-type: none"> • The 4th year assignment 	
Form of teaching /undervisningsform:	
<ul style="list-style-type: none"> • Working through the requirements. Discussions of the participants individual ideas for their own work. 	
Educational outcome / Læringsudbytte:	
Knowledge /viden – the candidates will have knowledge of: The required format for the oral exam	
Skills /færdigheder – the candidates will after the teaching be able to:	
<ul style="list-style-type: none"> • Start working on their synopsis 	
Competencies /kompetencer –In which situations and contexts can the candidate apply their knowledge and skills acquired during the instruction? Getting to the next step of their psychotherapy training	
Bibliography /litteraturliste APA-system (preferably less than 15 years / gerne mindre end 15 år)	
A-litterature: See literature list in Appendix Year 1-2	
<ul style="list-style-type: none"> • 	
B litterature:	
<ul style="list-style-type: none"> • 	



Psychic Energy

Year of Training:	2. year
Topic / undervisningsemne: (Which Lotus-leave ?)	Theory and concepts in analytical. Psychology.
Title: (Teachers tittle)	Psychic energy
Author:	Dorte Odde
Date for description:	26.04.2024
Description (short) /beskrivelse (kort):	
<ul style="list-style-type: none"> • Psychic energy (as described in the text with the same name) in Jung's understanding. It is a specific way of understanding what psyche is → relevant for understanding and defining analytical psychology; • The teaching shed lights on and specifies central elements in the particular way of doing Jungian psychotherapy/analysis: different from a mere cognitive understanding or a pure relational way of doing psychotherapy. 	
Subjects /emner:	
<ul style="list-style-type: none"> • Psychic energy in Jung's specific understanding through the text of the same name; 	
Form of teaching /undervisningsform:	
<ul style="list-style-type: none"> • Lecture • Two and two • Excercises in group 	
Educational outcome / Læringsudbytte:	
Knowledge /viden – the candidates will have knowledge of:	
Jung's concepts:	
<ul style="list-style-type: none"> ▪ Psychic energy ▪ Libido – related to psychic energy ▪ The transcendent function 	
Skills /færdigheder – the candidates will after the teaching be able to:	
<ul style="list-style-type: none"> • Understanding and interpreting Jung's concepts: psychic energy and the transcendent function – to some extent libido; • Implications of an energetic paradigm/perspective on the practice of Jungian psychotherapy; • Reading Jung: how to do it? a synthetic/constructive reading and a reductive one. 	
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"> • Ideally this knowledge will be with them in all situations and contexts as analysts because it belongs to the basic cosmology and knowledge of analytic psychology, making the students aware of the sine qua non of the Jungian approach. 	
Bibliography /litteraturliste APA-system (preferably less than 15 years / gerne mindre end 15 år)	
A-litterature:	
C.G. Jung: CW 8:	
<ul style="list-style-type: none"> • <i>On psychic energy</i>, §§ 1-130 • <i>The transcendent function</i>, §§ 131-193 • (<i>On psychic energy</i> er udgivet på dansk: C.G. Jung. <i>Den Psykiske Energetik og Drømmenes Væsen</i>. Side 	



21 - 77. Gyldendals Uglebøger, 1969. (Ligger indscannet i dropbox))

B-literature:

- “The concept of libido”. In: Jung, C., *Collected Works of C. G. Jung*, Vol. 5. 2nd ed., Princeton University Press, 1967. 557 p. (p. 132-141)
- “The transformation of libido”. In: Jung, C., *Collected Works of C. G. Jung*, Vol. 5. 2nd ed., Princeton University Press, 1967. 557 p. (p. 142-170).

C-literature:

(For those of you interested in reading about the further theoretical development in Analytical Psychology, these are some of the references (there are many, many more):)

- Gieser, Suzanne (2005): *The Innermost Kernel – Depth psychology and Quantum mechanics. Wolfgang Pauli’s dialogue with C.G. Jung.* Springer Verlag.
- Atmanspacher, Harald & Fuchs, Christopher A. (2017): *The Pauli-Jung Conjecture and Its Impact Today.* Andrews UK Limited.
- Cambray, Joe (2012): *Synchronicity: Nature and Psyche in an interconnected Universe.* (Volume 15) (Carolyn and Ernest Fay Series in Analytical Psychology)
- (Also available in an open-access, full-text edition at <http://oaktrust.library.tamu.edu/handle/1969.1/88024>)
- Hogenson, George (2004): “Archetypes: Emergence and the Psyche's Deep Structure”, In: *Analytical Psychology: Contemporary Perspectives in Jungian Psychology* (pp.32-55). New York. Brunner-Routledge; ed. Cambray, Carter



Role Play on Group Supervision of a Fictional Clinical Setting Development of Supervisory Skills

Year of Training:	Year 2
Topic / undervisningsemne:	Supervision - individual and in groups
Title:	Role play on group supervision of a fictional clinical setting Development of supervisory skills
Author:	Misser Berg
Date:	February 2024
Description /beskrivelse: Candidates receive introduction to group supervision through the concept and experience of Role Play.	
Subjects /emner: In the teachings the following subjects are introduced: Role Play with focus on group supervision of a fictional clinical setting. Several typical clinical situations are introduced, such as: <ul style="list-style-type: none"> • The initial session • Working with dreams in the clinic • Complexes • Endings • etc. 	
Form of teaching /undervisningsform: Group supervision of a fictional case. Candidates take turns in playing analyst and patient, based on a prepared short description sent separately beforehand to each of the volunteering candidates. The rest of the group is present and after the (shortened) session, the group participates in a group supervision of the presented case, according to the following procedure: <ul style="list-style-type: none"> • Reflection round where each member of the group reports his/her countertransference (feeling, image etc.) No interpretations or instructions/corrections in this round. • Supervision between the teacher and the person playing the analyst. • Round with comments from the group. • Feedback from the two persons playing the analyst, resp. the patient. 	
Educational outcome / Læringsudbytte:	
Knowledge /viden – the candidates will have knowledge of: The Role Play with focus on group supervision of a fictional clinical setting aims at: <ul style="list-style-type: none"> • increasing personal understanding/awareness of the supervisory process in general and of group supervision in particular. • exploring personal areas/aspects – accessible for change/ improvement, • How to use the group as a resource in the supervisory process. 	
Skills /færdigheder – the candidates will after the teaching gradually be able to: <ul style="list-style-type: none"> - know how to structure a focused supervisory process. - know how to give feedback in a group supervision. - know how to identify the various theoretical and clinical aspects in supervision. - 	



Competencies /kompetencer –In which situations and contexts can the candidate apply their knowledge and skills acquired during the instruction?

- in the role as Psychotherapist/Jungian analyst in the clinical setting,
- in supervision of their own clinical work.

**Bibliography /litteraturliste (preferably less than 15 years / gerne mindre end 15 år)
(Certificeringskrav kriterium 3.B.3)**

A-literature:

- Berg, M. 2023, How can the IAAP Router Training Foster the Development of Core Competencies in Future Members of the IAAP, section about supervision p. 171-172. (Eds.) Gudaite, G. & Kelly, T., *Exploring Core Competencies in Jungian Psychoanalysis, Research, Practice, and Training*. Routledge.

B literature:

- Gudaite, G. & Kelly, T. 2023, *Exploring Core Competencies in Jungian Psychoanalysis, Research, Practice, and Training*. Routledge.
- Wiener, J, Mizen, R & Duckham, J. 2002, *Supervising and Being Supervised: A Practice in Search of a Theory*, Palgrave MacMillan