



# **Descriptions of Teaching Activities Year 3**

**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 -See year 2	
Interpretations of Films	All years -See year 2	
Social dreaming	All years -See year 2	
Check-in and out of Seminars	All years -See year 2	
Study group processes	Year 2-4 – See year 2	
Personal analysis	Year (1) 2-4 - See year 2	
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## Group supervision / Deliberate Practice Skills Part 2

<b>Year of Training:</b>	Year 3
<b>Topic / undervisningsemne:</b>	Group Supervision
<b>Title:</b>	7 eye model / Role Play - Creativity / Deliberate Practice – part 2
<b>Author:</b>	Charlotte Sjöström
<b>Date for description:</b>	8 Juni 2024
<b>Description (short) /beskrivelse (kort):</b>	
<ul style="list-style-type: none"> <li>• Candidates are introduced to the ‘7 Eye Model’ as an integrated group supervision model for clinical Psychotherapy practice</li> <li>• Candidates will deepen their personal role as psychotherapist through <i>roleplay</i> and increased awareness of their own <i>Deliberate practice</i>,</li> </ul>	
<b>Subjects /emner:</b>	
In the teachings the following subjects are introduced:	
<ul style="list-style-type: none"> <li>• ‘The 7 Eye Model’ – an integrated way of experiencing therapy in clinical practice</li> <li>• Deepening understanding and development of personal experience in Psychotherapy, Play &amp; Creativity in focus.</li> </ul>	
<b>Form of teaching /undervisningsform:</b>	
<ul style="list-style-type: none"> <li>• PP presentation by teacher : <i>Introducing the ‘7 Eye Model’</i>.</li> <li>• Exploring the Practical experiences of the ‘7 Eye model’ in dyads/larger group setting.</li> </ul>	
<b>Educational outcome / Læringsudbytte:</b>	
<b>Knowledge /viden</b> – the candidates will have knowledge of:	
The ‘7 Eye Model’ as a therapy/ supervision model in theory and experiential setting aim at:	
<ul style="list-style-type: none"> <li>- deepening <i>understanding/awareness of relational patterns</i> seen from various angles/eyes,</li> <li>- increase knowledge of <i>self/other regulation</i> in clinical settings,</li> <li>- the dynamic changes regarding <i>personal goals for ‘deliberate practice’</i> as improvement of personal style/ play&amp;creativity in a therapy setting,</li> </ul>	
<b>Skills /færdigheder</b> – the candidates will after the teaching be able to:	
<ul style="list-style-type: none"> <li>• be familiar with the ‘7 Eye model’ as integrated psychotherapy-model enhancing Analysis and Supervision in clinical practice</li> <li>• increase familiarity with and personal trust in play/creativity as a way of enriching /opening up for creative possibilities/potential as therapist/analyst in the professional clinical setting,</li> </ul>	



## Developmental Psychology – The Child's Early Development

<b>Year of Training:</b>	Year 3
<b>Topic / undervisningsemne:</b>	Developmental psychology
<b>Title:</b>	The child's early development: Klein, Winnicott and Balint, Neumann and Fordham
<b>Author:</b>	Christel Bormann
<b>Date:</b>	4 august 2024
<b>Description (short) / beskrivelse (kort):</b>	
<ul style="list-style-type: none"> <li>The child's early development according to selected psychoanalysts and analytical psychologists</li> </ul>	
<b>Subjects / emner:</b>	
<ul style="list-style-type: none"> <li>The most important contributions to object relation theory by Melanie Klein, Donald W. Winnicott and Michael Balint.</li> <li>The most important contributions to early childhood by Jungian analysts Erich Neumann and Michael Fordham</li> </ul>	
<b>Form of teaching / undervisningsform:</b>	
<ul style="list-style-type: none"> <li>Lectures by teacher, eventually shorter presentations by candidates, shorter group works in smaller groups</li> </ul>	
<b>Educational outcome / Læringsudbytte:</b>	
<b>Knowledge / viden</b> – the candidates will have knowledge of:	
<ul style="list-style-type: none"> <li>Early defences – splitting and projective identification. The Kleinian positions</li> <li>Theory on Playing. Transitional objects and space. The good enough mother. The true self and the false self.</li> <li>The basic fault- early trauma versus oedipal traumas. Being with early trauma/basic fault.</li> <li>The distress-Ego. The stages of the child's development.</li> <li>The interchangeability between deintegration – reintegration. Disintegration.</li> </ul>	
<b>Skills / færdigheder</b> – the candidates will after the teaching be able to:	
<ul style="list-style-type: none"> <li>Recognize situations with clients where the models mentioned above are at play as one way of understanding the situations they are in. To deduct from the model in question what level of trauma the client is dealing with.</li> </ul>	
<b>Competencies / kompetencer</b> –In which situations and contexts can the candidate apply their knowledge and skills acquired during the instruction?	
<ul style="list-style-type: none"> <li>Most of the candidates at this point have not seen clients yet; this knowledge is applicable in the way of creating a “playing room” in their mind which can give a freedom to be creative in the work with clients.</li> <li>In psychotherapy sessions when a behavior or saying from the client leads to a recognition of model, say the splitting, it brings information to the therapist on what level we are on, and may be used for attuning the therapists way of dealing with the client at that moment. Or the therapists recognition of a sound de-integration/re-integration tells that he/she is in a well-functioning area.</li> </ul>	



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

**A-litterature:**

- 1. Garvey, P. (2023). *Melanie Klein – A Contemporary Introduction*, pp 36-89 (CH 3-5). Routledge. 53 pages

Balint, M (1968,1979). *The Basic Fault*. Tavistock Publications Ltd:

- 2. *Part I: The three areas of the mind*, pp 3-31. 28 pages.
- 3. *Part V: The regressed patient and his analyst*, pp 159-188. 29 pages.

Winnicott, D. W. (1971, reprinted 1991). *Playing and Reality*. Routledge:

- 4. CH 1: *Transitional objects and transitional Phenomena*, (pp 1-25) in the Danish version). 27 pages.
- 5. CH 3: *Playing – A Theoretical Statement*, (pp 38-52) in the Danish version). 15 pages.
- 6. Winnicott, D. W. (1960). CH 12: *Ego distortions in terms of true and false self*, pp 140-152. In: Winnicott, D. W. (1960). *The maturational Processes and the Facilitating environment*. Hogarth Press and the Institute of Psycho-Analysis. 12 pages.

Neumann, E. (1973, 2018). *The Child*. Karnac.

- 7. CH 2: *Primal Relationship and Development of the Ego-Self Relationship*, pp 26-58, 32 pages.
- 8. CH 5 *The stages in the child's Ego- development*, pp 136-179, 43 pages

Fordham, M. (1994). *Children as Individuals*. Free Association Books Ltd., London.

- 9. CH 5: *The Conceptual Model*, pp 68-82, 14 pages.
- 10. CH 6: *Maturation*, pp 83-103. 20 pages.

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- Garvey, P. (2023). *Melanie Klein – A Contemporary Introduction*. Routledge.
- Klein, M. (1997). *Envy and Gratitude, and other Works 1946-1963*. Contemporary Classics S.
- Winnicott, D. W. (1982). *Playing and Reality*. Routledge.
- Winnicott, D. W. (1990). *The Maturational Process and the facilitating Environment*. Routledge.
- Balint, M (1968,1979). *The Basic Fault*. Tavistock Publications Ltd.
- Fordham, M. (1994). *Children as Individuals*. Free Association Books Ltd., London.
- Neumann, E. (1973, 2018). *The Child*. Structure and Dynamics of the Nascent Personality. Routledge, London & New York.



## Interpretation of Fairy Tales

<b>Year of Training:</b>	3
<b>Topic / undervisningsemne:</b>	Theory and concepts in analytical psychology.
<b>Title:</b>	Interpretation of fairy tales
<b>Author:</b>	Pia Skogemann
<b>Date for description:</b>	July 2024
<b>Description (short) /beskrivelse (kort):</b>	
<ul style="list-style-type: none"> <li>A review of the Jungian literature on the subject. Training the candidates to interpretate fairly tales in a Jungian way and relate that to “real” life.</li> </ul>	
<b>Subjects /emner:</b>	
<ul style="list-style-type: none"> <li>Theory. Exercise in interpretation.</li> </ul>	
<b>Form of teaching /undervisningsform:</b>	
<ul style="list-style-type: none"> <li>Lecture first day. Second day: Group work in which the participants will present the fairy tale they have chosen for the written assignment. The group work will support the process.</li> </ul>	
<b>Educational outcome / Læringsudbytte:</b>	
<b>Knowledge /viden–</b> the candidates will have knowledge of:	
<ul style="list-style-type: none"> <li>Why fairy tales and their interpretation is important in Jungian psychology</li> </ul>	
<b>Skills /færdigheder–</b> the candidates will after the teaching be able to:	
<ul style="list-style-type: none"> <li>Interpret a fairy tale on their own.</li> </ul>	
<b>Competencies /kompetencer –</b> In which situations and contexts can the candidate apply their knowledge and skills acquired during the instruction?	
<ul style="list-style-type: none"> <li>Knowledge of many fairy tale patterns vastly enhance the reservoir of amplifications in the mind of the new therapist, whenever needed in therapy.</li> </ul>	
<b>Bibliography /litteraturliste APA-system (preferably less than 15 years / gerne mindre end 15 år)</b>	
<p><b>A-litterature:</b> • Von Franz, M.-L. (1982). <i>Interpretation of fairytales</i>, (pp 26-32) Spring Publications</p> <p><a href="https://piaskogemann.dk/the-double-coniunctio-tales/">https://piaskogemann.dk/the-double-coniunctio-tales/</a></p> <p><a href="C:\Users\piask\OneDrive\Desktop\Vejledende vejledning i fortolkning af eventyr en.docx">"C:\Users\piask\OneDrive\Desktop\Vejledende vejledning i fortolkning af eventyr en.docx"</a></p> <p>All the fairy tales you can manage to read.</p>	
<b>B-litterature:</b>	
<ul style="list-style-type: none"> <li>Von Franz, M.-L. (1982). <i>Interpretation of fairytales</i>, Spring Publications</li> <li>Jung, C. G. (1945). <i>The Phenomenology of the Spirit in Fairy Tales</i>. In <i>Collected Works</i> (Vol. 9.1)Jung, C. G. (1948).</li> <li><i>The Spirit in the Bottle</i>. In <i>Collected Works</i> (Vol. 13)</li> <li>Skogemann, P. (2017). <i>Det dobbelte bryllup</i>. Saxo.</li> <li>Neumann, E. (1965). <i>Amor og Psyche</i>. Niels Bings forlag.</li> <li>Asper, K. (1989). <i>Ravnen i Glasbjerget</i> (da.). Gyldendal.</li> <li>Dieckmann, H. (1997). Fairy tales in psychotherapy. <i>Journal of Analytical Psychology</i>, 42(April).</li> <li>Kalsched, D. E. (1996). <i>The Inner World of Trauma, Part II (on Fairy Tales)</i>. London/New York.</li> </ul>	



## Developmental Psychology – Attachment

<b>Year of Training:</b>	Year 3
<b>Topic / undervisningsemne:</b>	Developmental Psychology
<b>Title:</b>	Attachment Theory
<b>Author:</b>	Thomas Gitz-Johansen
<b>Date for description:</b>	August 19th 2024
<b>Description (short) / beskrivelse (kort):</b>	
<p>The topic of this teaching activity is attachment theory as first formulated by John Bowlby and Mary Ainsworth as well as later developments. Focus will be on covering the importance of early years attachment experiences and formation of attachment bonds and the effect on later patterns in relationship formation as well as mental health.</p>	
<b>Subjects /emner:</b>	
<ul style="list-style-type: none"> <li>• Early formulations of attachment theory by Bowlby.</li> <li>• Later developments by Ainsworth.</li> <li>• Recent attachment research.</li> <li>• Early attachment and adult relationship formation.</li> <li>• Infant observations videos: Early interaction and attachment formation.</li> </ul>	
<b>Form of teaching /undervisningsform:</b>	
<p>The mode of instruction will be a combination of theoretical lectures, reflections in break-out groups (including some self-reflection) and discussions of video-material.</p>	
<b>Educational outcome / Læringsudbytte:</b>	
<b>Knowledge /viden</b> – the candidates will have knowledge of:	
<p>Effect early interactions and relationships on later mental health and relationship patterns. Different attachment styles.</p>	
<b>Skills /færdigheder</b> – the candidates will after the teaching be able to:	
<p>Identify attachment styles in clients. Recognize and reflect on impact of clients’ early relationship experiences.</p>	
<b>Competencies /kompetencer</b> –In which situations and contexts can the candidate apply their knowledge and skills acquired during the instruction?	
<p>Use attachment theory in a therapeutic setting to work with clients’ relationship pattern and relationship formation.</p>	





## Psychopathology 3

<b>Year of Training:</b>	Year 3
<b>Topic / undervisningsemne:</b>	Psychopathology The Interface Between Analytical Psychology and Psychiatry (2.2)
<b>Title:</b>	Reactions to stressful experiences, Trauma PTSD and Complex PTSD. Anxiety and Obsessive-Compulsive disorders.
<b>Author:</b>	Helgi G. Gardarsson
<b>Date:</b>	18. Maj 2025
<b>Description (short) /beskrivelse (kort):</b>	
<ul style="list-style-type: none"> <li>• Psychiatric topics</li> </ul>	
<b>Subjects /emner:</b>	
<ul style="list-style-type: none"> <li>• 1. GAF</li> <li>• 2. Reactions to Stressful Experiences, Trauma, PTSD and Complex PTSD</li> <li>• 3. Anxiety Disorders</li> <li>• 4. Obsessive Compulsive Disorders</li> <li>• 5. Supervision</li> </ul>	
<b>Form of teaching /undervisningsform:</b>	
<ul style="list-style-type: none"> <li>• 1. Presentation of a case by teacher and score by candidates</li> <li>• 2. Short presentation of Stressful Experiences, Trauma and PTSD by candidates followed by dialogue</li> <li>• 3. Short presentation Anxiety Disorders by candidates followed by dialogue</li> <li>• 4. Short presentation of Obsessive Compulsive Disorders by candidates followed by dialogue</li> <li>• 5. Clinical case presentation, supervision</li> </ul>	
<b>Educational outcome / Læringsudbytte*:</b>	
<b>Knowledge /viden</b> – the candidates will have knowledge of:	
<ul style="list-style-type: none"> <li>• A basic knowledge of the psychiatric viewpoint of the major categories of anxiety disorders and how they present with symptoms, intensity and severity as well as how to understand them from a Jungian perspective and other psychodynamic theories and treatment possibilities of Anxiety</li> <li>• A knowledge of the candidate's own limitations and when to reflect upon bringing other professionals in, solely or in a co-working way</li> <li>• A basic knowledge of the psychiatric definition and classification of Trauma, PTSD and Complex PTSD and how they present with symptoms, intensity and severity, as well as an understanding of Jungian and other psychodynamic theories and treatment possibilities of these topics</li> <li>• Understand how Obsessive Compulsive Disorder (OCD) is classified or categorized and how it presents with symptoms, intensity and severity, as well as an understanding of Jungian and other psychodynamic theories and treatment possibilities of OCD</li> </ul>	
<b>Skills /færdigheder</b> – the candidates will after the teaching be able to:	
<ol style="list-style-type: none"> <li>1. The candidates will be better at <b>differentiating</b> between major <b>categories of anxiety disorders</b> and will also <b>be able to reflect on</b>, what is the <b>optimal treatment approach</b> for each of the <b>anxiety disorders</b></li> <li>2. The candidate will be better at <b>differentiating</b> between these major <b>psychiatric categories</b> and <b>reflect upon when a patient should be referred to medical doctor, psychiatrist or for coworking with other institutions</b></li> <li>3. <b>Differentiate when these disorders should be treated only by psychodynamic psychotherapy and should the treatment be combined with medication.</b></li> </ol>	
<b>Competencies /kompetencer</b> –In which situations and contexts can the candidate apply their knowledge and skills acquired during the instruction?	



1. The candidates can **apply the knowledge and skills** in their Psychotherapeutic work with their clients.
2. They can **use them in group situations** where they hear about clients of others (e. g. supervision)
3. The candidates in question, have not yet had any clients (most of them), so this seminar is about getting basic knowledge about reactions to Stressful Experiences, Trauma and Complex PTSD, Anxiety Disorders and Obsessive Compulsive Disorders, to make the candidates feel more safe if a client turns up with any of these disorders. The teaching also aims at making the therapist become **better able to decide, after an assessment, whether a certain patient should undergo a Jungian or Psychodynamic Psychotherapy for his illness**. The teaching also aims at presenting theories that will help the therapist to **enter an exploration, with the patient, of these disorders or illnesses**.

**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. 8: *Anxiety and OCD disorders*, (pp. 161-192). In: *Shorter Oxford Textbook of Psychiatry* (seventh edition) Oxford University Press. 31 pages.
- 2. Harrison, P. et al. (2018): *CH 9: Reactions to stressful experiences*, (pp. 136-159). In: *Shorter Oxford Textbook of Psychiatry*, (seventh edition). Oxford University Press. 23 pages.
- 3. Machado S. (2020). Integrative Jungian Psychotherapy for Anxiety and OCD, pp.1-32. In: *Journal of Humanistic Psychology*, 0(0), 32 pages.
- 4. Wilson J.P 2004: *The Abyss Experience and the Trauma Complex: A Jungian Perspective of Posttraumatic Stress Disorder and Dissociation*. *Journal of Trauma & Dissociation*, Vol. 5, Issue 3, (pp. ). pages.
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**B litterature:**

- ANXIETY DISORDERS:
- 1. Ahuja N 2011: Ch 8: Neurotic, Stress-related and Somatoform Disorders, (pp. 89-112), in: *A short Textbook of Psychiatry*, Jaypee Brothers Medical Publishers LTD, 23 pages.
- 2. Busch F. N., Milrod B.L. (2015): Ch 8: *Generalized Anxiety Disorder and Other Anxiety Disorders*, (pp. 152-164), in: P. Luyten & al. *Handbook of Psychodynamic Approaches to Psychopathology*, Guilford Press New York, London, 12 pages.
- 3. *Child and Adolescent Symptom Patterns Anxiety Disorders*. (pp. 235-248), in: PDM task Force (2006). *Psychodynamic Diagnostic Manual*. Silver Spring, MD: Alliance of Psychoanalytic Organizations. 13 pages.
- 4. Gabbard, G. O. (1994): Ch 9: *Anxiety Disorders*, (pp. 249-289), in: G. O Gabbard. *Psychodynamic Psychiatry in Clinical Practice*, 2nd edition, American Psychiatric Publishing, Arlington, 22 pages.
- 5. Geddes J et al. (2012) Ch. 24: *Anxiety and obsessional disorders*, (pp. 284-304), in: *Psychiatry* (fourth edition) Oxford University Press. 21 pages.
- 6. Machado S 2020: *Integrative Jungian Psychotherapy for Anxiety and OCD*, (pp. 1-32), *Journal of Humanistic Psychology*. 32 pages.
- 7. Plakun E.M. (2017): Ch. 33.2: *Psychoanalytic Treatment of Anxiety Disorders, Obsessive-Compulsive and Trauma related Disorders*. In *Kaplan & Sadock Comprehensive Textbook of Psychiatry*. Wolters Kluwer.
- 8. Semple D et al. (2013): Ch. 9: *Anxiety and stress-related disorders* (pp. 351-375). In *Oxford Handbook of Psychiatry*, (third edition), Oxford Medical Publications. 25 pages.
- 9. Sims A. C. P. (2003): Ch. 19: *Anxiety, Panic, Irritability, Phobia and Obsession*, (pp. 328-342). In: Sims, A. C. P. (2003). *Symptoms in the Mind*, Saunders. 10 pages.
- Strongman K.T. (1995) Theories fo Anxiety, (pp. 4-10). In *New Zealand J of Psychology*, Vol. 24, No. 2. 7 pages.
- 10. *Symptom Patterns: The Subjective Experience, S Axis, Adjustment Anxiety and Dissociative Disorders*, (pp. 93-108), in: PDM task Force (2006). *Psychodynamic Diagnostic Manual*, Silver Spring, MD: Alliance of Psychoanalytic Organizations. 13 pages.



- **OBSESSIVE COMPULSIVE DISORDER:**

- 1. Doron, G et al. (2015): Ch. 10, *Obsessive Compulsive Disorders*, (pp. 199-215). In: P. Luyten & al. (2015). *Handbook of Psychodynamic Approaches to Psychopathology*, Guilford Press New York, London. 16 pages.
- 2. Geddes J et al. 2012 Ch. 24, *Anxiety and obsessional disorders*, (pp. 284-303). In: *Psychiatry* (fourth edition) Oxford University Press. 20 pages.
- 3. Jennike MA (1989): *OCD A hidden epidemic*. In: *N Engl J Med*, Aug 24, Vol. 321, No 8, (pp 539-41). 3 pages.
- 4. Jennike MA (2004): *Clinical practice. Obsessive Compulsive Disorder*. In: *N Engl J Med*, Jan 15, Vol. 350 No. 3, (pp. 259-65). 7 pages.
- 5. Plakun E.M. (2017): Ch. 33.2: *Psychoanalytic Treatment of Anxiety Disorders, Obsessive-Compulsive and Trauma related Disorders*. In *Kaplan & Sadock Comprehensive Textbook of Psychiatry*. Wolters Kluwer.
- 6. Semple D et al. (2013): Ch. 9: *Anxiety and stress-related disorders* (pp. 376-378). In *Oxford Handbook of Psychiatry*, (third edition), Oxford Medical Publications. 3 pages.
- 7. Strongman K.T. (1995) *Theories fo Anxiety*, (pp. 4-10). In *New Zealand J of Psychology*, Vol. 24, No. 2. 7 pages.

- 

- **Reactions to stressful experiences:**

- 1. Ahuja N 2011: Ch 8: *Neurotic, Stress-related and Somatoform Disorders*, (pp. 89-112), in: *A short Textbook of Psychiatry*, Jaypee Brothers Medical Publishers LTD, 23 pages.
- Allen J.G. et al. (2015): Ch. 9: *Trauma*, (pp. 165-190). In: P. Luyten & al. (2015). *Handbook of Psychodynamic Approaches to Psychopathology*, Guilford Press New York, London. 16 pages.
- 2. Geddes J. et al. (2012) Ch. 23: *Reactions to stressful experiences* (pp 263-283). In: ***Psychiatry***, Fourth Edition - Oxford University Press.
- 3. Semple D et al. (2013): Ch. 9: *Anxiety and stress-related disorders* (pp. 380-395). In *Oxford Handbook of Psychiatry*, (third edition), Oxford Medical Publications. 16 pages.



## Psychopathology 4

<b>Year of Training:</b>	Year 3
<b>Topic / undervisningsemne:</b>	Psychopathology (3-2): The Interface Between Analytical Psychology and Psychiatry Psychopathology
<b>Title:</b>	Schizophrenia, Bipolar Affective Disorder, Autism Spectrum
<b>Author:</b>	Helgi Garðar Garðarson
<b>Date:</b>	April 2024
<b>Description (short) /beskrivelse (kort):</b>	
<ul style="list-style-type: none"> <li>The candidates get a basic introduction to schizophrenia, Bipolar Affective Disorder and Autism Spectrum Disorders and how to make use of it in the Jungian training program and work with training clients</li> </ul>	
<b>Subjects /emner:</b>	
<ol style="list-style-type: none"> <li>GAF</li> <li>Schizophrenia,</li> <li>Bipolar Affective Disorder,</li> <li>Autism Spectrum disorders</li> <li>Supervision</li> </ol>	
<b>Form of teaching /undervisningsform:</b>	
<ol style="list-style-type: none"> <li>GAF, presentation of a case by teacher, score by candidates</li> <li>– 4. Short presentation by candidates followed by exploration of the topic and clinical case(s)</li> <li>Supervision</li> </ol>	
<b>Educational outcome / Læringsudbytte:</b>	
<b>Knowledge /viden</b> – the candidates will have knowledge of:	
<ul style="list-style-type: none"> <li>The candidates will have a basic knowledge from the psychiatric viewpoint of the major categories of psychotic disorders, specifically schizophrenia, bipolar affective disorder as well as autism spectrum disorders and how to understand these disorders from a Jungian perspective</li> <li>A knowledge of the candidate's own limitations and when to reflect upon bringing other professionals in, solely or in a co-working way.</li> </ul>	
<b>Skills /færdigheder</b> – the candidates will after the teaching be able to:	
<ul style="list-style-type: none"> <li>The candidate will be better at differentiating between major psychiatric categories and reflect upon when a patient should be referred to medical doctor, psychiatrist or for coworking with other institutions.</li> </ul>	
<b>Competencies /kompetencer</b> –In which situations and contexts can the candidate apply their knowledge and skills acquired during the instruction?	
<ul style="list-style-type: none"> <li>The candidates can apply the knowledge and skills in their Psychotherapeutic work with their clients.</li> <li>They can use them in group situations where they hear about clients of others (e. g. supervision)</li> </ul>	



## Modern Developmental Psychology

<b>Year of Training:</b>	Year 3
<b>Topic / undervisningsemne:</b>	Developmental Psychology
<b>Title:</b>	Modern Developmental Psychology
<b>Author:</b>	Thomas Gitz-Johansen
<b>Date for description:</b>	August 19th 2024
<b>Description (short) / beskrivelse (kort):</b>	
<p>This teaching activity covers modern developments in developmental psychology. Focus is on contributions from empirical research in infant development and caregiver-infant interaction and implications of development of personality and mental health. The tension between insights gained from adults' on "the psychoanalytic couch" and empirical infant research is also discussed.</p>	
<b>Subjects /emner:</b>	
<ul style="list-style-type: none"> <li>• Parent-infant intersubjectivity and its role in development.</li> <li>• Mutual affect regulation and attunement.</li> <li>• Mentalization of self and other.</li> <li>• Mirroring and development of the infant self</li> <li>• Empirical research vs. psychoanalytic theory.</li> </ul>	
<b>Form of teaching /undervisningsform:</b>	
<p>The day will be a combination of theoretical lectures, group discussions and guided self-reflection.</p>	
<b>Educational outcome / Læringsudbytte:</b>	
<b>Knowledge /viden</b> – the candidates will have knowledge of:	
<p>Modern empirical developmental theory. The effect on early relationships on emotional / psychological development.</p>	
<b>Skills /færdigheder</b> – the candidates will after the teaching be able to:	
<p>Help clients reflect on their early emotional and relational experiences and their impact on the clients' present emotional and relational experiences.</p>	
<b>Competencies /kompetencer</b> –In which situations and contexts can the candidate apply their knowledge and skills acquired during the instruction?	
<p>Use modern developmental theory in a therapeutic setting to work with clients' early relationship experiences and the effect on their current mental / emotional condition and relational patterns.</p>	



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

**A-litterature: Opgiv antal sider!**

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- Cohn, Ruth (2021). *Working with the Developmental Trauma of Childhood Neglect: Using Psychotherapy and Attachment Theory Techniques in Clinical Practice*. Routledge. Chapt. 1, 2, 3 & 4. (75 pages)

**B litterature:**

- Freeman, Catherine (2016). What is Mentalizing? An Overview. *British Journal of Psychotherapy*, Vol.32 (2), p.189-201. (12 pages)
- Bentzen, Marianne & Hart, Susan (2015). Emotions, words, and mentalization. In: *Through Windows of Opportunity*, p.221-235. (14 pages)
- Schore, Allan (2009). Right Brain Affect regulation: An essential mechanism of development, trauma, dissociation, and psychotherapy. In: D. Fosha, D. Siegel & M Solomon: *The Healing Power of Emotion*. P. 112-144. (32 pages)



## Anxiety – a Jungian Approach

<b>Year of Training:</b>	Year 3
<b>Topic / undervisningsemne:</b>	Theory and concepts in analytical psychology
<b>Title:</b> (Teachers title)	Anxiety – a Jungian approach
<b>Author:</b>	Petrusjka Jeiner
<b>Date for description:</b>	August 2024
<b>Description (short) /beskrivelse (kort):</b>	
<ul style="list-style-type: none"> <li>The purpose is to increase the candidates' conscious analytical attitude in working with anxiety. And to suggest a way for a Jungian approach and understand of anxiety - one of the most common psychic sufferings.</li> </ul>	
<b>Subjects /emner:</b>	
<ul style="list-style-type: none"> <li>Anxiety vs. fear</li> <li>Anxiety vs. Complex</li> <li>Supportive contra interpretive therapy</li> <li>The analytical attitude</li> </ul>	
<b>Form of teaching /undervisningsform:</b>	
<ul style="list-style-type: none"> <li>Plenum discussion, joint dialogue, groupwork on assessment case</li> </ul>	
<b>Educational outcome / Læringsudbytte:</b>	
<b>Knowledge /viden</b> – the candidates will have knowledge of:	
<ul style="list-style-type: none"> <li>Relating Jung's complex theory with a modern understanding of anxiety</li> <li>Knowledge of Jung's understanding of the interaction between the unconscious and anxiety</li> <li>A brief historical context for Jung's understanding of anxiety</li> </ul>	
<b>Skills /færdigheder</b> – the candidates will after the teaching be able to:	
<ul style="list-style-type: none"> <li>Choosing their own analytical standpoint and style in connection to anxiety issues in the clinic</li> <li>When to work on the supportive level and when to choose/turn to the symbolic level when working with anxiety in analyses</li> <li></li> </ul>	
<b>Competencies /kompetencer</b> –In which situations and contexts can the candidate apply their knowledge and skills acquired during the instruction?	
<ul style="list-style-type: none"> <li>The aim is that each participant will continue to go on in deeper dialogue with anxiety.</li> <li>And perhaps gain an analytic attitude with an open door for hearing out what anxiety might have to say.</li> </ul>	
<b>Bibliography /litteraturliste APA-system (preferably less than 15 years / gerne mindre end 15 år)</b>	
<b>A-litterature:</b>	
<ul style="list-style-type: none"> <li>Jung, Carl Gustav: <i>A review of the Complex Theory</i>. In: 'The Collected Works 8', § 194-219, Routledge and Kegan Paul. P. 92-104</li> <li>May, Rollo.: <i>The Meaning of Anxiety</i>, Norton paperback edition, 1996. Chapter 7: Summery and Synthesis of theories of Anxiety p. 187-223 + p. 144-151: Jung: Anxiety and the treat of the irrational</li> </ul>	
<b>B litterature:</b>	
<ul style="list-style-type: none"> <li>Freud, Sigmund.: <i>Inhibitions, Symptoms and Anxiety</i>, In: <i>On Psychopatholgy Inhibitions, Symptoms and Anxiety and other works</i>, Penguin Books, 1979</li> <li>Garland, Caroline.: <i>External disasters and the internal world</i>, In: <i>Textbook of Psychotherapy in Psychiatric Practice</i>, ed. Holmes, Jeremy, Churchill Livingstone, 1991</li> </ul>	



## Sandplay – Theory and Practice

<b>Year of Training:</b>	Year 3
<b>Topic / undervisningsemne:</b>	Development of therapeutic skills: Symbolic attitude and analytical identity
<b>Title:</b>	Introduction to Sandplay and to supervision
<b>Author:</b>	Christel Bormann
<b>Date:</b>	2 August 2024
<b>Description (short) /beskrivelse (kort):</b>	
<p>A. Introduction to sandplay</p> <p>B. Introduction to supervision</p>	
<b>Subjects /emner:</b>	
<p>A. The development of the sandplay technique, clinical examples</p> <p>B. Group supervision what is it, and how to use it</p>	
<b>Form of teaching /undervisningsform:</b>	
<p>A. Lecture from teacher and, for selected parts, the candidates; practical workshop.</p> <p>B. Lecture from teacher, and, for selected parts, the candidates, and trying supervision in practice.</p>	
<b>Educational outcome / Læringsudbytte:</b>	
<b>Knowledge /viden</b> – the candidates will have knowledge of:	
<p>A. That there exists a technique like sandplay, as something you occasionally may use as a supplement in an analysis, but it also exists as a specialized way of working with children and adults. How it feels to try it yourself.</p> <p>B. Supervision. How to present a case to group supervision, how to work with the question of Focus Point of the supervision, assessment of the client, and how to be in the group as supervisee, and get a knowledge of how the co-work with the group goes on.</p>	
<b>Skills /færdigheder</b> – the candidates will after the teaching be able to:	
<p>A. The candidates will have a knowledge of sandplay, and perhaps recognize situations where they may use sandplay figures to work with a situation where words are too much, situations in which they could also use drawing, for instance. The candidates may also become interested in using sandplay in their analysis if the analyst works with sandplay.</p> <p>B. Becoming confident in presenting a case, in this make a psychodynamic formulation of the case, formulate a Focus Point, and to be in the group, fish bowl or other ways, while supervision is going on.</p>	
<b>Competencies /kompetencer</b> –In which situations and contexts can the candidate apply their knowledge and skills acquired during the instruction?	
<p>A. When they are working with patients/clients, they may help the client in suggesting to make a complex situation visible by using a few figures, or suggest a drawing of the situation, or as mentioned above, becoming interested in using sandplay in their own analysis.</p> <p>B. In other supervision contexts.</p>	
<b>Bibliography /litteraturliste APA-system (preferably less than 15 years / gerne mindre end 15 år)</b>	
<b>A-litterature: Opgiv antal sider!</b>	
<ul style="list-style-type: none"> <li>• Zahco, L. M.(2001). <i>The Sandtray – a workshop of the soul</i>, pp 29-49. In: Skogemann, P. (2001). <i>Symbol, analyse, virkelighed- Jungiansk teori og praksis i Danmark</i>. Lindhardt og Ringhof. 20 pages. (will be translated to English). 20 pages.</li> <li>• Amman, R. (1989).CH 3: Why are sand images necessary? Pp 48-58. In: Amman, R. (1989). <i>Healing and Transformation in Sandplay: Creative Processes Become Visible (Reality of the</i></li> </ul>	





Psyche Series). (**NB!** The page numbers are from my German version, I will send the English ones together with program). 10 pages.

- Bradway, K. (1986). From Sandplay Workshop: *What Makes It Work?* Pp 409-414. In: Mattoon, M. A. (1987) Proceedings from the : *International Congress of Analytical Psychology: The Archetype of Shadow in a split world*. Daimon Verlag. 5 pages.

**B litterature:**

- Amman, R. (1989). CH 8: Elisabeth – A Transformation Process of the Feminine, pp 141-167. In: Amman, R. (1989). *Healing and Transformation in Sandplay: Creative Processes Become Visible* (Reality of the Psyche Series). 16 pages.
- Bradway, K. (1986). From Sandplay Workshop: *What Makes It Work?* Pp 409-414. In: Mattoon, M. A. (1987) Proceedings from the : *International Congress of Analytical Psychology: The Archetype of Shadow in a split world*. Daimon Verlag.
- Mitchell, R. R. & Friedman, H.S. (1994). *Sandplay. Past, Present & Future*. Routledge
- Mitchell, R. R. & Friedman, H.S. (1994). *Dora Maria Kalf: Originator of "Sandplay"*, pp 46-64. In: Mitchell, R. R. & Friedman, H.S. (1994). *Sandplay. Past, Present & Future*. Routledge.
- Amman, R. (1989). *Healing and Transformation in Sandplay: Creative Processes Become Visible* (Reality of the Psyche Series).
- Turner, B. A. (2017). *The Routledge International Handbook of Sandplay Therapy*. Routledge.
- Bradway, K. (2022). Transference and Countertransference in Sandplay Therapy, pp 94-102. *Journal of Sandplay Therapy*, vol. 31,2.