



Descriptions of Teaching Activities Year 4

**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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History of Psychotherapies

Year of Training:	Year 4
Topic / undervisningsemne:	The history and development of psychotherapies
Title:	The history of dynamic psychology, with special focus on the Scandinavian Countries
Author:	Suzanne Gieser
Date:	Nov. 2023
Description /beskrivelse: The History of Dynamic Psychology, with special focus on the Scandinavian Countries	
Subjects /emner: <ul style="list-style-type: none"> The History of Dynamic Psychology from the Perspective of the History of Ideas and Science 	
Form of teaching /undervisningsform: Lecture and Q+A	
Educational outcome / Læringsudbytte:	
Knowledge /viden – the candidates will have knowledge of: An overview of the History of Psychotherapy in Europe with focus on the Scandinavian countries, and with a special attention on the reception of the psychology of CG Jung.	
Skills /færdigheder – the candidates will after the teaching be able to: <ul style="list-style-type: none"> Knowledge of some of the Ideas and Practices that influenced Dynamic Psychology Knowledge of the main different schools of Psychotherapy during the period 1843-1960 Specific knowledge of the reception of CG Jung's psychology in the Scandinavian countries 	
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"> Identifying specific ideas in Psychotherapeutic practice and how they are still relevant today 	
Bibliography /litteraturliste	
A-litterature: <ul style="list-style-type: none"> Gieser, Suzanne, (2009)<i>Psykoterpis pionjærer i Sverige</i>, Proprius, Stockholm "Jung i Sverige", Coniunctio 2008: årsbok för analytisk psykologi och kultur. Link: https://jungstiftelsen.org/wp-content/uploads/2022/12/Coniunctio_artikelbearb.pdf 	
B litteratur: <ul style="list-style-type: none"> Ellenberger, Henri F., (1970) <i>The discovery of the unconscious: the history and evolution of dynamic psychiatry</i>, New York, N.Y., London Karpatschof, B. og Katzenelson, B. (ed.) (2011, 2. udgave) <i>Klassisk og moderne psykologisk teori</i>. Hans Reitzels Forlag, København 	



Action Research Project

Year of Training:	Year 4
Topic / undervisningsemne:	Research in psychotherapy
Title:	Mini project in action research
Author:	Lotte Snedevig
Date:	November 2023
Description /beskrivelse:	
Aim: Develop the participants original thinking and research skills in own practice	
Subjects /emner:	
The 5 steps of action research, co-researcher principle, phenomenology and first-person methods	
Form of teaching /undervisningsform:	
1 ½ day of introduction to the method and background of action research (power point + group work)	
4 x 3 hours of groupwork with access to counseling in relation to the chosen topics (supervision)	
1 day of group presentation of the mini action research projects (exam)	
The presentation should focus on the groups experience from the mini actions research projects and answer one or two of the following questions:	
<ul style="list-style-type: none"> • Did/How did your research question change and develop with each session? • Did/How did the collaborative relationship within the group change and develop? • What did you learn about 'researching your own practice'? • How did you experience, doing the research activities, between the sessions? • Do you see ways of translating your experiences – concerning methods used and / or theme researched into educational activities? 	
Educational outcome / Læringsudbytte:	
Knowledge /viden – the candidates will have knowledge of:	
The general principles regarding the co-researcher principle, phenomenology and first-person methods Developing understanding of and knowledge about how to work with action research within a psychotherapeutic context	
Skills /færdigheder – the candidates will after the teaching be able to:	
Designing and conducting their own: first or second person based mini action research project - based on the questions: What? How? Why?	
Competence /kompetencer –In which situations and contexts can the candidate apply their knowledge and skills acquired during the instruction?	
Increase self-awareness and self-exploration in concern of: Personal setting: sitting with client; gathering information and evidence, noticing patterns Therapeutic setting: Knowledge of the other: clients/ groups of relevance Knowledge of phenomena: Categories of events that arises in therapy.	



Word Association Test

Year of Training:	Year 4
Topic / undervisningsemne:	Theory and concepts in analytical identity
Title:	Introduction to the origin of the word association test
Author:	Lotte Snedevig
Date for description:	
Description (short) / beskrivelse (kort):	
<ul style="list-style-type: none"> The candidates will be introduced to the origin of the word association test 	
Subjects /emner:	
<ul style="list-style-type: none"> Word association test 	
Form of teaching /undervisningsform:	
<ul style="list-style-type: none"> Introduction to the history and origin of the word association test Practical exercise 	
Educational outcome / Læringsudbytte:	
Knowledge /viden – the candidates will have knowledge of:	
<ul style="list-style-type: none"> The history and origin of the word association test as a precursor to Jung’s theory of complexes 	
Skills /færdigheder – the candidates will after the teaching be able to:	
<ul style="list-style-type: none"> Understand and communicate the history and origin of the word association test 	
Competencies /kompetencer –In which situations and contexts can the candidate apply their knowledge and skills acquired during the instruction?	
<ul style="list-style-type: none"> The candidates can apply their knowledge to the total amount of the basic historical development of analytical psychology and they will be able to communicate the history of the word association test as a precursor for Jung’s development of his complex theory. 	
Bibliography /litteraturliste APA-system (preferably less than 15 years / gerne mindre end 15 år)	
A-litterature: Opgiv antal sider!	
<ul style="list-style-type: none"> Jung, C.G. & Gerhard Adler. 2008. <i>Collected Works of C.G. Jung, Volume 8</i>. Princeton: Princeton University Press, p.92-104: § 194-219. Jung, C.G. 1936/1976. ‘The Tavistock Lectures’. In: <i>The Symbolic Life, Collected Works of C.G. Jung, Volume 18</i>. Princeton: Princeton University Press, p. 48-56: §97-108. 	
B litterature:	
<ul style="list-style-type: none"> Astor, J. (2002). Analytical psychology and its relation to psychoanalysis. <i>Journal of Analytical Psychology</i>, 47: p.599-612. 	



Supervision – Roleplay / Deliberate Practice Skills – Part 3

Year of Training:	Year 4
Topic / undervisningsemne:	Group Supervision
Title:	Deepening the work: 'The 7 eye model' / Role Play - Creativity / Deliberate Practice – part 3
Author:	Charlotte Sjöström
Date for description:	8 June 2024
Description (short) /beskrivelse (kort):	
<ul style="list-style-type: none"> • Candidates will deepen their understanding working integratively with the '7 Eye Model' as supervision model for clinical Psychotherapy practice, • Candidates will learn to pose <i>supervisory questions</i> relating to clinical cases in practice: using 'the 7 Eye Model' and 'Kolbs learning cycle' as base for their learning process, • Deepen their personal role as psychotherapist through roleplay/ creative play/ imagination and increased awareness of their own Deliberate practice, 	
Subjects /emner: In the teachings the following subjects are introduced:	
<ul style="list-style-type: none"> • Integrating the framework of 'the 7 Eye Model' into Psychotherapy process, • Using the <i>supervisory question</i> as base for exploring/reflecting on a specific scene within the therapy setting, • Deepening the understanding and development of personal experience in Psychotherapy, with <i>Play & Creativity</i> in focus. 	
Form of teaching /undervisningsform:	
<ul style="list-style-type: none"> • PP presentation by teacher : '<i>Integrating Psychotherapy work - play/creativity in the frame of the '7 Eye Model'</i>'. • Practical experiences in dyads/larger group setting. Group members will bring their own clinical material for group supervision –<i>focus on supervisory question</i>, exploring a 'scene' in therapy using 'the 7 Eye model' and Kolbs learning cycle. 	
Educational outcome / Læringsudbytte:	
Knowledge /viden – the candidates will have knowledge of:	
Ways of using the 'The 7 Eye Model' in theory and practice;	
<ul style="list-style-type: none"> • enhancing a deeper <i>understanding/awareness of relational patterns</i> seen from various angles/eyes, • increasing ways of <i>self/other regulation</i> in clinical settings, • increased familiarity with dynamic changes as developing <i>therapeutic skills/ personal style</i> in the therapy setting, 	



- how to *identify goals* for personal improvement through ‘*deliberate practice*’ play&creativity in a therapy setting,

Skills /færdigheder– the candidates will after the teaching be able to:

- Using ‘*the 7 Eye model*’ in *Psychotherapy for group supervision purposes*, working with a *supervisory question* from a relational/integrative/ reflective mode,
- Increasing awareness of the ‘*internal therapist/supervisor*’ as part of developing Psychotherapyskills through personal ‘*deliberate practice*’
- 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,

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

- *Facilitating the developing role training* as Psychotherapist in the clinical setting,
- *Facilitating personal development/process* of individuation journey,

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

A-litterature: Opgiv antal sider!

- Hawkins, P., & Ryde J.(2020). *Integrative Psychotherapy in Theory and Practice, A Relational, Systemic and Ecological Approach*. Jessica Kingsley Publishers, London and Philadelphia. Ch.1 pp. 21-51; Ch. 7 – 9, pp. 149- 202; Ch. 11, pp.226- 244; Ch.12, pp. 245-265.
- Rousmaniere, Tony,. (2017). *Deliberate Practice for Psychotherapists, A guide to improving Clinical Effectiveness*. Routledge.
 - Ch. 7, pp. 86-110; Ch.10, pp.125-142; Ch. 12. pp. 157-172.
- 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.
- Stein, M.,(2023). The Symbolic Attitude, A core competency for Jungian Analysis. In: (Eds. Gudaite’ & Kelly) *Exploring core competencies in Jungian Psychoanalysis, Research, Practice, and Training*. Routledge, London & New York.
- Wirtz,U,.(2023). The Heart of the Matter, Spiritual Dimensions in Jungian Practice. In: (Eds. Gudaite’ & Kelly) *Exploring core competencies in Jungian Psychoanalysis, Research, Practice, and Training*. Routledge, London & New York.
- Guggenbuhl-Craig,A.(1971/2009).*Power in the helping professions*. Spring Publications, Putnam, Conn. pp. 77-91,119-121.

B litterature:

- Chesner,A.,& Zografou,L.(2014). *Creative Supervision across Modalities, Theory and applications for therapists,councillors and other helping professionals*. Jessica Kingsley Publishers, London and Philadelphia, Ch 2, pp.17-41.



The Body in Jungian Analysis

Year of Training:	4
Topic / undervisningsemne:	Development of therapeutic skills: Symbolic attitude and analytical identity
Title:	The Body in Jungian Analysis - Working with embodiment/body in Psychotherapy/Analysis in the clinic
Author:	Charlotte Sjöström
Date for description:	7 Juni 2024
Description /beskrivelse: Candidates will receive an introduction to the role of the Body in Psychotherapy/Analytical Psychology Practice exploring the Body's role in Jungian and Post Jungian theory and praxis.	
Subjects /emner: In the teachings the following subjects will be introduced: ‘ <ul style="list-style-type: none"> - a developmental approach understanding the body's role <i>building self-agency</i>, - concept of the <i>body/soul connection</i>, - increasing <i>body/soul awareness</i> - the body holding the tension of internal/external affects/memories, - the body in the clinical setting – <i>transference/countertransference</i>, - using <i>embodiment as technique/ method</i> with clients in therapy process, 	
Form of teaching /undervisningsform: Seminar form, theoretical introduction by teacher, experiential and practical work in dyads, triads and group settings.	
Educational outcome / Læringsudbytte:	
Knowledge /viden – the candidates will have knowledge of: Receive knowledge and personal experience of bodywork/embodiment in Psychotherapy/Analysis.	
Skills /færdigheder – the candidates will after the teaching be able to: <ul style="list-style-type: none"> - increase <i>personal body/awareness</i>, - have some understanding in how to <i>connect to affects/ memories arising in the body</i> in themselves and clients, - increase basic skills for <i>using embodied responses</i> as part of clinical encounter in the therapy setting, - connect to ways of using <i>guided/active Jungian imagination techniques in the body</i>; 	
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 apply the knowledge and skill in their <i>clinical work</i> with clients, - They will be able to utilize the techniques in <i>individual and/or group settings</i>, - The skill can be highly effective for individual work in <i>personal analysis</i>, - The skill can be a <i>deep source for creative inspiration</i>, furthering overall personal developmental process clinically and personally. 	



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

A-litterature:

- Chodorow, J.(2006). Active Imagination. In; Papadopolous, R (Ed). *The Handbook of Jungian Psychology, Theory, Practice and Applications*. Routedlege, London and NewYork. pp. 215- 243,
- Dunlea, M.(2019). *BodyDreaming in the Treatment of Developmental Trauma- An Embodied Therapeutic Approach*. Routedlege. pp. 12-16, 75-98,
- 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 171, 180, 417- 420, 616-618, (images, perceptions, ideas, body)

B litterature:

- Harris, J. (2001). *Jung and Yoga, The Psyche-Body Connection*. Inner City Books. pp 23 – 88, 117-146.
- Jung,C.G.(1968).Collected Works,13, Alchemical Studies. Read,H.,Fordham,M.,Adler,G., McGuire, W.,. (Eds.) Bollingen Series, Princeton: Princeton University Press. par 262, 482. (subtle body/living experience)
- Jung,C.G.(1976). The Visions Seminars 11. Spring Publications, Zurich Switzerland. pp 472-475.
- Ramos, D.G.(2004).The Psyche of the Body. New York: Brunner-Routledge, Taylor & Francis Group. pp 29-48, 69 ff,
- Spring : (2005). A Journal of Archetype and Culture. Body & Soul, Honouring Marion Woodman. Spring Journal New Orleans, Louisiana. pp.190 ff. 215, 227-228, 251.

C: Litterature (References of further interest):

- Bosnak,R. (2007). *Embodiment, Creative Imagination in medicine,Art and Travel*. Routedlege Taylor& Francis Group, London and New York. pp 9-33,105-113.
- Chodorow, J. (1991). *Dance Therapy & Depth Psychology, The Moving Imagination*. London and New York : Routedlege’.
- Chodorow,J.(1999a). *To Move and Be Moved*. In; Pallero,P.(Ed). *Authentic Movement, Essays by Mary Starks Whitehouse,Janet Adler and Joan Chodorow*. Jessica Kingsley Publishers,London and Philadelphia.
- Chodorow,J.(1999b). *The Body as Symbol, Dance/Movement in Analysis*. In; Pallero,P.(Ed). *Authentic Movement, Essays by Mary Starks Whitehouse,Janet Adler and Joan Chodorow*. Jessica Kingsley Publishers,London and Philadelphia
- Damasio, A.(1999). *The Feeling of what Happens: Body, emotion and the making of consciousness*. London: William Heinmann.
- Dexter Blackmer, J. (1989). *Acrobats of the Gods. Dance and Transformation*. Inner City Books, Toronto Canada.
- Judith,A.(1996).*Eastern Body Western Mind, Psychology of the Chakra System as a Path to the Self*. Celestial Arts Berkely California United States of America.



- Jung,C.G.(1988). Nietzsche's Zarathustra. Notes of the Seminar given in 1934-1939 by C.G.Jung. vol.1. (Ed.) Jarret,J.L. Bollingen Series, Princeton University Press.p.63,251, 349-350, 355, 368, 370.
- Jung, C.G. (1932/1996). (Ed. Shamdasani). *The Psychology of Kundalini Yoga, Notes from the Seminar Given in 1932 by C.G.Jung.* Bollingen series xcix Princeton University Press.
- Knox , J.(2011). *Selfagency in Psychotherapy, Attachment, Autonomy and Intimacy.* London, New York: W.W. Norton & Company Ltd. pp 41- 59, 73-77, 97- 102.
- McGilchrist, I. (2013). *Hemisphere Differences and Their Relevance to Psychotherapy.* Siegel, D.J., & Solomon, M.(Red.) *Healing Moments in Psychotherapy.* New York: W.W. Norton Co.
- Rothschild,B.(2000). *The body remembers- the psychophysiology of trauma and trauma treatment.* WW Norton & Company Inc. New York. pp 56-64, 100-128
- Sidoli, M.(2000). *When the Body Speaks- The Archetypes in the Body.* Routededge Taylor & Francis Group London and New York. pp.103-119.
- VonFranz,M.L.(1979). *Alchemical Active Imagination.* Shambhala, Boston &NewYork.
- Woodman, M. Dickinson,E. (1997). *Dancing in the Flames, The Dark Goddess in the Transformation of - Consciousness.* Vintage Canada.
- Woodman, M. (1982) *Addiction to Perfection – The still Unravished Bride, A Psychological Study.* Inner City Books.



Ethics, Rules and Law in Psychotherapy

Year of Training:	Year 4
Topic / undervisningsemne:	Ethics and law in psychotherapy
Title:	Ethics, rules and law in psychotherapy
Author:	Birgit Kunov
Date for description:	May 2024
Description (short) /beskrivelse (kort):	
<ul style="list-style-type: none"> • The day will provide candidates with knowledge and reflections on <ul style="list-style-type: none"> ○ the ethics of analytical psychology based on their own ethical positions ○ relevant legislation related to the practice of psychotherapy (GDPR) 	
Subjects /emner:	
<ul style="list-style-type: none"> • Ethics in Jungian psychotherapy • Code of Ethics of the Danish Society for Analytical Psychology (DSAP), Danish Psychotherapist Association (DPFO), and International Association for Analytical Psychology (IAAP). • General Data Protection Regulation (GDPR). 	
Form of teaching /undervisningsform:	
<ul style="list-style-type: none"> • Based on the mandatory literature, including a small preparation assignment, the teaching will take the form of short presentations, dialogue in groups and plenary sessions. 	
Educational outcome / Læringsudbytte:	
Knowledge /viden – the candidates will have knowledge of:	
<ul style="list-style-type: none"> • Current ethical rules for Jungian psychotherapists, • Interfaces with other professions, • Knowledge of GDPR duty and practice 	
Skills /færdigheder – the candidates will after the teaching be able to:	
<ul style="list-style-type: none"> • Provide psychotherapeutic treatment in accordance with the current ethical rules of DSAP and DPFO. • Managing GDPR requirements 	



Psychopathology 5

Year of Training:	Year 4
Topic / undervisningsemne:	Psychopathology (4-1): The interface between analytical psychology and psychiatry
Title:	Personality and personality disorders. Eating (sleep- and sexual disorders) Supervision.
Author:	Christel Bormann
Date:	31 July 2024
Description (short) /beskrivelse (kort):	
<ul style="list-style-type: none"> Psychopathology - Psychiatric topics 	
Subjects /emner:	
<ol style="list-style-type: none"> GAF-scale Personality and personality disorders Eating disorders (sleep- and sexual disorders) Supervision of cases 	
Form of teaching /undervisningsform:	
<ol style="list-style-type: none"> Case presentation by the teacher or member of the group, GAF-score and going through the score Presentation by 2 or more from the team for 15 minutes, dialogue, clinical examples. Presentation by 2 or more from the group for 15 minutes, dialog, clinical examples. Supervision on 2 cases brought by members of the group. 	
Educational outcome / Læringsudbytte:	
Knowledge /viden – the candidates will have knowledge of:	
<ul style="list-style-type: none"> How to evaluate a patient/client with the GAF score in details The psychodynamics behind the different kinds of personality disorders, ways of treatment and how to approach it psychotherapeutically. The psychodynamics behind eating disorders, ways of treatment and how to approach it psychotherapeutically. How to present a case for supervision, working with the Focus point of the supervisee, experiencing the dynamics between the supervisor/supervisee couple and the rest of the group. 	
Skills /færdigheder – the candidates will after the teaching be able to:	
<ul style="list-style-type: none"> Give a fairly accurate evaluation of a client with respect to symptoms and functions. Differentiate between different kinds of personality disorders and differentiate the approach to the psychotherapy according to the kind of personality disorder. Differentiate between lighter and more severe cases of eating disorders, the suitability for psychotherapy at different stages of illness. Present a case for supervision, formulate a focus point, and to tolerate/contain being in an exposed position while his/her work is the subject of the dialogue. 	



Sex and Couple

Year of Training:	Year 4
Topic / undervisningsemne:	Psychopathology (4-1): The interface between analytical psychology and psychiatry
Title:	Personality and personality disorders. Eating (sleep- and sexual disorders) Supervision.
Author:	Christel Bormann
Date:	31 July 2024
Description (short) /beskrivelse (kort):	
<ul style="list-style-type: none"> • Psychopathology - Psychiatric topics 	
Subjects /emner:	
<ol style="list-style-type: none"> 5. GAF-scale 6. Personality and personality disorders 7. Eating disorders (sleep- and sexual disorders) 8. Supervision of cases 	
Form of teaching /undervisningsform:	
<ol style="list-style-type: none"> 5. Case presentation by the teacher or member of the group, GAF-score and going through the score 6. Presentation by 2 or more from the team for 15 minutes, dialogue, clinical examples. 7. Presentation by 2 or more from the group for 15 minutes, dialog, clinical examples. 8. Supervision on 2 cases brought by members of the group. 	
Educational outcome / Læringsudbytte:	
Knowledge /viden – the candidates will have knowledge of:	
<ul style="list-style-type: none"> • How to evaluate a patient/client with the GAF score in details • The psychodynamics behind the different kinds of personality disorders, ways of treatment and how to approach it psychotherapeutically. • The psychodynamics behind eating disorders, ways of treatment and how to approach it psychotherapeutically. • How to present a case for supervision, working with the Focus point of the supervisee, experiencing the dynamics between the supervisor/supervisee couple and the rest of the group. 	
Skills /færdigheder – the candidates will after the teaching be able to:	
<ul style="list-style-type: none"> • Give a fairly accurate evaluation of a client with respect to symptoms and functions. • Differentiate between different kinds of personality disorders and differentiate the approach to the psychotherapy according to the kind of personality disorder. • Differentiate between lighter and more severe cases of eating disorders, the suitability for psychotherapy at different stages of illness. • Present a case for supervision, formulate a focus point, and to tolerate/contain being in an exposed position while his/her work is the subject of the dialogue. 	



Preparation for the 4th Year Assignment

Year of Training:	Year 4
Topic / undervisningsemne:	Theory and concepts in analytical psychology
Title:	Preparation for the 4 th year assignment
Author:	Pia Skogemann
Date for description:	July 2024
Description (short) / beskrivelse (kort):	
<ul style="list-style-type: none"> Review of the demands for the 4th year assignment. 	
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 the 4 th year assignment	
Skills /færdigheder – the candidates will after the teaching be able to:	
<ul style="list-style-type: none"> Start working on their own assignment 	
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"> Completing their training as Jungian psykchotherapist. 	
Bibliography /litteraturliste APA-system (preferably less than 15 years / gerne mindre end 15 år)	
A-litterature: Read Handbook p.49 ff	
<ul style="list-style-type: none"> 	
B litterature:	
<ul style="list-style-type: none"> 	



Trauma and Dissociation

Year of Training:	Year 4
Topic / undervisningsemne:	Theory and concepts in analytical psychology
Title:	Trauma and dissociation
Author:	Harri Virtanen
Date for description:	July 2024
Description (short) /beskrivelse (kort):	
<ul style="list-style-type: none"> • Trauma patient and their treatment in Jungian context 	
Subjects /emner:	
<ul style="list-style-type: none"> • Early trauma and its effects • Traumatic experience in later life • History of the concept • Dissociation as a defense, in normal psyche and the pathological dissociation • Dissociation in analytical theory 	
Form of teaching /undervisningsform:	
<ul style="list-style-type: none"> • Lecture, groupwork 	
Educational outcome / Læringsudbytte:	
Knowledge /viden – the candidates will have knowledge of:	
<ul style="list-style-type: none"> • Modern trauma theory and trauma informed therapy, collective trauma 	
Skills /færdigheder – the candidates will after the teaching be able to:	
<ul style="list-style-type: none"> • Identify trauma background, differentiate it from borderline traits • They can work therapeutically with trauma patients 	
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"> • Therapeutic work with trauma patients in different settings 	
Bibliography /litteraturliste APA-system (preferably less than 15 years / gerne mindre end 15 år)	
A-litterature: Opgiv antal sider!	
<ul style="list-style-type: none"> • Kalsched, D. (2013). <i>Trauma and the soul: A psycho-spiritual approach to human development and its interruption</i>. Routledge. • Kalsched, D. (1996). <i>The inner world of trauma: Archetypal defenses of the personal spirit</i>. Routledge. 	
B litterature:	
<ul style="list-style-type: none"> • Kalsched, DE (2015), <i>Revisioning Fordham's 'Defences of the self' in light of modern relational theory and contemporary neuroscience</i>. <i>J Anal Psychol</i>, 60, 477–496. doi: 10.1111/1468-5922.12165. 	



Pathological Narcissism

Year of Training:	Year 4
Topic / undervisningsemne:	Theory and concepts in analytical psychology
Title:	Pathological narcissism
Author:	Harri Virtanen
Date for description:	July 2024
Description (short) / beskrivelse (kort):	
<ul style="list-style-type: none"> Understanding narcissism as an early wound, and as continuum from healthy narcissism to pathological 	
Subjects /emner:	
<ul style="list-style-type: none"> Pathological narcissism/malignant narcissism 	
Form of teaching /undervisningsform:	
<ul style="list-style-type: none"> Lecture, groupwork 	
Educational outcome / Læringsudbytte:	
Knowledge /viden – the candidates will have knowledge of:	
<ul style="list-style-type: none"> Otto Kernberg on narcissism and countertransference Differences between antisocial personality and malignant narcissism Anger and hatred in narcissism Treatment of narcissistic personality disorder: TFP, contemporary object relationship theory 	
Skills /færdigheder – the candidates will after the teaching be able to:	
<ul style="list-style-type: none"> Identifying narcissism (in individuals, in couple relationships, in family relationships) Identifying analyst's own limits 	
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"> Clinical situations 	
Bibliography /litteraturliste APA-system (preferably less than 15 years / gerne mindre end 15 år)	
A-litterature: Opgiv antal sider!	
<ul style="list-style-type: none"> Kernberg, O. F. (1992). <i>Aggression in personality disorders and perversions</i>. Yale University Press. P. 67-84 Kernberg, O. F. (2011). <i>The inseparable nature of love and aggression: Clinical and theoretical perspectives</i>. American Psychiatric Publishing. P. 81-158 	
B litterature:	
<ul style="list-style-type: none"> Jacoby, M. (1990). <i>Individuation and narcissism: The psychology of self in Jung and Kohut</i>. Routledge. 	



Individuation and Wisdom

Year of Training:	4
Topic / undervisningsemne:	Theory and concepts in analytical identity
Title:	Individuation and wisdom
Author:	Pia Skogemann
Date for description:	July 2024
Description (short) / beskrivelse (kort):	
<ul style="list-style-type: none"> • What is the goal of individuation? The answer could be wisdom. 	
Subjects /emner:	
<ul style="list-style-type: none"> • Wisdom as an aspect of the Godhead (Sophia). Wisdom as a psychological achievement. 	
Form of teaching /undervisningsform:	
<ul style="list-style-type: none"> • Lecture. Group work. Discussion. 	
Educational outcome / Læringsudbytte:	
Knowledge /viden – the candidates will have knowledge of:	
<ul style="list-style-type: none"> • The different aspects of wisdom 	
Skills /færdigheder – the candidates will after the teaching be able to:	
<ul style="list-style-type: none"> • Understand what wisdom is and how it is different from cleverness 	
Competencies /kompetencer –In which situations and contexts can the candidate apply their knowledge and skills acquired during the instruction?	
<ul style="list-style-type: none"> • In their own life. In therapy. 	
Bibliography /litteraturliste APA-system (preferably less than 15 years / gerne mindre end 15 år)	
A-litterature: 24 p.	
<ul style="list-style-type: none"> • Skogemann, P. (1992): <i>Visdom som individuationens mål</i> (pp. 156-180) i: <i>Er jeg en sommerfugl, der drømmer</i>, Lindhardt og Ringhof 	
B litterature:	
<ul style="list-style-type: none"> • 	



Synchronicity and I Ching

Year of Training:	Year 4
Topic / undervisningsemne:	Theoretical concepts in analytical psychology
Title:	Synchronicity and I Ching
Author:	Lotte Snedevig
Date:	Nov. 2023
Description: The candidates receive a basic introduction to the Jungian concept of Synchronicity and a basic introduction to the theory and method of the Chinese tool of divination, I Ching.	
Subjects: In the teaching, the following subjects are introduced. <ul style="list-style-type: none"> • The history and development of the concept of Synchronicity • The theory and method of the Chinese tool of divination, I Ching. • Practical exercises of the I Ching 	
Form of teaching: Seminar form, introduction by teacher and working with interpretation in groups.	
Educational outcome / Læringsudbytte:	
Knowledge – the candidates will have knowledge of: <ul style="list-style-type: none"> • Jungs development of the concept of Synchronicity and the individual experience of the concept. • The theory and practice of the divination tool I Ching. 	
Skills – the candidates will after the teaching be able to: <ul style="list-style-type: none"> • Relate to the origin and the experience of the concept of Synchronicity • The practical use of I Ching. 	
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 the knowledge and skills in their therapeutic work with their clients. • The candidates can apply the knowledge and skills in their personal reflections on their individual development and experiences. 	
Bibliography /litteraturliste (preferably less than 15 years / gerne mindre end 15 år)	
A literature: <ul style="list-style-type: none"> • Jung, C.G. (2008): The structure and dynamics of the psyche”, <i>CW</i> 2, p. 419-531; §816-§871; <i>Synchronicity: An acausal connecting principle</i>. • <i>Foreword to I Ching</i> by C.G. Jung in <i>CW</i> 11, pg. 589-608 or download from http://www.iging.com/intro/foreword.htm • Windeleff, Jens (2021): <i>I Ching, Forvandlingernes bog; Introduktion til den danske oversættelse</i> (s.7-14), Richardt Wilhelms forord (s.15-30), Forlaget Klitrosen. 	
B literature: <ul style="list-style-type: none"> • Cambray, Joseph (2009/2012): <i>Synchronicity, nature & psyche in an interconnected universe</i>. Carolyn and Ernest Fay Series in Analytical Psychology • Schwartz, R.B. (2022): “A metaphysical approach to Yijing Hexagram interpretation: Fundamental aspects of change”, <i>Journal of Analytical Psychology</i>. • Wilhelm, Hellmut (1997): “The book of changes; <i>Heaven, Earth and man.</i>” Publications on Asia of the Henry M Jackson School of Interserier • Zhang, Wenzhi & Shen, Heyong (2021): “The philosophy of the Yijing and Jungian analytical 	



psychology: a comparative study”, *Journal of Analytical Psychology*.

C literature:

- Jacobi, Jolande(1987): *Jungs psykologi*, oversat fra tysk efter “Die Psychologie von C. G. Jung, 3.udgave, s.63-71”.
- Papadopoulos, R. K.(2006): *The Handbook of Jungian psychology*, “Theory, practice and applications” Page 89, 164, 210, 306, 314-315.
- Rosendahl, A. (2021): *Synkronicitet, når verden giver mening*. Akademeia Astrologica
- Stein, M. (2005): “Some reflections on the influence of Chinese thought on Jung and his psychological theory” pp 209-222, *Journal of Analytical Psychology*, Volume 50 nr. 2.
- Von Franz, Marie Louise (2002): *Om synkronicitet og spådomskunst*. Forlaget politisk revy.