



Guidelines for Candidates: Revised October 2006, November 2007, January 2009, August 2011, September 2011, April 2012, June 2012, September 2012, April 2014, June 2016, July 2017, June 2019, July 2020

Absences

- Attendance at the seminar weekends is mandatory.
- If absence cannot be avoided, the candidate must inform the Director of Studies via e-mail with a copy sent also to the teacher responsible for the seminar in question.
- Usually, an absence will mean that the candidate will need write an essay of approximately 2,000 words (5-6 standard pages at each 2,400 characters, including spaces) for each seminar/subject that has been missed. This has to be agreed with the teacher(s) in question.
- For Senior Candidates the Training Committee may upon request agree that the missed seminar/subject can be incorporated into one of their already existing essays or case-reports.

Case reports

Guidelines for case reports

1. *First session: initial impressions, reasons for analysis.*
2. *The analytic frame: frequency, payment, etc.*
3. *Personal and family anamneses*
4. *Analytical process with theoretical Jungian reflections focusing on e.g.*
 - a. *Childhood memories*
 - b. *Dreams*
 - c. *Other fantasy material, pictures, active imagination*
 - d. *Main themes of the therapy*
5. *Transference and countertransference*
 - a. *Transference observations should be regarded as an integral part of the process. Consequently, all of the above-mentioned issues may well reveal transference patterns.*
 - b. *Reflections on countertransference affects*
6. *Duration, total number of sessions, termination of the analysis (if the analysis is on-going please note this)*
7. *The supervisee's use of the supervisory process.*
8. *Conclusion*

The case report may be between 6,000 and 8,000 words in length (15 – 20 standard pages at each 2,400 characters, including spaces and notes, but excluding table of contents, appendices and bibliography). Longer case reports will not be accepted. See the guidelines for writing an essay for further instructions. Bear in mind that, as for the essays and the final article, you must also make references to the Jungian literature you are using to reflect on the cases in the case reports

Coaching

Candidates need to have a coach for each essay, for their oral examination, for each case report, and for their final article. He or she must as a minimum read the draft. The primary

tasks of the coach are to be supportive of the candidate and to help give the essay / examination / case-report / final article an optimal structure. It is, however, also the responsibility of the coach to inform the candidate about possible weaknesses in their theoretical and clinical approach before submission. Coaching by email up to two hours is a free service as regards all essays, case reports, the final article, and the oral examination. For additional coaching the candidate must allow for paid face-to-face meetings with the coach on his / her own expense.

Coach and second examiner for the essays

Concerning the essays, the teacher(s) of the seminar(s) relevant to the article should as a rule be the coach and, unless anything else is specified, the candidate may choose for themselves another member of Staff to be their second examiner. If, however, the candidate would prefer someone other than the seminar-leader to be his or her coach, an agreement must be reached between the candidate and the teacher in question as to who should then be the second examiner. In all cases, both the coach and the second examiner must be members of staff.

Coach, internal second examiner, and external examiner for the oral examination

The candidate chooses his or her coach for the oral examination while the Institute in each case will choose the internal second examiner for the candidate's exam. The director of training will provide a list of available coaches in good time. Both coach and internal second examiner must be members of the staff. The external examiner will be chosen from the group of external examiners by the Training Committee

Coach, internal second examiner, and external examiner for the case reports

Your supervisor would usually be a natural choice for a coach in writing the case report. Bear in mind that, in the course of the training, you must work with minimum 2 different supervisors. In other words, you should use a different supervisor for each case report.

For one case report you may choose a second examiner among the staff at the Jung Institute.

The other case report must be assessed by an external examiner and must thus be written in English.

If your supervisor is not a member of the Staff at the C.G. Jung Institute and you choose to write the externally assessed case report with this supervisor, you must in addition ask a second examiner from the staff to assess the report. In other words: Both case reports must be assessed by at least one member of the staff.

Coach for the final article

For the final article, the candidate may choose any member of the staff (see Training Regulations § 4) as his or her coach. The final article will be evaluated by an external examiner and must therefore be written in English. The candidate may choose an external coach who is not a member of staff on request. In this case, the candidate should then ask a second examiner from the staff to assess the final article.

The purpose of coaching is:

- * to make sure that your approach fits the framework of the article (essay, synopsis, case report, final article)

- * to provide you with personal guidance during the writing process

- * to ensure that the finished article meets the requirements with regards to structure and theoretical standard.

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

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

Good luck!

Protection of the personal analysis

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

In cases of disagreement

In cases where the coach and the second- or external examiner disagree whether an article is acceptable, all members of the Training Committee will read the article in question and a majority decision will be reached.

If the coach and the second- or external examiner are unanimous in their evaluation of an article, but the candidate finds their decision unacceptable, the candidate may appeal to the Training Committee. The Training Committee will then ask the relevant parties to discuss the matter, re. §13 in the regulations. Any final decision rests with the Training Committee.

Deadlines

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

Dream matrix

The dream matrix is an on-going social dreaming process; a session beginning most days' work. Participants may contribute any dream they would like to share. Comments and associations to the dreams are most welcome, but personal interpretations are not permitted.

Essays

Essay after the 2nd year (to be submitted by 1st February in the 3rd year):

Essay on fairy tales:

This essay may be between 8,000 and 10,000 words in length, including spaces and notes, but excluding table of contents, appendices, and bibliography). Longer essays will not be accepted. The task is a thorough Jungian interpretation of a fairy tale that has not already been systematically analyzed in the available literature.

By this is meant that the text must be structured (according to von Franz or Pia Skogemann), and there must be interpretations of each symbolic motive with archetypal amplifications (e.g.

could be from other fairy tales). You may, but do not have to, include other interpretations like Dieckmann, Asper or Kalsched for illumination/ discussion. Clinical or real-life examples should also be included. Further instructions concerning preparation, coaching etc. will be given by the teachers of the subjects.

Essay after the 3rd year (to be submitted by 1st September in the 4th year):

An essay on the work with infant observation.

It shall be 10 pages, 3-4000 words long.

Based on your own supervised infant observation reports, the teaching, and the literature, reflect upon how the experience with infant observation is useful in the work as an analyst, with special focus on the (embodied) countertransference.

Guidelines for the writing of an essay

Divide your text into smaller sections with subtitles and an extra line break between sections.

Use endnotes, typically with references to author, year, and page.

The writing of the essays is to be regarded as practice for the final article. Moreover, candidates should accustom themselves with the standards required for publication and therefore strict academic standards must be adhered to. (See also the section about the final article)

The maximum number of pages for an essay is inclusive of notes but excluding bibliography and appendices. Appendices may hold reference texts, such as e.g. a fairy tale but not discussions by the author.

Take care to disguise your clinical material appropriately if used in the essay.

An English summary must be provided.

Submission

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

Examination

The oral examination: In February, after the first year there will be an oral examination. The subject is the "Basic Concepts of Analytical Psychology" as taught during the One Year Foundation Course and the first year of the training.

The examination will be conducted by a coach and the presentation evaluated by both an external and an internal second examiner. The examination will be conducted in English and lasts for a maximum of 30 minutes. The first 15 minutes are reserved for the candidate's own presentation while the last 15 minutes are used for a dialogue between the candidate and the coach and second examiners. The presentation will then be evaluated without the candidate being present and the result given as either "pass" or "not passed" together with a short explanatory statement.

The candidate must submit a written **synopsis** (in English) by e-mail to the director of studies before February 1st of the relevant year, which will serve as the basis for the examination.

The candidate must choose a coach for the synopsis and this person will also conduct the exam. The personal analyst can be chosen as neither coach nor second examiner.

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

- 1. Introduction:*** a) Choose a **subject** from the basic concepts such as e.g. "Archetypes", "Complexes", "Anima", "Shadow", "Dreams", "Typology", etc. b) Specify a particular **focus**, such as "Jung's concept of the Anima and examples of the further development of the concept"; or "Jung's concept of the Archetypes with a special regard to the

Father Archetype. c) Explain more fully your choice of subject and focus.

2. **Outline:** A brief overview of the issues the candidate intends to cover in his/her oral presentation. These must include both theory and application of theory, in the form of clinical or everyday-life examples. The overview is not your speaking paper, but an outline of what you intend to do with your 15 minutes.
3. **Literature:** Please note that all literature, rated as A-literature for the Foundation Course and for the seminars of the first year, are required reading for the oral examination. The synopsis must include a bibliography listing the relevant part of the abovementioned A-literature, as well as any additional literature used for the synopsis.

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

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

Candidates who are unable to attend due to illness or for other valid reasons and candidates who do not pass the examination will subsequently have to write a 20 page essay in English in accordance with the guidelines above. (See also **Essays**) The coach for the essay and the external examiner will evaluate this and decide whether the candidate has passed or not.

Experiential work

An experience-based way to learn about and work with creative and symbolic processes. E.g. dream matrix, sand play or painting.

Final article

The final article may be between 8,000 and 10,000 words in length (20 – 25 standard pages at each 2,400 characters, including spaces and notes, but excluding annexes, table of contents, summary, and bibliography). Longer articles will not be accepted. The final article must cover a subject of relevance to analytical psychology. The article must include theoretical considerations illustrated by clinical or symbolic material. The article should make a contribution, so not just be a restatement of what others have already said. It should demonstrate that the candidate understands and is able to use Jungian theories and methods of interpretation in practice. The article should, regarding references and footnotes, comply with the standards required for publication in a Jungian journal such as *The Journal for Analytical Psychology*. Do not include anything in the reference list that is not quoted from or mentioned directly in the text of the article.

The language must be readable in English.

It is the candidate's own choice and responsibility to try to get her/his article published. In this respect it is important to know that if the author's English is not up to publishable standard, the author needs to find an editor on her/his own and pay for the fix-up. Sometimes people write articles in their own language and ask a translator to take it over and put it into publishable English.

There are many ways to write such an article; ranging from case studies to more theoretical subjects, and we do not want to stifle your creativity by giving guidelines that are too specific. The first step in the process of writing an article is the submission of a synopsis outlining what you intend to write.

Suggestions:

Outline the aim of the article. (Why this topic? – what is it about it that interests you?)

Identify a gap in the literature. (Has anyone else written about the topic in question? What did they have to say about it? What do you think you might add?)

Review the relevant literature.

Approach the topic from your own point of view and explore it. In the conclusion: review what you have written and summarise what you have added or contributed to the topic.

Every text quoted should be referenced fully in the references section with page numbers for articles. All films, books and artwork should be appropriately referenced. All texts influencing or informing the writer but not directly referred to should be referenced in a bibliography.

The difference between quoting and paraphrasing should be very clear.

1. Quotes should be in inverted commas. When quoting more than 40 words the quote should be set apart in an indented paragraph.
2. When paraphrasing, the appropriate reference with page numbers should be given, i.e. John Smith in his research found that ... (Smith 1985, p. 23)
3. Wherever possible use your own words to explain what someone said and only quote when necessary. For example: Bloggs (1997) tells us that Jung thought that ...
4. Or Jung thought that ... (Bloggs 1997). In both these cases the point is made that the information is derived from Blogg's material.
5. It is best to quote directly from source where possible.

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

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

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

Group supervision

Consists of the group of candidates with different supervisors over the years. A total of 150 hours of group supervision will be given over the last 4 years. The candidates present a case to the group, which will be discussed by the group together with the supervisor.

There will also be other types of training in psychotherapeutic skills, e.g. the occasional analysis of videotaped sessions and process analysis.

Infant observation

During the second half of Year 2 and the first half of Year 3 you will be training infant observation. You will have to make in all 8 observations, 4 in the autumn and 4 in the spring. You will in good time receive guidelines on how to find a baby and its family, how the observations should be conducted, and how you should write about your observations. After having finished the observations you must write a short, summarizing report.

The report must be submitted by September 1st in the 3rd year.- to the babyobs teacher as well as TC

Literature

Before every seminar, the seminar leader will supply a list of required and suggested reading.

Petitum

The petitum is your personal list of all the literature you have read in the course of the training. This list must be approved by the training committee at the end of the 4th year. Recommendations were given by your teachers but how much of this did you manage to read? Conversely, you will probably have studied additional literature in connection with your essays. Please divide your literature into subgroups with headings such as "basic concepts", "psychology of religion", etc.

Although there is no fixed curriculum, a list of important works by Jung is given below:

- CW 2: *Experimental Researches*. 1973
The Association Method
- CW 5. *Symbols of Transformation*. 1956; 2nd edn, 1966
- CW 6 *Psychological Types*. 1971
Ch. X General Description of the Types
- CW 7. *Two Essays on Analytical Psychology*. 1953; 2nd edn, 1966
- CW 8: *The Structure and Dynamics of the Psyche*. 1960; 2nd edn, 1968
- CW 9: i. *The Archetypes and the Collective Unconscious*. 1959; 2nd edn, 1968
- CW 9: ii. *Aion*. 1959; 2nd edn, 1968
Ch I-IV (Ego, Shadow, the Syzygy, Self)
- CW 11: *Psychology And Religion: West And East*. 1958; 2nd edn, 1969
Psychology and Religion
- CW 16: *The Practice of Psychotherapy*. 1954; 2nd edn, 1966
- CW 17: *The Development of Personality*. 1954
Marriage as a Psychological Relationship
- CW 18: *The Symbolic Life: Miscellaneous Writings*. 1976
The Tavistock Lectures

An abstract of the Collected Works is available at <http://iaap.org/resources/academic-resources/abstracts-of-the-collected-works.html>

In addition to the above-mentioned literature by C.G. Jung, a substantial amount of scientific Jungian and post-Jungian literature forms the theoretical basis of the training. The seminar leaders will supply reading lists prior to each seminar where the literature is subdivided into essential, suggested and background literature.

As examples of scientific post-Jungian literature, which presents an overview of the theoretical basis of Analytical Psychology, we would suggest the following:

- The Discovery of the Unconscious, Henri F. Ellenberger, Basic Books, USA, 1970.
- Jung and the Post Jungians, Andrew Samuels, Routledge 1985
- Jung's Map of the Soul, an Introduction, Murray Stein, Open Court, 2003
- Jungian Psychoanalysis, ed. Murray Stein, Open Court, 2010.

Photocopies

Photocopies of articles are covered by the study fee. Copies of entire books are, however, at the candidate's own expense.

Practicing in Denmark - in Danish

De af jer, der er læger eller psykologer, bør følge retningslinjerne fra jeres respektive fagforeninger.

- Psykoterapi er et momsfrataget erhverv.
- Man skal registrere sig hos Told og Skat som enkeltmandsfirma, branche "psykologisk rådgivning". Så skal man betale lønsumsafgift og er B-skatteyder. NB! Man skal først betale lønsumsafgift, når ens indtægt har oversteget 80.000 kr. pr. år, se

<http://www.skat.dk/SKAT.aspx?oID=2040163>

- Egentlig skal man føre kassekladde, men man skal i hvert fald gemme kvitteringer og lave et regnskab.
- Hvis man ikke er glad for regnskaber, så ansæt en revisor til selvangivelsen.
- Der er en masse ting, man kan trække fra. Kontorhold, lokale (hvis det er i hjemmet, kan det volde vanskeligheder at få det godkendt), telefon, deltagelse i kongresser osv.
- Som sagerne står, bliver man ikke i Danmark sagsøgt for "malpractice", og det har indtil nu været umuligt at forsikre sig imod det.
- Men man bør få en ansvarsforsikring for sin virksomhed, hvis personer kommer til skade, noget går i stykker eller bliver stjålet. RUNA tilbyder en særlig aftale, hvis man er medlem af Psykoterapeutforeningen. Instituttet har ikke en forsikring, der dækker, hvis nogen falder på en sneglat vej uden for jeres egen bolig.

Psychiatric experience

It is the responsibility of the candidate to acquire clinical psychiatric experience equivalent to an internship of the duration of once or twice a week for 2 – 3 months or every working day for 3 weeks.

Merit may be given after an application to candidates who already have clinical psychiatric experience.

Reports from teachers and supervisors

After each seminar, your teachers will submit a teaching report to the Training Committee. This will note absences, describe the general procedure and content of the day, and f.i. who presented either something theoretical or a case in group supervision. The details of a case itself is of course confidential and will not be in the report.

The supervisor(s) you meet for individual supervision will once a year together with you fill out a supervision report.

Study groups

Candidates are encouraged to form smaller study groups among themselves.

Theory

Theory is generally taught in the context of seminars and workshops. Candidates are expected to study the suggested literature, to take turns in giving oral presentations of aspects of the theoretical subjects, and to write essays.

These Guidelines are subject to change as the process continues and will be reviewed from time to time by the Training Committee.