



**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, June 2020, January 2021, June 2022, October 2022, April 2023.

These guidelines are intended to be a helpful tool for the elements of the training. They comprise a more detailed description and should be seen in connection with the Regulations which describe the formal aspects of the training.

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## **Absences**

Attendance at the seminar weekends is mandatory.

If absence cannot be avoided, the candidate must send a notice to [institut@cg-jung.dk](mailto:institut@cg-jung.dk)

For the Foundation Course: In case of more than 10% of absence, the number of sessions of attendance will be noted on the Diploma / Certificate which is handed out in the end of the course.

If the participant intends to continue to the following Training in Jungian Analysis the Training Committee may ask the participant to write a short essay (5 – 8 pages) to demonstrate that the subjects missed are understood.

For the Training from 2. year and onward: One day absence: a paper of 2-3 pages on a subject given by the teacher, two days absence 5-6 pages on the same subject. If a conference day is missed, there would be an essay of 1000 words for that subject. This must be agreed with the teacher(s) in question.

Absence on days with group supervision the candidate must take additional individual supervision equal to half of the group supervision hours (I.e., a missed day of 6 sessions equals 3 extra hours of individual supervision). The extra hours will be added to the 100 required hours of individual supervision.

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.

## **Examinations (Essays, Oral Exam, Case-reports, Final Article)**

### **General remarks**

Below you will find the requirements for the examinations during the 6 years of the full training:

1. The Essay at the Foundation Course. Pass or not pass.
2. The Oral Exam after the second Year (externally examined. Pass or not pass)
3. The Essay on a Fairy-tale Interpretation in the third Year (externally examined and graded)
4. An action research presentation in the beginning of the fourth year. Pass or not pass.
5. The Case Report after the fourth Year (externally examined and graded)
6. The Case Report after the fifth Year. Pass or not pass.
7. The Final Article after the sixth Year (externally examined and graded)

After the requirements for each of these examinations, you will in this section about Examinations find the following:

8. Guidelines for the Writing of an Essay
9. Coaching
10. Submission
11. Deadlines and Extension
12. Remarks regarding the Personal Analyst
13. Cases of Disagreement between the Examiners
14. Complaint Procedure

## Essays, Oral Exam, Case-reports, Final Article

### 1. The Essay at the Foundation Course

#### *Essay to be submitted by 1<sup>st</sup> September in the year of the Foundation Course:*

The essay may be between 2,000 and 4,000 words in length (5 – 10 standard pages at each 2,400 characters, including spaces and notes, but excluding table of contents, appendices, and bibliography). Longer essays will not be accepted. The essay must demonstrate the ability to use the Jungian Concepts and must be an analysis of a fairy tale, a short story or novel, a dream or dream-series, a picture, sand-tray, advertisement, film, or song. Or it may be a case report with theoretical reflections.

### 2. The Oral Examination after the Second Year (externally examined)

In February, after the second year there will be an oral examination. The topic should be chosen from the themes 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 the coach and an external examiner. The examination may be conducted in Danish or 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, the external censor and the coach. 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** already approved by the coach by e-mail to the director of studies before January 15<sup>th</sup> of the relevant year, which will serve as the basis for the examination.

The candidate must him- or herself choose a coach for the synopsis. The personal analyst cannot be chosen as coach.

**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 your **topic** such as e.g., "Archetypes", "Complexes", "Dreams", "Typology", "the Self" etc. etc. b) Specify a particular **focus**, such as "Jung's concept of the Self 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. Bear in mind that the presentation cannot last for more than 15 minutes, and that the synopsis is not a speaking paper. There is a difference between describing what one will do and doing it.
- 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 coach and the external examiner, 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 examination is 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 must do an online retake of the exam. The candidate may choose a new coach if he/she wishes so. The coach and the external examiner will evaluate the retake and decide whether the candidate has passed or not. In case of disagreement the external examiner has the final decision. Only two retakes are possible.

### **3. The Essay on a Fairy Tale Interpretation in the middle of the third Year**

***Essay to be submitted by 1<sup>st</sup> September in the 3<sup>rd</sup> year:***

This essay 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 essays will not be accepted. The task is a thorough Jungian interpretation of a fairy tale that has not already been analysed in the available literature.

By this is meant that the text must be structured (according to von Franz and/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.

The essay will be externally examined and graded.

### **4. The action research exam in the beginning of the fourth year.**

Groups on 4 or 3 persons shall meet online 4 times á 1,5 hours at a pre-set time outside the seminars during February. The groups will themselves define a research question and go through a process with the regular online meetings. Between each meeting each member takes notes in a diary as a method (in writing or/and drawing) to document the process.

The process shall end in a product in the form of a powerpoint, showing the beginning, the process and the result. Each member must participate actively in the presentation. The presentation should be half an hour. One day in March will be used for these presentations.

A member of the TC will be available for help online.

The research question must be relevant in relation to the group member's daily practice – whether it be of an educational, workplace or therapeutic nature.

The theme must be formulated so broadly/generally that everyone can see themselves in it:

An example:.. How can I use diary writing (Journaling) to improve or further develop my own reflective practice [as a therapist/student/]?

It will be judged as pass or not passed

### **5. The Case Report after the fourth Year (externally examined)**

***Case report to be submitted by 1<sup>st</sup> February in the 5<sup>th</sup> year***

### **6. The Case Report after the fifth Year**

***Case report to be submitted by 1<sup>st</sup> February in the 6<sup>th</sup> year***

#### ***Guidelines for both 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 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. It is very important that the identity of the client is disguised properly.

## **7. The Final Article after the sixth Year**

### ***Final article to be submitted by 1<sup>st</sup>. February of the 7<sup>th</sup> year***

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 a 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.

## **Guidelines for Essays**

### **8. General Guidelines**

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.

### **9. 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 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 and external examiner for the oral examination***

The candidate chooses his or her coach for the oral examination. The director of training will provide a list of available coaches in good time. The coach must be a member 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, during 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 may 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 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!

## **10. Submission**

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

## **11. Deadlines and Extensions**

As mentioned, 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.

## **12. Remarks regarding 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.

## **13. Cases of Disagreement between the Examiners**

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.

## **14. Complaint Procedure**

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. For this and other kinds of complaints, see §14 in regulations.

## **Literature**

### **General**

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 during the training. This list must be approved by the training committee at the end of the 4<sup>th</sup> year. Recommendations were given by your teachers but how much of this did you actually 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.

## **Choice of Analyst, Supervisor and Coach**

### **Analyst**

Personal analysis must be done with a Jungian Analyst IAAP. The major part of the analysis must be done with a member of DSAP. For further details and dispensations see Regulations §6

### **Supervisor**

The personal supervisors must be members of DSAP and approved as supervisors by the Jung Institute. Please see the list on the website <https://cg-jung.dk/cg-jung-institut-kbh/supervisorer/>  
For further details and dispensations see Regulations §8

### **Coach**

Normally the coach is a member of the Staff. For further details see item 9 in these Guidelines about Coaching.

## **Other Elements of the Training**

### **Dream matrix**

As dreams and symbols have an important role in the Jungian practice dream matrixes during the training provide the candidate with a great number of dreams, creating a solid basis for further experience and investigation.

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.

### **Experiential work**

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

### **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.

**Study groups**

Candidates are encouraged to form smaller study groups among themselves.

## **Survey monkey, yearly report and supervisory report**

They are the three evaluation-systems running through the training. It is mandatory to submit them to the TC.

*Survey monkey* is a questionnaire submitted individually to each candidate after each seminar, asking the candidates to rate the subjects and add comments. They are important to the Training Committee to monitor the training.

*The yearly report* keeps track on the progress of each candidate regarding essays written, numbers of analytic sessions, supervision sessions, and supervised client sessions. But they also invite the candidate to a yearly self-evaluation.

*The supervisory report* is a questionnaire filled out by the supervisor and submitted to the Training Committee every year before June 1st and at the end of a process/end of the training

## **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.

## **Practical Matters**

### **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 "mal practice", 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.

### **Disclaimer**

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