



**C.G. JUNG Institute Copenhagen**

Danish Association for Analytical Psychology (DSAP)

member of the International Association for Analytical Psychology

**Regulations For  
the 4-Year Training as  
Jungian Psychotherapist**

**Temporary 2024**

**C.G. Jung Institute, Copenhagen**



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## Preface

*The requirements for certification have changed from 2024, when the Jung Institute must be re-certified. The process will extend throughout 2024, therefore a temporary training program is needed.*

*The purpose of this Training Program as a framework description is to give candidates of the Institute an overview of the frames, conditions, and basis of the Jungian Psychotherapist Training Program and to describe the structure, content and requirements of the program.*

*As a new feature, the Jungian Psychotherapist Training Program has added teaching in research in psychotherapy from February 2024.*

## C.G. Jung Institute Copenhagen's Training Programs

C.G. Jung Institute Copenhagen offers a comprehensive three-step private Training Program in Analytical Psychotherapy and - Analysis, comprising the following:

1. A one-year Foundation Course in Analytical Psychology.
2. A four-year Training as a Jungian Psychotherapist (Building upon the Foundation Course with an additional three years). This training provides access to associate membership of the Danish Society for Analytical Psychology (DSAP) and to membership of the Danish Psychotherapist Association (Dansk Psykoterapeutforening, DPFO).
3. A six-year Training as a Jungian Analyst (Building upon the four-year training as a Jungian Psychotherapist with an additional two years). This training qualifies individuals for membership in the International Association for Analytical Psychology (IAAP). The Training Program for this will not be included here.

Analytical Psychology is rooted in theories developed by C.G. Jung and expanded upon by his successors. The scientific starting point is phenomenology used as an empirical research method.

In Jungian Psychology, two main aspects help us understand the human psyche.

1. The clinical aspect involves diagnosing and creating theories about the structures and dynamics of the psyche.
2. The symbolic aspect is expressed through fantasies, dreams, fairy tales, mythology, art, literature, religions, and rituals.

The clinical aspect is closely related to psychiatry and clinical psychology, while the symbolic aspect draws from the humanities, sociology, anthropology, and pedagogical studies. Both aspects are equally significant in Jungian psychotherapy, making it essential for Jungian Psychotherapists and -Analysts to have diverse academic backgrounds that encompass all these areas.



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The one-year Foundation Course is designed for individuals with a relevant education, such as psychotherapists, healthcare professionals, HR personnel, teachers, and pedagogues, seeking new inspiration or continuous professional development.

If applicants for the one-year Foundation Course wish to progress into the subsequent training as a Jungian Psychotherapist or Jungian Analyst, they must meet specific requirements as outlined below.

The four- and six-year Training Programs are intended for individuals with strong mental faculties, creativity, and a capacity for self-reflection. Candidates should have a genuine interest in understanding people and the underlying reasons for their attitudes and behaviours. Additionally, they must possess empathy, an aptitude for grasping the symbolic dimension, both individually and collectively within cultural and historical contexts, and maintain a high level of personal integrity and ethical standards.

The Training at the Jung Institute has three key components: Theory, Training Analysis and Supervision. The four- and six-year Training Programs comprises theory and methodology, practice training, and group supervision. In addition to this, candidates must engage privately with a Training Analyst and an Individual Supervisor. The training analysis is required throughout the training and is an important part of the practice training where it functions as a master apprenticeship, giving the candidates insight into their own complexes and an understanding of how their life experiences influence their work as therapists. The individual supervision also functions as a master apprenticeship where the candidate learns from their supervisor.

The four-year training as a Jungian Psychotherapist includes modules covering the theory of science, simple documentation, and research methods for research, primarily in the candidate's own practice.

The six-year training as a Jungian Analyst builds on the previous four years but adds the more complex ideas in the Jungian psychology and concludes with a final article on a level that might be published in an international Jungian journal. The Training Program for this is not included here.

Non-Danish applicants are responsible for verifying whether the training they receive at the institute is recognized in their home country.

The language of the training is English.

## **The Aim of The Training**

The aim of the training is to qualify candidates to practice analytical psychology as Jungian Psychotherapists at a level consistent with the current national standards as required by the Danish



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Psychotherapist Association. As Jungian Analysts, candidates should in addition meet the international standards for Jungian Analysts.

Candidates will develop the competence to work clinically with adults of all ages on a wide range of issues, most often in long-term therapy. This may include assistance with personal development, crises, stress, anxiety, grief, depression, as well as relationship problems and narcissistic disorders or borderline issues. Furthermore, candidates will receive instruction in psychiatry to gain an understanding of when private Jungian Psychotherapy and -Analysis is contraindicated.

The primary working area for Jungian Psychotherapists/Analysts is private practice.

As the Institute is a Group Member of the International Association for Analytical Psychology (IAAP), our members are required to follow a policy of non-discrimination based on race, religion, ethnic origin, gender, and sexual orientation.

## Qualification Frame and Learning Objectives

The psychotherapy training provides the candidates with the following competency profile according to level 7 in the Qualifications Framework for Lifelong Learning:

### Knowledge

After completing the Jungian Psychotherapist program at level 7 in the Qualification Framework of Lifelong Learning, the student has knowledge and can reflect upon:

1. The theory, concepts, methodology and forms of intervention of Analytical Psychology as the basis for the practice of Jungian psychotherapy, including the possibilities and limitations, as well as the history of Analytical Psychology and its scientific basis in phenomenology.
2. Choice of an approach to the client in dealing with specific and complex psychological and psychopathological challenges, and other life circumstances.
3. Research-based theories and methods within the field of psychotherapy as a basis for the practice of psychotherapy.
4. Lead and conduct therapy processes within a framework of understanding based on the theory and principles of Analytical Psychology.
5. The scientific basis for independently collecting, analysing, documenting, and communicating research in their own practice as a Jungian Psychotherapist.
6. Theory of science, quantitative and qualitative research methods. Including various scientific methods for data collection and data analysis in connection with research in own practice and supervision.



7. Ethical frameworks and relevant legislation for the practice of Analytical Psychotherapy and research in own practice.
8. Accessible platforms with information and research in psychotherapy, especially Analytical Psychology, for continued professional updating and development of own psychotherapeutic practice.
9. Jungian Psychotherapists' framework for the practice of therapy is in private practice.
10. Own personal resources, limitations, and development potentials in relation to psychotherapeutic practice, as well as the necessity of professional supervision as a tool to ensure professional development.

## Skills

After completing the Jungian Psychotherapist program at level 7 in the Qualification Framework of Lifelong Learning, the student has skills and mastery of the therapeutic process by being able to:

1. Meet the client with professional empathy and Jungian analytical attitude and offer contact and presence in dialogue, both verbally and non-verbally, in collaboration with the client.
2. Organising and conducting Jungian therapy processes adapted to the individual client.
3. Critically select, apply, and evaluate scientifically based psychotherapeutic methods and tools relevant to the work with analytical psychotherapy.
4. Consider, select, and apply appropriate psychotherapeutic interventions in relation to specific challenges in therapy processes.
5. Identify and formulate research-relevant issues, justify choice of methods, search for and apply relevant theory and research literature, and collect and analyse data in relation to their own psychotherapeutic practice within analytical psychology.
6. Apply a variety of research methods in relation to analysing, processing, and documenting their own clinical data from psychotherapy sessions based scientific theoretical principles.
7. Independently communicate and discuss psychotherapeutic practice on a theoretical and research-based basis to peers and other partners.
8. Provide psychotherapeutic treatment in accordance with the current ethical rules of the Danish Psychotherapist Association (DPFO) and the Danish Society for Analytical Psychology (DSAP).
9. Explore and create awareness of their own personal resources, learning processes, and development potential in relation to their psychotherapeutic practice through professional supervision and training analysis.

## Competencies

After completing the Jungian Psychotherapist program at level 7 in the Qualification Framework of Lifelong Learning, the student has the competencies to:

1. Be able to fulfil the function as Jungian Psychotherapist in private practice.



2. With a Jungian analytical attitude, handle and navigate complex and development-oriented situations in relation and dialogue with clients.
3. Apply psychotherapeutic knowledge, methods, and skills to conduct psychotherapeutic treatment with analytical psychology, including the ability to prepare, implement, and evaluate therapy processes.
4. Apply independent, critical, and research-based skills to the investigation, analysis, documentation, and processing of complex clinical issues, including planning, implementation, and evaluation in the form of documentation and reporting.
5. Be able to take professional responsibility for, initiate, enter into and implement professional and interdisciplinary collaborations involving psychotherapeutic professionalism.
6. Communicate psychotherapeutic practice, theory, and research to relevant collaborators and peers in an ethically responsible and professional manner.
7. Through the use of professional supervision, take responsibility for and translate insight into their own resources, professional development, and specialisation in psychotherapeutic practice.

## Learning Outcomes for the Individual Themes

The following description of the structure and content of the training is simplified. Most academic areas span multiple study years, with progression in depth and complexity. Teaching methods also vary within each area.

### **The themes and focus of the four years are:**

- Year 1: Introduction to basic concepts and methodology in analytical psychology
- Year 2: Preparing for clinical work, deepening knowledge, and methodology in analytical psychology. Introduction to research.
- Year 3: Clinical work with clients, focus on developmental psychology, symbolic interpretation and continuing research.
- Year 4: Clinical work with clients, focus on psychotherapy as research-based practice and finishing training as a Jungian Psychotherapist.

### **Year 1: Introduction to Basic Concepts and Methodology in Analytical Psychology**

The first of the two stages of the program is the foundation course, where participants are introduced to analytical psychology's basic understanding of the human psyche and the interaction between the individual's inner and outer world. Participants are also introduced to the Jungian understanding of the psyche's inherent potential for lifelong growth and development of the unique



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individual, called individuation. Students are taught the analytical psychology model of the psyche and the basic concepts of analytical psychology.

The training is a combination of theory on basic concepts and practical exercises where participants practice Jungian methods of symbolic understanding. The focus is on the participants' personal development, which is incorporated into the training through group exercises and -processes. This way of working is applied to all four years and develops self-awareness and the ability to be aware of and move within one's own psychological patterns and processes.

## Goals

The Candidate has achieved:

- A basic and coherent understanding of Jungian theory and fundamental concepts of analytical psychology.
- A certain knowledge of the methodology of analytical psychology.
- A certain knowledge of interpretation of symbols.
- An understanding of the interaction between the individual's inner and outer world.
- The development and strengthening of the ability for self-reflection, self-awareness, and self-insight.
- An ability to be aware of and flexible in her/his psychological patterns and self-organizing processes.
- The experience of her/himself in relation to others.
- A theoretical foundation for further training.
- An experience of regular personal therapy with a Jungian Analyst.

## Year 2: Preparing for Clinical Work, Deepening Knowledge, and Methodology in Analytical Psychology. Introduction to Research

The second year focuses on preparing candidates for therapeutic work with clients in the third year. This is enacted through theory of the therapeutic process and methods, training in role-playing and group supervision with clinical cases. There is also focus on the processes and dynamics of the training group as a study group, providing a supportive foundation for the training and candidate's development as an individual and future therapist.

Instruction in psychiatry begins, providing candidates with knowledge and insight into psychopathology and the possibilities and limitations of psychotherapy related to this area.

Concurrently, the work on a deeper theoretical understanding, application, and reflection of analytical psychology's theory and methods continues.

Research principles and perspectives are introduced.



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The training analysis plays a pivotal role by currently digesting the personal impact on the candidate coming from the theoretical and practical content of the training.

### **Goals**

The candidate has achieved:

- Knowledge about the Jungian therapeutic process and methods
- Experiences of the psychotherapeutic setting through role-playing, group supervision, and training analysis.
- To apply the relevant Jungian analytical knowledge to symbolic and clinical material.
- A fundamental theoretical knowledge of psychiatry and psychiatric diagnoses.
- A theoretical knowledge and experiences of study group processes and dynamics.
- An awareness of changes in relationship to others and the ability to relate to them and respond appropriately in the clinical training and in the training group.
- Further self-insight into her/his own internal processes and the interaction with her/his surroundings through the training and training analysis.
- A budding identity as a Jungian Psychotherapist.

### **Year 3: Clinical Work, Focus on Developmental Psychology, Symbolic Interpretation and Continuing Research**

In the third year, the focus is on the candidates' clinical work with clients under individual and group supervision. In group supervision, theoretical, methodological, ethical, and relational issues in therapy are explored and reflected upon through clinical cases from the candidates' practical work. This contributes to the achievement of a broader clinical and practical experience base as a Jungian Psychotherapist than candidates can acquire individually. The symbolic attitude is developed theoretically and practically through the interpretation of fairy tales, theory, and practical exercises in sandplay.

The professional identity as a Jungian Psychotherapist is strengthened through knowledge and training in the core competencies of the Analytical Psychotherapist as well as ethics and legislation. Teaching in psychiatry continues.

New areas in the program are psychological development theories, as well as teaching (infant research) research theories and psychotherapy as research-based practice (action research).

The importance of the training analysis continues and is especially important now due to working with the candidate's own clients under supervision.

### **Goals:**

The candidate has achieved:



- Beginning their practice with clients in analytical psychotherapy and individual supervision.
- Presenting clinical cases for group supervision.
- Knowledge of and practice the core competencies, identity, and ethics of the Jungian Psychotherapist.
- Insight into establishing therapeutic relationships and into interacting with clients (including transference and countertransference)
- Insight into psychological developmental theories with a focus on the child's early development, and infant research.
- How to interpret fairy tale symbols and link the interpretation to the individuation process of analytical psychology.
- Knowledge of ethics in psychotherapy
- Knowledge of DPFPO's, DSAP's and IAAP's current ethical guidelines and relevant Danish legislation on confidentiality and data rules.
- Knowledge of psychotherapy as a research-based practice.

#### **Year 4: Clinical Work, focus on Psychotherapy as Research Based Practice and Finishing Training as Jungian Psychotherapist**

In the final year of the program, analytical psychology is put into historical perspective and context with the history of psychotherapy and other schools of thought. Candidates gain knowledge of the interfaces between normal psychology and psychopathology in relation to narcissistic wounds, trauma, dissociation, and addiction. Group supervision is a major focus this year. Another major area this year is the theory of practice-based research and training in research-based practice. As a prelude to the final clinical assignment, the year starts with a group project in action research. **The final assignment is a research-based clinical case (awaiting final description).**

#### **Goals**

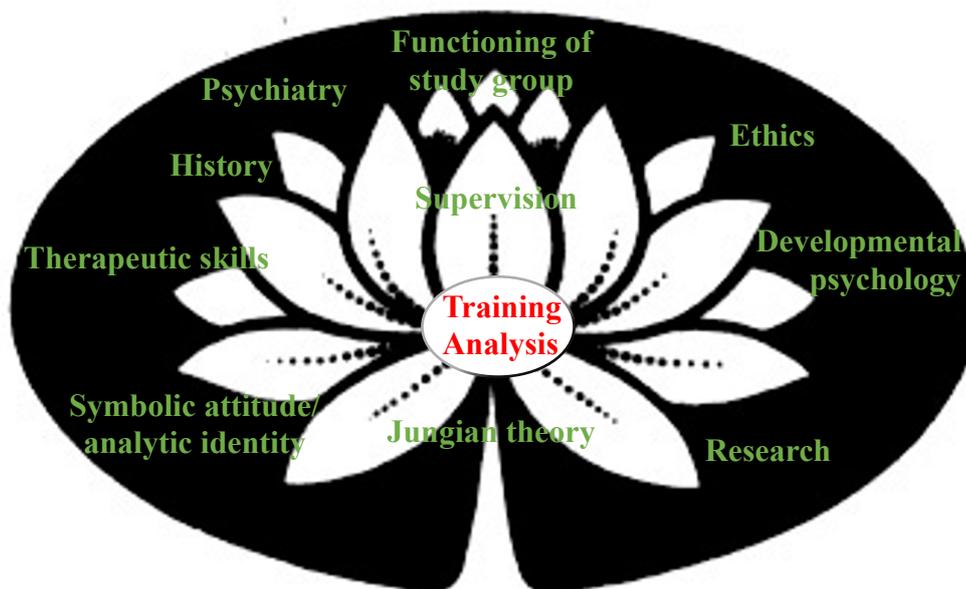
The candidate has achieved:

- Knowledge of the history of psychotherapy and the theoretical directions of psychotherapy.
- Knowledge of the place of analytical psychology in the psychotherapeutic field.
- Knowledge of the interfaces between different psychological and psychopathological conditions.
- Knowledge of research theories, directions and methods.
- Knowledge of first-person action research.
- Has through the final assignment, learned to apply and demonstrate knowledge skills and competencies corresponding to the requirements of the level 7 competence profile.



### Overview of the Topics in the Training.

The following figure illustrates the training as a symbolic metaphor, where training analysis constitutes the ovary of the lotus flower, the core of the training, around which the other topics are positioned.



*The Training as a Symbol, our Logo*



The table below shows the content of the training presented in headings and how it is distributed over the four years of training:

Topics in the training	Year 1	Year 2	Year 3	Year 4
1. Theoretical concepts and methodology in analytical psychology	→	→	→	→
2. Development of symbolic attitude and analytical identity	→	→	→	→
3. Development of therapeutic skills		→	→	→
4. Supervision - individual and in group		→	→	→
5. Developmental psychology			→	→
6. Research in psychotherapy			→	→
7. The history and development of psychotherapies				→
8. Ethics & law in psychotherapy		→	→	→
9. Psychiatry – (including internship)		→	→	→
10. Functioning of the study group	→	→	→	→
11. <i>Training Analysis*</i>	→	→	→	→

\*Is mandatory throughout the entire training.

### Description of the Topics of the Training

The following sections describe the content of the 11 main areas of the program and will be elaborated in the final version.

#### Theoretical Concepts and Methodology in Analytical Psychology

Extensive teaching in the theories of C.G. Jung, the post-Jungians, and kindred schools in Psychoanalysis with an emphasis on how these are related to practical clinical work with a scientific basis in phenomenology. Critical thinking and discussions are encouraged.

#### Development of Symbolic Attitude and Analytical Identity

The attitude that understands a given phenomenon as symbolic. In Jungian thinking symbol is different from a sign, which refers to a known thing (like P for parking place). This is trained from



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the beginning and in all the years by interpretation of dreams, fairy tales, films, sandplay, symbolic objects etc. The essay after the first year and the exam in an essay on fairy tales testifies to the candidate's understanding. While this (together with the theory) serves as a foundation, analytical identity normally begins to form when the candidate begins to work with clients.

### **Development of Therapeutic Skills**

The training analysis is a master apprenticeship, where the candidate has a continuous (and protected) space for self-reflection as well as experiencing therapeutic skills first-hand. (200 hours). In our tradition, candidates do not practice therapy on each other. The closest thing is role play in the second year.

### **Supervision – Individual and in Groups**

Individual supervision begins when the candidate has passed the oral examination after the second year and has begun working with clients. It gives the candidate a space to develop his/her therapeutic skills with individual clients over time in relation with experienced supervisor(s). Through hearing about other candidate's clients, group supervision contributes to achieving a broader clinical and practical experiential foundation as a Jungian Psychotherapist than candidates can acquire individually. It also gives the candidate access to several supervisors and their individual styles. Group supervision has also merit, even when the candidate has not yet his/her own clients.

### **Developmental Psychology**

In the third year, the teaching is focused on classical and modern theories on the development of the child, attachment theory, and infant research.

### **Research in Psychotherapy**

In addition to infant research and an assignment in action research, the 50 hours teaching in research is mandatory. These modules are covering the theory of science, simple documentation, and research methods for research, primarily in the candidate's own practice.

### **The History and Development of Psychotherapies**

There is a teaching in the history of psychotherapy and different schools.

### **Ethics and Law in Psychotherapy**

Though teaching in ethics and law has its own seminar day, going through our ethical rules and Danish law, ethics is a consistent theme in supervision.

### **Psychiatry**

Teaching is given on the basics of psychiatry, using GAFS-scale, providing candidates with knowledge and insight into psychopathology and the possibilities and limitations of psychotherapy



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related to this area. Furthermore, it is the responsibility of the candidate to acquire clinical psychiatric experience equivalent first-hand experience to an internship of the duration of once or twice a week for 2 – 3 months or every working day for 3 weeks.

### **Functioning of the Study Group**

The candidates as a team form a supportive and learning community, where candidates establish and draw on these relationships in their Training Program. By including the training group's collective knowledge and reflections during the program, these are continuously included as a learning process that is reflected and illuminated on a relevant theoretical and methodological background.

### **Training Analysis**

The personal analysis is a master apprenticeship, where the candidate has a continuous (and protected) space for self-reflection as well as experiencing therapeutic skills first-hand. (200 hours). The personal long-time therapy also prepares the candidate to conduct long-time therapy with clients.

### **DPFO Approval**

The Training Programs at the Jung Institute are approved by the Danish Psychotherapist Association, allowing Jungian Psychotherapists to obtain the designation Psychotherapist (MPF, Medlem af Psykoterapeutforeningen). DPFO collaborates with Crossfields Europe, which oversees the approval process. Renewal of the approval is required every four years, and for the Jung Institute, this process will take place at the end of 2024.

Concurrently with the revised approval, DPFO aims, in the coming years, to align Psychotherapist Training Programs with master's level qualifications. The level assessment is conducted by the Danish Accreditation Institution, which evaluates private Training Programs. The Jung Institute expects to seek level assessment at the next approval in 2026.

Learn more about the master's level, level 7, in the Qualifications Framework for Lifelong Learning on the website Ministry of Higher Education [level 7](#) and about level assessment on the Danish Accreditation Institution [level assessment](#).

### **Campus**

Most seminars take place at Hvidehus, Valbygårdsvej 64a. Those are external seminars and candidates provide their own lunch. Coffee/tea can be made. There is Wi-Fi and a projector.

The basic course and two annual seminars are boarding at Munkeupgård, Jørgenshvilevej 10, 3250 Gilleleje, a modern course centre with everything you need.



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One day in May and two days in October, we hold a one- and two-day conference (with several participants) at Kulturhuset Indre By, Charlotte Amundsens Pl. 3, 1359 Copenhagen. We provide sandwiches, coffee etc. There is Wi-Fi.

Occasionally, the teaching will take place online via Zoom.

## The Title of the Graduates

The training qualifies for the title Jungian Psychotherapist and Psychotherapist MPF (Jungiansk psykoterapeut og psykoterapeut MPF) upon admission to the Danish Psychotherapist Association. The program is not degree-granting and therefore not an accredited Master's or graduate program.

## Rules Regarding Merit Transfer

Candidates who have already completed a Jungian course equivalent to the foundation course in another country may receive merit for the foundation course, and so begin directly in the second year.

Merit may be given for one or more of the research modules upon submission of an application to the TC with the necessary documentation.

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 a written application to candidates who already have clinical psychiatric experience.

## Exemptions and Leave of Absence

The candidate at the Jungian Psychotherapeutic training may prolong his/her training up to two years longer than the nominated four years.

In very special cases the candidate may apply for further prolongation. The Training Committee will in every single case decide whether a dispensation may be given based on the presented motivation. The reasons for prolongation after 2 years must be specified in the application. Only weighty arguments will be accepted (e.g., illness, severe financial problems).

A candidate at the Jungian Psychotherapeutic training may apply for a longer leave of absence after the first, second, or third year. This implies that the candidate can only return to the training when the next group is on the same stage as the candidate when he/she took the leave. This means that the leave will have a duration of two or three years. These years do not count as study time.



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## Admission, completion, and graduation of the training

### Admission Requirements for the 1-Year Foundation Course in Analytical Psychology

The applicant must have a relevant basic education as well as at least 2 years of work in the field.

Applicants who subsequently want to be admitted to the 4-year training in Jungian psychotherapy must meet the academic and professional requirements as described below.

In order to apply, the applicant must submit the following information:

- Previous education.
- A certain knowledge about psychologic and therapeutic theories and principles.
- Personal analysis (not mandatory).
- Motivation for attending the course.

The applicant is asked to fill out the application form on the website <https://cg-jung.dk/cg-jung-institut-kbh/kursus/> or to contact the Institute on [institut@cg-jung.dk](mailto:institut@cg-jung.dk).

### Admission Requirements for the 4-Year Psychotherapeutic Training

The applicant must have:

- An academic degree in a relevant discipline (such as psychology, medicine, theology, sociology, anthropology, pedagogy, science of religion).  
In special cases and after careful consideration, dispensation may be given to individuals with an equivalent level of education or to individuals with a relevant medium length education plus a relevant postgraduate training.
- 3 years of professional experience with an emphasis on work that is related to human interaction (such as clinical practice, counselling, or teaching).
- A minimum of 50 sessions of personal analysis with an IAAP recognized Jungian Analyst. The number of sessions must be obtained by the start of the training. However, by the time of the application at least 30 sessions of personal analysis must be completed.
- The applicant must have completed the One Year Foundation Course offered by the C.G. Jung Institute, Copenhagen.
- In order to apply, the following must be submitted:
  - A written application with a short autobiography and a description of the personal motivation for applying. (2 – 5 pages)



- The approved essay from the One Year Foundation Course.
- A Curriculum Vitae
- Documentation of the number of sessions of personal analysis written by the Analyst.

### **Deadline for Applications**

Deadline for application to the training as Jungian Psychotherapist is September 1<sup>st</sup> the year before the training starts and will be published here [C.G. Jung Instituttet](https://www.cgjunginstitute.com).

### **Admission Procedure**

#### **Admission Procedure for the 1-Year Foundation Course**

Once the application is approved by the Training Committee the applicant must have an interview with two members of the Training Committee. In special cases the applicant may be asked for an extra interview.

#### **Admission Procedure for the 4-Year Psychotherapeutic Training**

Like for the Foundation Course the applicant must, once the application is approved by the Training Committee, have an interview with two members of the Training Committee. In special cases the applicant may be asked for an extra interview.

The purpose is to assess whether the applicant has some knowledge and qualitative understanding of the principles of psychotherapy and whether the applicant will be suited for the work as a Jungian Psychotherapist. The committee members pass on their recommendation of the applicant to the entire Training Committee, which then decides on whether the applicant is to be admitted. This decision is final. Admission procedure for the 6-year Analytic training is the same.



## Application Fees

There is no application fee for the Foundation Course, but for the subsequent trainings the fees are: Administrative fee (currently 1.000 Dkr.) Fee for the interview (currently 1.000 Dkr).

If an application is turned down the applicant will be offered a free session with one of the members of the Training Committee.

## Fees and Other Economic Issues in Relation to the Training

### The foundation Course:

- Course fee of 36,000 DKK covers participation in the course, accommodation with single room during residential periods, and lunch during non-residential periods.
- The course fee is paid as follows:  
Deposit: 6,000 DKK. Remaining amount: 2 instalments of 15,000 DKK each, payable in January before the course starts and in August of that year when the course is held.
- Additional expenses beyond the course fee: Literature costs.

In case of cancellation:

- If the registration is cancelled 2 months before the course starts, 5,000 DKK of the deposit will be refunded.
- For cancellations later than this, the deposit will not be refunded.
- For cancellations later than 14 days before the course starts, 50% of the course fee must be paid.
- For cancellations later than 48 hours before the course start, 100% of the course fee must be paid.
- If the foundation course is cancelled before the start by the C.G. Jung Institute, the deposit will be fully refunded.

### The Four-year Training:

- In addition, an annual fee is paid to the Institute. This fee (from 2024: 38.500,- DKK.) covers tuition, administrative costs, covers participation in the training, accommodation with single room during residential periods. The course fee is paid as follows: 2 instalments of 19.250 DKK each, payable in January before the course starts and in August of that year when the course is held.
- Additional expenses beyond the tuition fee include literature costs, mandatory individual supervision of the candidate's work with clients, and expenses for training analysis.
- Annual fees are paid by instalments in advance of each term. They are not refunded, even if the training is terminated by the trainee before time.



- If a candidate has not paid the tuition fee within a month upon the receipt of a written notice, the Training Committee may notify the candidate that the relationship between the Institute and the candidate in training is considered terminated. The candidate can however recommence training if and when he/she can offer a satisfactory explanation for the tardiness in the payment of fees to the Training Committee as well as pay the sum in question.
- Other expenses: Fees for training analysis and individual supervision are paid directly to the analysts and supervisors. Prices varies.

### **The Candidate's Fee for Training with Clients:**

- The candidate must be prepared to work with clients under supervision for a reduced fee according to the contract according to the contract between the Jung Institute and the candidate.
- During any levels of the training the candidates may not use the title Jungian Analyst or Jungian Psychotherapist.

## **Completion**

### **Attendance, Participation and Absence**

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 of 2.000 – 4.000 words to demonstrate that the subjects missed are understood.

For the Training from 2. year and onward: One day absence: a paper of 500 – 1.000 words on a subject given by the teacher, two days absence 1.000 – 2.000 words on the same subject. If a conference day is missed, there would be an essay of 1.000 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 required hours of individual supervision.



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For Senior Candidates, (third year and forward) 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.

## Graduation

### **Graduation from the Foundation Course**

A graduation ceremony takes place at the last seminar in November. The participant receives a diploma.

### **Graduation from the 4-Year Jungian Psychotherapist Training**

The Institute will organize a graduation ceremony after the 4 years training. The candidate will receive a diploma as Jungian Psychotherapist and may thereafter apply for membership of DSAP and Dansk Psykoterapeutforening.

## Stopping the Training

A candidate can at any time stop the training. The semester fee will not be refunded.

## The Organisation and Content of the Training

It is the Jung Institute's goal that the candidates through the program build knowledge, skills and competencies corresponding to level 7 in Analytical Psychology, Psychotherapy and Research and through mandatory training analysis develop insight into their own personal issues and a significant capacity for self-reflection. These elements form the foundation for the candidate's own development, individuation, and personal style as a Jungian Psychotherapist.

The Training Program is a learning process in which candidates continuously work on acquiring theoretical knowledge, testing methods, training clinical skills under individual supervision, building experience through reflection on client work in group supervision, and training research in their own practice. The training analysis and individual supervision in connection with client work is also a master apprenticeship where the candidate mirrors and learns from their analyst and personal supervisor.

The candidates as a training group form a supportive and learning community where the candidates establish and draw on these relationships in their Training Program. By including the training groups' collective knowledge and reflections in group supervision, participants gain access to a broader base of experience than is possible for each individual to build. The training group's processes during the program are continuously included as a learning process that is reflected and illuminated on a relevant theoretical and methodological background.



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## The Organisation of the Training

The Jungian Psychotherapist program lasts 4 1/4 years, consisting of a 1-year foundation course and a 3 1/4-year postgraduate course.

- In the first year, the basic course, the program focuses on basic theory, concepts, and methodology of Analytical Psychology. To qualify for admission to the advanced program, the requirement for personal analysis in addition to passing a written assignment must be fulfilled.
- In the second year, the focus turns to preparing and training students for clinical work, which begins after passing the exam in the basic concepts of analytical psychology at the beginning of the third year. Teaching in psychiatry begins here and continues throughout the rest of the program. It is also in the second year that training in research theories and research in psychotherapy begins and forms the basis of the Jungian psychotherapist's work as a research-based practitioner.
- Year 3 focuses on clinical work and identity as a Jungian Psychotherapist. The therapist's ethical and legal responsibilities are emphasised. Theoretically, symbolic understanding and its possibilities for inclusion in therapy are explored. The requirement for candidates is an externally assessed interpretation of a fairy tale. Analytical Psychology's understanding of the psyche is infused with knowledge of developmental psychology. Training in research theories and research in psychotherapy continues.
- In the 4th year, candidates are introduced to the history and directions of psychotherapy. The interfaces between psychological and psychopathological issues, narcissistic wounds, trauma, etc. are included. Group supervision of the candidates' clinical work provides the individual candidate and the training group with a breadth of clinical experience. The link between the teaching of research theory and practice and the other teaching in the psychotherapeutic field takes place through a small action research project with a self-selected topic. Candidates work in groups and the project is internally assessed. The Training Program's final major assignment is based on a clinical case with research-based elucidation and is externally assessed.

## Extent of the Training

The Jungian Psychotherapist training is a research and practice-oriented part-time Training Program with 870 confrontation hours spread over 4 1/4 years. The program is compatible with full-time work, as seminars are mainly held on weekends.

In addition to the seminars, participants must spend time reading the syllabus, preparing presentations and input for seminars and group supervisions, written assignments, client work,



individual supervision, and the candidate's own training analysis, approximately ten or more hours per week. Mandatory literature is announced before each semester.

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Theory and methodology	110	80	70	75	15	350
Skill training	25,0	30	25	30	10	120
Group supervision		25	35	40	5	105
Individual supervision			20	25	5	50
<b>Hours</b>	<b>135</b>	<b>135</b>	<b>150</b>	<b>170</b>	<b>35</b>	<b>625</b>
Research modules		10	30	10		50
Training analysis	50	50	50	50		200
Clients under supervision			40	70	15	125
<b>Hours, total</b>	<b>185</b>	<b>195</b>	<b>270</b>	<b>300</b>	<b>50</b>	<b>1.000</b>

## Syllabus

The syllabus is predominantly in English and primarily covers theory and methodology within Analytical Psychology as well as recent relevant international theory and research in the field.

Parts of the syllabus, e.g., articles, literature, etc. are provided free of charge to the candidates via download from Dropbox, which is made available by the Jung Institute. This also applies to descriptions of the content and program of the seminars.

Candidates are expected to read the mandatory A-literature prior to each seminar and familiarise themselves with the teaching program. The literature is not necessarily reviewed but forms the background for the teaching and is thus not the entire expression of the academic level or breadth of the teaching. Candidates are expected to familiarise themselves with other relevant literature.

Through written assignments, exams, presentations and contributions in the training group, self-evaluation, supervisor's report and the Training Committee's evaluation of each candidate, the candidate must demonstrate that the syllabus has been read and can be applied in both theory and practice.



## Seminars – Overview

Year 1	
Seminar 1 Residential course (3 days)	Seminar 2 Residential course (3 days)
Seminar 3 Residential course (3 days)	Seminar 4 Day course (2 days + 1 day conference).
Seminar 5 Residential course (3 days)	Seminar 6 Day course (1 day + 2 days conference).)
Seminar 7 Residential course (3 days)	
Year 2	
Seminar 1 Day course (2 days)	Seminar 2 Residential course (3 days)
Seminar 3 Day course (2 days)	Seminar 4 Day course (2 days + 1 day conference).
Seminar 5 Day course (2 days)	Seminar 6 Day course (1 day + 2 days conference).)
Seminar 7 Day course (2 days)	Seminar 8 Residential (3 days)
Year 3	
Seminar 1 Day course (2 days)	Seminar 2 Residential course (3 days)
Seminar 3 Day course (2 days)	Seminar 4 Day course (2 days + 1 day conference).
Seminar 5 Day course (2 days)	Seminar 6 Day course (1 day + 2 days conference).)
Seminar 7 Day course (2 days)	Seminar 8 Residential (3 days)
Year 4	
Seminar 1 Day course (2 days)	Seminar 2 Residential course (3 days)
Seminar 3 Day course (2 days)	Seminar 4 Day course (2 days + 1 day conference).
Seminar 5 Day course (2 days)	Seminar 6 Day course (1 day + 2 days conference).)
Seminar 7 Day course (2 days)	Seminar 8 Residential (3 days)
Year 5	
Seminar 1 Day course (2 days)	Seminar 2 Residential course (3 days)



## The Structure of the Seminars

A 2-day course	A 3-day residential	A 3- day course with a 1 or 2 day conference
<b>Day 1</b>		
<ul style="list-style-type: none"> <li>• Check-in - team gathering</li> <li>• PART 1: Theoretical presentation based on a theme - dialogue/exercises/group supervision.</li> <li>• BREAK – NETWORKING</li> <li>• PART 2: Theoretical presentation based on a theme - dialogue/exercises/group supervision.</li> <li>• Brief process check</li> </ul>	<ul style="list-style-type: none"> <li>• Check-in - team gathering</li> <li>• PART 1: Theoretical presentation based on a theme - dialogue/exercises/group supervision.</li> <li>• BREAK – NETWORKING</li> <li>• PART 2: Theoretical presentation based on a theme - dialogue/exercises/group supervision.</li> <li>• DINNER</li> <li>• Film (Both groups, if there are 2 concurrent groups in training)</li> </ul>	<ul style="list-style-type: none"> <li>• Check-in - team gathering</li> <li>• PART 1: Theoretical presentation based on a theme - dialogue/exercises/group supervision.</li> <li>• BREAK – NETWORKING</li> <li>• PART 2: Theoretical presentation based on a theme - dialogue/exercises/group supervision.</li> <li>• Brief process check</li> </ul>
<b>Day 2</b>		
<ul style="list-style-type: none"> <li>• Social Dreaming Matrix (Both groups, if there are 2 concurrent groups in training)</li> <li>• PART 1: Theoretical presentation based on a theme - dialogue/exercises/group supervision.</li> <li>• BREAK – NETWORKING</li> <li>• PART 2: Theoretical presentation based on a theme - dialogue/exercises/group supervision.</li> <li>• Check-out</li> </ul>	<ul style="list-style-type: none"> <li>• Social Dreaming Matrix (Both groups, if there are 2 concurrent groups in training)</li> <li>• Discussion of the film (Both groups, if there are 2 concurrent groups in training)</li> <li>• PART 1: Theoretical presentation based on a theme - dialogue/exercises/group supervision.</li> <li>• BREAK – NETWORKING</li> <li>• PART 2: Theoretical presentation based on a theme - dialogue/exercises/group supervision.</li> <li>• DINNER</li> <li>• Symbolic work</li> </ul>	<ul style="list-style-type: none"> <li>• One day conference with a relevant topic and external speaker. Presentation – dialogue – workshop/group work – summary</li> </ul>
<b>Day 3</b>		
	<ul style="list-style-type: none"> <li>• Social Dreaming Matrix (Both groups if there are 2 concurrent groups in training)</li> <li>• Theoretical presentation based on a theme - dialogue/exercises/group supervision.</li> <li>• Check-out</li> </ul>	<ul style="list-style-type: none"> <li>• Two-day conference with a relevant topic and external speaker. Presentation – dialogue – workshop/group work – summary</li> </ul>



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## Components of the Training

The methods of the program support the candidate's learning process and development as a Jungian Psychotherapist through a combination of training analysis, theory and acquisition of methods and skills, and clinical training experience. Methods and clinical training are based on the internationally approved Training Program for Jungian Analysts. The foundation of this program is training analysis, theory, and supervision of clinical work.

### Training Analysis

The mandatory 200-hour training analysis is not a scheduled part of the Training Program but takes place concurrently with the entire Training Program and is the cornerstone of the candidate's own development and development as a therapist. Each year, the candidate must submit documentation for their hours of analysis, which is certified by the candidate's analyst.

The analysis provides insight into the candidate's own complexes and life experiences and how this influences the work with clients. Through the analysis, the candidate becomes aware of and develops their unique personal identity and way of working therapeutically and trains self-reflection and skill training in therapeutic work. The analysis is a master apprenticeship where the candidate simultaneously learns from and mirrors their analyst throughout the training process. It also provides experience of how long-term therapy works.

### The Theoretical Foundation

The theoretical content of the program is presented through presentations that form the basis for joint discussions, exploration and understanding in plenary, as well as the basis for various group exercises, role plays or individual reflections with subsequent summaries. Involving and reflecting on the candidates' personal and clinical experiences and issues links practice with theory and creates experience-based learning and helps to develop the candidate into a theoretically reflective practitioner. The requirements of the program's written assignments also contribute to this. In the assignments, the candidate must show that he/she can link theory with clinical aspects as a basis for theoretical considerations, personal reflections, and perspectives.

### Clinical Training

From the 3rd year of the training, candidates perform therapy under individual supervision. After passing the exam in the 2nd year, the candidate must enter into a contract with the C.G. Jung Institute Copenhagen, which describes the framework for the candidate's clinical work. If desired, the candidate can be included on the Institute's website on the list of senior candidates who offer therapy at a reduced fee (max. DKK 400). The Institute may refer clients to a lesser extent, but the candidate must primarily find his/her own clients and a supervisor. It is the candidate's responsibility to receive supervision for every 4 hours of therapy with the client.



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## Supervision of Clinical Training, Individual or Group

Supervision of the candidate's clinical work aims to develop the candidate's skills and competences as a therapist. Through supervision, the candidate's awareness is increased by bringing together the candidate's life experience, theoretical knowledge, instinct, empathy, intuition and authenticity so that it can be applied in the encounter with their own and the client's unconscious processes and thus form the basis for investigation in the therapeutic space.

During individual supervision, the supervisor monitors the candidate's clinical work and development, as well as their ability to engage in supervision. After the 3<sup>rd</sup> and 4<sup>th</sup> year of the training, the supervisor evaluates the candidate. As with training analysis, individual supervision is also a master apprenticeship where the candidate learns from their supervisor.

Supervisors must be members of DSAP with five years seniority and must be approved as supervisors by the Jung Institute which includes signing a contract. Please see the list on the website <https://cg-jung.dk/cg-junginstitutkbh/supervisorer/>. The Training Committee can, however, upon the admission of a special application accept up to 50 sessions of supervision with supervisors from other training institutes recognized by the IAAP.

Group supervision is defined as an on-going regular group process where candidates are required to take turns to present case material for discussion, conducted by an experienced supervisor. Candidates bring their own cases and define the focus of the supervision. A clinical theme may be planned and determine the theoretical and clinical focus. The group supervision process will be explored theoretically and through joint reflection and investigation. The candidates gain a broader experience based on the interconnection between the theoretical and clinical reflections and the presented cases.

## Self-reflection and Annual Evaluation

From the 2<sup>nd</sup> to 4<sup>th</sup> year, candidates evaluate their Training Program annually in relation to several areas: How the candidate is doing on the program, learning outcomes, their own process and areas of focus, and self-assessment in relation to specific psychotherapeutic concepts such as analytical framework, transference/countertransference and symbolic understanding. The individual supervision and dialogue with the supervisor also contribute to the candidate's ongoing reflection and evaluation of their own development and focus areas. Together with the supervisor's evaluation, the evaluation is included in the Training Committee's annual assessment of the candidate's development, which is given to the candidate in writing.

## The Function of the Training Group

The acquisition and processing of both the theoretical and clinical content of the program along with the integration of training analysis necessitates that the program takes place in a confidential and safe space where the individual can develop in interaction with teammates and where the



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training group develops at the same time. At the beginning of the program, a collective agreement is made on confidentiality in relation to what is said, done and shared during the seminars. Each seminar starts with a check-in where candidates give a brief status on where they are right now and what's on their minds, which is repeated at the end of the seminar. These recurring routines also contribute to the individual's reflection on their own process. This gives the individual, the training group, and the teacher a sense of what's going on and what needs to be addressed. Checking in and out also reflects the training group's collective processes, which are brought up and dealt with on scheduled days during the program.

### **Symbolic Work**

In each seminar, candidates train in the exploration and understanding of symbols, images and myths, which in Jungian psychology are understood as the bridge between the conscious and unconscious parts of the psyche and are important elements in the development of consciousness and psychological transformation. Training is done through film interpretation, symbolic work, social dreaming, own and clients' dreams.

### **Conferences**

Every year, the Jung Institute organizes a 1-day and a 2-day conference, with changing topics and external, often foreign speakers specializing in topics within Jungian psychology. The conferences are part of the program and attendance is mandatory for candidates. The conferences are open to anyone with an interest in Jungian psychology. However, most participants are Jungian Analysts and Psychotherapists. The conferences give candidates the opportunity to meet practicing therapists and form the basis for a professional international community of analytical psychology.

### **Research Modules**

The 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> year of the program focuses on the importance of practice-based research and research-based practice.

DPFO offers research modules via an online course that focuses on research in your own practice and the theory of science around psychotherapy, qualitative and quantitative methods, phenomenology, and research ethics.

The 5 research modules are integrated into the 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> year program:

- Module 1 Introduction to research principles and perspectives
- Module 2 Action research and research methods in practice
- Module 3 Phenomenology and first-person research methods
- Module 4 Research in your own practice
- Module 5 Introduction to mixed methods and quantitative research in psychotherapy.

Read a description of each module [here](#).



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## Evaluation

- **The candidates evaluate after all seminars:**  
After each seminar, a questionnaire is sent out where students evaluate and provide comments on the teaching and outcomes.
- **The candidate's self-evaluation and general comments:**  
Once a year the candidates are asked to evaluate themselves, according to a number of questions.
- **The Staff's evaluation of candidates:**  
An annual evaluation of each candidate's progress on the basis of seminars, lectures, supervision etc. takes place at the yearly Staff meeting. The candidates receive yearly written feedback after the Staff meeting. The Staff can on the basis of the evaluation decide whether the candidate needs to complete extra case reports or any other tasks, or to receive additional supervision over and above the minimum required.  
The Staff has the mandate to postpone a candidate's beginning of work with analysands under supervision to advice prolongation of a candidate's training and to terminate the training of a candidate.  
Analysts may not participate in the evaluation of their own clients or if there are otherwise relational reasons against it. The Staff's Apprentices cannot participate in the evaluation of candidates with whom they have had training, or with whom they have a relationship.
- **The coach's and the examiner's evaluation of the candidates' written work:**  
The written essays, case reports, and the final assignment are evaluated by the coach together with the internal or external examiner. The oral examination after the second year is evaluated by the internal examiners and an external examiner.
- **The candidate's and supervisor's evaluation of supervision:**  
Evaluation of supervision is done by the supervisor(s) in cooperation with the candidate. For evaluation of supervision a questionnaire has been worked out. The candidate will start filling out the questionnaire and submit it to the supervisor by February 1<sup>st</sup> each year. The supervisor will discuss each item in the questionnaire with the candidate and on the basis of this discussion complete the report which must be signed by both candidate and supervisor and submitted to the Jung Institute every year before June 1<sup>st</sup> or at the end of a supervision process. The report must address the candidate's strong and weak points and the progress in the work with clients. In cases of concern the Staff may decide to consult the supervisor after having informed the candidate in question.



- **The feedback from the Council for Study Planning:**  
The Council for Study Planning takes place at least once a year preferably twice a year. Here the candidates can bring their wishes for the Training Program as well as for other aspects of the training.
- **The external examiner's evaluation of the process of censorship**  
The external examiner will use an evaluation questionnaire to give feed back to the staff about the exams.

## Teachers

All teachers are experienced Jungian Psychotherapists. Most regular teachers are trained at the Jung Institute and are members of DPFO. However, some have other memberships as they are based in other Scandinavian countries. Guest teachers are typically prominent members of IAAP (International Association for Analytical Psychology) and from other countries.

## Board of Examiners

### Internal and External Examiners

All members of the TC (Training committee) can function as coaches/internal examiners. In addition to this we have a group of 4 external examiners, whose function will begin in 2025 under this program. Three of these have a Ph.D. with extensive experience. They will after the completion of each of the three externally assessed exams fill out an evaluation form in which the coherence between the content of the program, teaching methods, achievement of learning objectives, competence level and choice of literature in relation to the exam is assessed.



## Requirements for the Oral exams and the Written Assignments.

The following section describes the requirements and rules for the program's oral exams and written assignments with guidance for the student, as well as how exams and assignments are assessed.

### Overview of the Oral and Written Assignments for the Training

First year of training					
Type	Length	Subject	Evaluation	Censor	Form
Essay	2-4000 words	Interpretation of an item with a symbolic content	Written feedback Pass/not pass	Internal/coach	Written
Second year of training					
Type	Length	Subject	Evaluation	Censor	Form
Synopsis	1-2 p.	Choice/outline/literature of a topic for the oral exam (preparation)	Written feedback	Internal/coach	Written
Third year of training					
Type	Length	Subject	Evaluation	Censor	Form
Visual presentation (e.g. PP)	15 min. prs + 15 min. discussion	Unfolding the content of the synopsis.	Oral feedback Pass/not pass	Internal /coach and external	Oral
Essay	6-8000 words	Interpretation of a fairy tale	Written feedback With grades	Internal /coach and internal 2. reader	Written
Fourth year of training					
Type	Length	Subject	Evaluation	Censor	Form
Powerpoint presentation in group	50-60 min. Incl discussion	Mini action research project	Oral feedback Pass/not pass	Internal/coach and internal 2. reader	Oral
Fifth year of training					
Type	Length	Subject	Evaluation	Censor	Form
Final assignment	40-70 p.	Research based case study	Written feedback With grades	Internal coach and external	Written

This overview may be subject to change as the process continues.



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## General remarks

Below you will find the requirements for the examinations during the 4 years of the Jungian Psychotherapist 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 Final assignment for the Jungian psychotherapy training after the fourth Year (externally examined and graded)

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

1. Guidelines for the Writing of an Essay
2. Coaching
3. Submission
4. Deadlines and Extension
5. Remarks regarding the Training Analyst
6. Cases of Disagreement between the Examiners
7. Complaint Procedure
8. Essays, Oral Exam, 4-year 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. The essay may be written in Danish or English.

### 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. A coach must be chosen among TC members, and a synopsis approved by mid-January.



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The examination will be conducted by the 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 Training 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). Shorter or 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 and must be written in English.

#### **1. 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 e.g., PowerPoint, showing the beginning, the process and the result. Each member must participate actively in the presentation. One day in March will be used for these presentations. The presentation must be in English.

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/candidate/]



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The action research exam will be assessed as pass or not passed.

### **5. The Final Assignment for the Jungian psychotherapy training after the fourth Year (externally examined) (Awaiting final decision from DPFO)**

*The article must be submitted by 1<sup>st</sup> February in the 5<sup>th</sup> year.*

The final assignment is graded by the coach and an external examiner according to the official grading scale in force at any given time. He or she is chosen according to guidelines from DPFO.

The final assignment must consist of a written main assignment in which the candidate's scientific theoretical, psychological, and therapeutic understanding is reflected as well as a practical (clinical) part. The main assignment must present documentation of and research into the candidate's own practice, as well as the psychotherapeutic theories and psychological justifications that form the basis of this practice.

The assignment must be a minimum of 16.000 words and 28.000 words (40 - 70 standard pages), including spaces and notes, but excluding table of contents, appendices, and bibliography. Shorter or longer papers will not be accepted.

**Introduction.** This is a presentation of the subject, the research question, the purpose, and the relevance.

**Research overview, source analysis and literature review.**

**Philosophy of science and theory**

The section on philosophy of science and theory begins by clarifying the chosen approach to the different philosophies of science, which have different views on what science is (or should be) should be). Here, the candidate can focus on ontological understandings (how something exists) and epistemological foundations (assumptions about the world and how we understand it). Theories of science include social constructivism, positivism, hermeneutics, phenomenology, or pragmatism. The theory section should explain the theory used in the assignment. The focus should be on the theory used to answer the research question in the analysis. Here the candidate should focus on what can support the study and the analysis as part of the argumentation.

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.



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## Methodology and research design

In this section, candidates should justify the choice of methodology and research design. This should include methodological critique (what can I learn or not learn by using this particular method?) and subsections on ethical considerations and data processing (the TC's formal approval of the method and study design must be included as an appendix).

## The therapeutic process

In this section, you will follow the 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.
  - b. Consequently, all the above-mentioned issues may well reveal transference patterns.
  - c. 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.

## Analysis

In this section, it must be clear that the candidate can independently answer the research question, problem statement and hypothesis by presenting all the evidence for the overall claim of the assignment.

## Discussion

In this section, the candidate must both criticize and defend their own study from a professional and methodological perspective. The results should be discussed in relation to the research questions and to the theory and debate within the subject/topic, which were described in the research overview, source analysis and literature review. This is followed by a critique of the possibilities and limitations of the methods used, e.g. what it was possible to learn or not learn by using these methods. The methodological critique also includes a discussion of any biases in the study and whether or not the results can be generalized or not. Finally, the clinical application of the results is discussed.



## Conclusion and perspectives

The conclusion summarizes the results and shows why the paper is relevant. It should contain a well-formulated answer to the research question that has been investigated and is rounded off with a perspective.

## Abstract

You must write a short abstract, placed in the beginning of the assignment in English and in a Scandinavian language (if you can). It should summarize the research question, the method and results, the conclusion and perspective.

## Bibliography

Must be written in the APA referencing system:

### 1. Author Format:

- List authors' last names first, followed by initials. Use an ampersand (&) before the last author's name when citing a work with multiple authors.
- Example: Author, A. A., Author, B. B., & Author, C. C.

### 2. Publication Year:

- Enclose the publication year in parentheses, followed by a period.
- Example: (Year).

### 3. Title Format:

- Italicize book titles, journal names, and other major titles. Use sentence case (capitalize only the first word and proper nouns).
- Example: Title of the Book.

### 4. Journal Articles:

- Include the volume number in italics, and the issue number in parentheses (if applicable).
- Example: Journal Name, 12(3), 45-67.

### 5. Page Numbers:

- Use p. for a single page and pp. for a range of pages.
- Example: p. 34 or pp. 34-56.

### 6. In-Text Citations:

- Use the author-date citation system, where the author's last name and the publication year are included in parentheses within the text.
- Example: (Author, Year).



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### 7. Reference List:

- Arrange entries alphabetically by the last name of the first author.
- Use hanging indents for each entry.
- Example: Author, A. A., Author, B. B., & Author, C. C. (Year). **Title of the Book.** Publisher.

### 8. Electronic Sources:

- Include the DOI (Digital Object Identifier) for online articles when available.
- If no DOI is available, include the URL.
- Example: Retrieved from <http://www.example.com>.

### 9. Editions:

- Include the edition number in parentheses after the book title.
- Example: Title of the Book (2nd ed.).

### 10. Inclusive Language:

- Use bias-free language and avoid stereotypes.

### Internet sites:

When citing internet sources in APA format, the general format includes the following elements:

#### 1. Author(s):

- If an individual author is present, include their last name followed by their initials.
- If there is no individual author, use the name of the organization or the webpage title as the author.

#### 2. Publication Date:

- Include the publication date if available. If there's no publication date, use "n.d." (no date).

#### 3. Title of Webpage or Document:

- Italicize the title of the webpage or document.

#### 4. Website Name:

- Italicize the name of the website or source.

#### 5. URL:

- Provide the direct URL of the source.



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**Here is a basic template for citing an internet source in APA format:**

Author, A. A. (Year, Month Day of publication). Title of webpage/document. \*Name of Website\*. URL

If there's no publication date, the format would be:

Author, A. A. (n.d.). Title of webpage/document. \*Name of Website\*. URL

## Guidelines for Written Assignments

### General Guidelines:

- Divide the text into smaller sections with subtitles and an extra line break between sections.
- Use endnotes, typically with references to author, year, and page according to the APA system.
- The writing of the essays is to be regarded as practice for the final assignment. Moreover, candidates should accustom themselves to the standards required for publication and therefore strict academic standards must be adhered to. (See also the section about the final assignment)
- 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.

## Coaching

Candidates need to have a coach for each essay, for their oral examination, and for the fourth-year assignment. Coaching by email up to two hours is a free service as regards all essays, the final assignment, and the oral examination. For additional coaching, the candidate must allow for paid meetings with the coach on his / her own expense.

The aim of coaching is:

- to make sure that your approach fits the framework of the article (essay, synopsis, final assignment)
- 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.



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

- Before you begin writing, think through and define the theme, topic, or subject of your assignment, 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.
- 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.
- 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.

#### **Coach for the first-year essay (internal exam)**

The candidate can choose their coach among the members of the Training Committee. There is no second reader for this.

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

The candidate chooses his or her coach for the oral examination to whom the candidate will submit the synopsis. The director of training will provide a list of available coaches in good time. The coach must be a member of the TC. The external examiner will be chosen from the group of external examiners by the Training Committee.

#### **Coach and external examiner for the fairy tale essay.**

The seminar teachers will be coaches for the essay. The external examiner will be chosen from the group of external examiners by the TC.

#### **Coach for the action research project. (internal exam)**

Two teachers will prepare for and be available during this process. They will together evaluate the presentations.

#### **Coach, and external examiner for the final assignment after the 4th year.**

Your supervisor would usually be a natural choice for a coach in writing the final assignment to complete the training as a Jungian Psychotherapist. It must be assessed by the coach and an external examiner and be written in English.

#### **Remarks regarding choosing a coach.**

In order to protect the confidentiality of the candidate's personal analysis, a candidate's Training 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 Training Analyst will not participate in any Staff evaluation of his or her candidates.

### **Submission**

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

### **Deadlines and Extensions**

The winter- and summer deadlines for written assignments 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.

### **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.

- a. Complaints concerning teachers or supervisors are submitted to the Director of Training, who will forward it to the DSAP member designated to handle complaints within the Jung Institute.
- b. The designated person will consult with the complainant about the complaint, and they will mutually agree about whether the complaint should be taken further and in what form. This may involve consultation with the Ethics Committee of the DSAP in which case there is a special procedure to be followed.
- c. If not, the designated person will help the complainant submit the complaint to the Director of Training who passes it on to the person complained about.
- d. The Training Committee will decide on the consequences and inform accordingly the complainant and the person complained about. The decision will be declared in writing. No written account of the grounds for the decision will be offered.
- e. In case of a complaint against an external supervisor, the candidate will be advised how to take the complaint forward should they wish to. Please note that external supervisors are bound by their own procedures and ethical codes.

### **Requirements for Reading Texts in Foreign Languages**

It is assumed that the candidate can read academic texts in English and Danish. In some groups, many candidates know very little Danish, so the Training Committee will assist in translating necessary Danish texts as much as possible.



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## The Competency Profile of the Graduation Certificate

Description of the competencies the student has acquired through a Jungian Training Program that has taken place in a research environment.

Preparation of a competence profile that highlights, for example, the fulfilment of qualified functions, prerequisites for research, development of theoretical knowledge and practical experience as well as the application of scientific theory and methodology in both academic and business/professional contexts.

**Is under development.**

## The Competency Profile of the Training

**Is under development.**

## References for Further Information

On our website, more detailed information about the education is published and maintained. Learn more [here](#).

## Effective Date and Transitional Rules

As described in the preface, this is a temporary **Training Program**, as the C.G. Jung Institute is in the process of re-certification in 2024.

This Training Program is valid from February 1<sup>st</sup> 2024, and applies to candidates who begin the Jungian Psychotherapist Program from February 1<sup>st</sup> 2024. A final Training Program is expected to be approved by the Danish Psychotherapist Association and Crossfields Europe at the end of 2024.

## Amendments to The Training Program

**This Training Program is version 0.1, February 2024.**

Changes in this version will receive a new version number, for example, version 0.2. [month] 202X and will be uploaded to Dropbox. The approved Training Program will be version number 1.0.