

Exam Regulations Curriculum for Analytical Psychotherapy

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3. COMING INTO FORCE

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Preliminary Note¹

The following examination regulations are divided into two parts.

“A. Formal Conditions” defines responsibilities and describes the process of exams as an addition to the requirements mentioned in the “Training Curriculum Analytical Psychotherapy”.

“B. Content of the Examinations” contains the core knowledge of individual subjects along with a reading list.

Regardless of this content, examiners² are free to test students on other specialized content. It is, therefore, necessary for students to begin the process of contacting their preferred examiners on time in order to discuss the required knowledge and to prepare for any additional reading.

¹ Regarding translations of this document: The original German version remains binding.

² In order to facilitate readability, the subsequent text uses the masculine gender in designating the examiner, student or analyst and so forth, whether male, female or non-binary

A. FORMAL CONDITIONS

1. Responsibilities

a. Oral and written examinations in Intermediate and Diploma Exams

Examiners have a Federally recognized title in psychotherapy or a Federal specialist certification in psychiatry and psychotherapy. In the following text, they are referred to as examiners with Federal Recognition.

They are chosen by the Board of the Training Sector for a particular subject and are mentioned in the “List of Examiners Curriculum Analytical Psychotherapy”.

Examiners - for the “Individual Case Examination” all supervisors (LAS, AKJS) as well as supervisor candidates (LAS*, AKJS*) with Federal Recognition are authorized ex-officio.

- for the written diploma examination "Existential Questions as well as Societal Challenges and their Relevance for Psychotherapy" all accredited psychoanalysts with federal recognition are authorized ex-officio.

Co-examiners are chosen by the Board of the Training Sector and are assigned by the administration of studies. Co-examiners are not subject-specific.

In the “Curriculum Analytical Psychotherapy” an examiner with Federal Recognition can be chosen for one subject in the preliminary examinations and for another subject in the diploma examinations. Thus, a single examiner can examine twice in total.

Examiners and co-examiners discuss the mark attributed with the deciding vote being determined by the examiner.

b. Written Papers

Case reports the reader must be a supervisor candidate (LAS*, AKJS*) or a supervisor (LAS, AKJS) with Federal Recognition.

Seminar paper on symbolic material the advisor must be an examiner, a training analyst (LA,) a supervisor candidate (LAS*, AKJS*) or a supervisor (LAS, AKJS) with Federal Recognition.

Anamnesis report the advisor must be an examiner, a supervisor candidate (AKJS*) or a supervisor (AKJS) of the academic field “Analytical Psychotherapy for Children and Adolescents” with Federal Recognition.

Seminar paper on a projective test	the advisor must be an examiner, a supervisor candidate (AKJS*) or a supervisor (AKJS) of the academic field "Analytical Psychotherapy for Children and Adolescents" with Federal Recognition.
Family Interactions	the advisor must be an examiner, a supervisor candidate (AKJS*) or a supervisor (AKJS) of the academic field "Analytical Psychotherapy for Children and Adolescents" with Federal Recognition.
Word-Association Test	the supervision is carried out by the seminar leader.
Diploma exam and Diploma-work	supervision is by an accredited analyst with Federal Recognition.

2. Procedure of Exams

a. General Information

Exams are conducted by an examiner and co-examiner; the "Individual Case Examination" is conducted by one examiner and two co-examiners. The individual supervisor of the examined case cannot also be an examiner or co-examiner.

To ensure that the examinations run as smoothly as possible and that the standard period of study can be adhered to, the following points must be taken into account:

Before the registration deadline for the exams, students select their examiner, obtain his consent to take the exam and send the form "Registration Intermediate Examination" or the form "Registration Diploma Examination" to the Administration of Studies.

Examiner unavailable

Should a designated examiner be prevented from attending at short notice, the exam as a rule cannot be taken. If, exceptionally, a substitute examiner is available to whom the student in question agrees in writing to the substitution, the examination may be taken. Specifically, the following agreement must be signed by the student: "I agree that the exam will be conducted by the substitute examiner Mr./Ms. ..., and I am aware that the content of the exam can differ from the one originally agreed upon."

Co-examiner unavailable

Should a co-examiner be prevented from attending at short notice, the exam can only be conducted if a substitute co-examiner can be found, or if the student agrees in writing to taking the exam without a co-examiner.

Exam material

Any materials needed for an oral exam will be provided by the examiner, except for the "Individual Case Examination". Material for the preparation of the oral exam can be collected at the Front Office one hour before the start of the exam.

The following diploma examinations usually provide materials: “The Understanding of Pictures or Sandplay Processes in Adults from the Perspective of Depth Psychology and Clinical Practice”, and “The Understanding of Pictures or Sandplay Processes in Children or Adolescents from the Perspective of Depth Psychology and Clinical Practice”.

Materials can also be provided in the following intermediate examinations: “Myths and Fairy Tales from the Perspective of Depth Psychology”, and “Dreams in Adults (or in Children or Adolescents) from the Perspective of Depth Psychology”.

Duties of examiners

Examiners are required to promptly answer e-mails or other messages from students. The content of the exam and any required reading should be announced by the examiner upon the student’s selection of examiner.

It is expected that both the examiner and student meet the agreed requirements.

Grading sheet

Students will receive a document from the Administration of Studies stating the results of the exam after the intermediate and the diploma exams, respectively.

Rating

An examination is assessed as follows:

“Excellent” (1), if the performance exceeds the requirements.

“Good” (2), if the performance is in accordance with the requirements.

“Satisfactory” (3), if the performance shows deficiencies, but is in accordance with the requirements overall.

“Unsatisfactory” (4), if the performance is not in accordance with the requirements and shows deficiencies that must be resolved.

Half marks can be given, though every mark that exceeds 3 is “unsatisfactory”.

The Diploma Exams on the "Individual Case" and "Existential Questions and Societal Challenges and their Relevance for Psychotherapy" are not graded but are assessed as "pass" or "fail".

b. Written Diploma Exam

The written exam on “Existential Questions and Societal Challenges and their Relevance for Psychotherapy”, can be taken either in the form of a written diploma exam at the Institute (it takes 6 hours and consists of 4 questions), or as a 40-page diploma-work. The students can choose both the main-examiner and the co-examiner themselves. An external expert can be brought in if it is relevant to the topic and the expert is appropriately qualified.

Written Diploma Exam

In the case of the written exam “Existential Questions and Societal Challenges and their Relevance for Psychotherapy”, the subject matter is narrowed down in consultation with the selected examiner, and instructions are given for the exam preparation. There are 4 questions to be answered.

Diploma-Work

In the case of the diploma-work, the document must be submitted to the examiner at least 8 weeks before the oral discussion. The examiner gives the student his feedback promptly so that any necessary formal, linguistic or content-related changes can be implemented by the time of the oral discussion. Once the examiner has provisionally accepted the diploma-work, he sends it to the co-examiner. The examination discussion serves as a discussion of the content of the diploma-work.

The final decision on whether the diploma-work is accepted or rejected is made during the oral discussion. If qualifying conditions are given, these must be completely fulfilled before the exam conference so that the diploma can be awarded. The examiner is required to assess the resulting changes made by the student before the Exam Conference and, if necessary, confirm that the requirements have been met. For this reason, it is advisable to allow time for possible corrections when scheduling the exam.

3. Deadlines

Deadlines

At the Exam Conference, a binding decision is made on the student's performance. The day of the exam conference is thus considered the "cut-off date" for the respective semester.

Requirements that have not been completed or accepted by the date of this conference cannot be accepted retroactively but will be postponed to the following semester.

4. Fees

Fees

Examiners, experts, readers and advisors of seminar papers are paid by the Institute. Additional fee requirements for students are only permissible in exceptional cases; these, however, must be approved by the Director of Studies in advance.

5. Written Papers

a. Seminar Paper on Symbolic Material

Seminar paper

The seminar paper on symbolic material serves as a written analysis of a freely chosen topic using your own thoughts and other sources that have been clearly indicated. The interpretation of the material from a psychological point of view and the symbolic thinking is essential. Furthermore, experiences from therapeutic practice are to be included.

The topic can be chosen freely after consultation with the advisor.

There are no restrictions in terms of content. Topics that can be chosen include: archetypal images, myths, fairy tales, dreams, works of literature, music and fine arts, social and political events, areas of business, science, or technology, or natural phenomena.

The following points should be covered:

- the description of one's personal interest in the symbol or topic, which may include a related experience or a dream, and, whenever possible, references to original works by C.G. Jung on the chosen symbol.
- a description of the specific, concrete aspect of the symbol/topic, as well as a reflection on the metaphoric meaning, e.g. personal associations (spontaneous feelings or impressions), and/or on cultural amplifications (compared with sociocultural relations).
- an elaboration of the psychological meaning and the psychological expressive value of the chosen symbol. An independent interpretation of the chosen symbol/topic is required.

The length of the paper is between 10 to 20 pages (20,000 to 40,000 characters including spaces).

The criteria of assessing the paper include the quality of the psychological understanding of the symbol, the clear, comprehensive formulation, a coherent line of thought and use of scientific citation methodology.

The advisor needs to be an examiner, training analyst LA (except for one's personal analyst), supervisor candidate (LAS*, AKJS*) or supervisor (LAS, AKJS) with Federal Recognition.

The advisor sends the evaluation form of the paper to the Administration of Studies.

b. Seminar Paper on a Projective Test

Projective test

The seminar paper on projective testing enables an in-depth theoretical and practical analysis of a freely chosen projective test. The data for the test can be obtained by the student with one of his patients/clients or can be provided by the advisor.

The paper should give a theoretical background of the selected projective test and analyze the test results. The final interpretation should include information on the patient (problem presentation, anamnesis, and the therapeutic process prior to the test) and, if possible, any other projective tests that may be relevant.

The length of the paper is between 8 to 12 pages (16,000 to 24,000 characters including spaces).

The criteria for assessing the paper include the quality of the evaluation and the resulting hypothesis developed from it, the quality of the psychological understanding of the results and of the symbolic material arising from the test, the presentation of the recording and interpretation of the client's psychodynamics, and the ability to formulate a clear, understandable and coherent thought process, including scientific citation methods.

The advisor needs to be either an examiner from the academic field of "Analytical Psychotherapy for Children and Adolescents", a supervisor candidate (AKJS*) or

a supervisor for Analytical Psychotherapy for Children and Adolescents (AKJS) with Federal Recognition.

The advisor sends the evaluation form of the paper to the Administration of Studies.

c. Seminar Paper on Family Interaction

Family Interaction

The purpose and aim of the paper are as follows:

- the development of theoretical knowledge of at least one therapeutic concept of working with families
- the application of this theoretical knowledge to practical therapeutic work with a child or adolescent and their caregivers
- the linking of this approach (these approaches) with Analytical Psychology (in the sense of “building bridges”): where do they meet, where do they differ, where do they complement each other?

This means that for the paper, the theoretical hypotheses have to be discussed and applied to an actual case.

The scope of the paper is between 8 to 12 pages (16,000 to 24,000 characters including spaces).

The criteria for assessing the paper include the theoretical knowledge of the chosen family therapeutic concept and its implementation in the practical therapeutic work with a specific case study, the elaboration of the relation to Analytical Psychology, and the ability to formulate a clear, understandable and coherent line of thought, including scientific citation methods.

Advisors can be examiners from the academic field of Analytical Psychotherapy for Children and Adolescents, supervisor candidates Adolescents (AKJS*) or Supervisors of Analytical Psychotherapy for Children and Adolescents (AKJS) with Federal Recognition.

The advisor sends the evaluation form of the paper to the Administration of Studies.

d. Anamnesis Report

Anamnesis report

The report should be written during or after the therapy with a child or adolescent and be based on a thorough anamnesis with the child’s/adolescent’s caregiver. The report must include both one’s own thoughts about the clinical work with the child or adolescent and his caregivers, and an interpretation of the material from the viewpoint of Analytical Psychology.

The scope of the paper is between 8 to 12 pages (16,000 to 24,000 characters including spaces).

The criteria of assessing the report include the psychological understanding of the child’s/adolescent’s development in relation to the symptoms shown and his/her own personality and its relational system, as well as the conclusion of the

diagnosis and therapeutic work, and the student's ability to formulate a clear, understandable and coherent line of thought, including scientific citation methods. Advisors can be examiners from the academic field of Analytical Psychotherapy for Children and Adolescents, supervisor candidates and supervisors of Analytical Psychotherapy for Children and Adolescents (AKJS* and AKJS) with Federal Recognition. The advisor sends the evaluation form of the paper to the Administration of Studies.

e. Word-Association Test

Word-Association Test

The experiment must be conducted within a professional setting, either in therapy or in a counselling service.

The written paper should include the following information:

- Record of the associations and the context of the associations.
- Formal evaluation including reaction time (short, long), what kind of complex features are particularly frequent, recovery after a complex trigger (perseveration), kind of association (objective, egocentric, complex constellation/predicate type, along with any striking personal associations).
- Interpreted hypothesis based only on the formal evaluation.
- Short anamnesis.
- An interpretation that depicts the complexes that must be deduced from the context. Note that hints and references to the course of therapy and the psychodynamics of the case, while helpful for a deeper understanding of the material, should not be used for the initial deduction.
- A summary of the interpretation.
- A diagnosis made in terms of the depth-psychological terminology, and one according to DSM or ICD classifications.

The final paper should not be longer than 15 pages (30,000 characters including spaces), the minutes and the context not included in the page count.

The criteria for assessing the paper include the precision of the quantitative evaluation of the records, the significance of the deduced hypotheses, the quality of the psychological understanding of the evaluation, the transparency of the recorded psychodynamics and diagnosis of the patient/client, and the clear, understandable and coherent line of thought regarding the resulting therapeutic priorities.

Advisors are the respective lecturers of the "Examination Seminar Word-Association Test". The advisor will send the evaluation form to the Administration of Studies.

6. Case Reports

Case reports

The cover page of each case report contains the following information:

Diploma candidate: name and first name
Patient's details: case number, year of birth, gender, civil status, children (school grade), occupation
Date beginning and ending of the case
Number of case hours with the patient
Supervisor: name and first name
Number of supervisor hours

A detailed long case report consists of 10 to 20 pages (20,000 to 40,000 characters including spaces); short case reports consist of 2 to 3 pages (4,000 to 6,000 characters including spaces).

a. Long Case Report

2 detailed long case reports must be submitted in each of Programs E and K, and 4 in Program C.

Structure:

1. **Reason for registration**

- Referral or registration on own initiative
- Complaints and Discomforts, triggering situation

2. **Personal history and anamnesis**

- Family history: origin, fate, diseases in the family.
- Personal history: early childhood, siblings, relationships in the family and with peers, formative experiences, complex episodes and conflicts, educational and professional development, somatic diseases, resources, coping with transitions, peer group, sexual development, partnerships, marriage.
- Subjective distress and current life situation, previous therapies, possible history from others.

3. **First impressions**

How do I perceive the patient, contradictions in appearance and behavior.
Counter-transference: feelings, fantasies, internal images.

4. **Objective findings:** psycho-status, HoNOS, HoNOSCA, BSCL (SDQ until age of 16), assessment of defense mechanisms, relationship behavior, expectations. Development of a therapy setting.

5. **Reflections on the complex diagnosis according to Jung and psychodynamics**

6. **Clinical diagnosis** according to ICD 10/11 or DSM 5

7. **Medication**

8. **Course of therapy:** Which topics does the patient bring to therapy, which not? What changes, what does not? What does this mean? Description of the course of therapy on the external and on the internal level on the basis of the following points

- a. Considering and analyzing the central symbols and symbolic material in dreams, pictures, sand play, etc.
- b. With special consideration of the transference and counter-transference process. Observation of one's own reactions.
- c. Considering the development of the complexes and including the Word-Association Test.
- d. Turnaround points during therapy. Has it been possible to apply acquired insights in reality?
- e. Reflections on self-regulation of the psyche and prospective aspects of the process. Potential for development.

9. **Further treatment design and prognosis**

b. Short Case Report

In each of Program E and K, 8 short case reports must be submitted; 6 in Program C. The short case report consists of 2 to 3 pages.

Structure:

It is advisable to write the short case report according to the same structure as the long case report, but to tighten it up a lot and to limit yourself to one focus (see below).

Specified components of the short case report (for explanations, see large case report):

1. **Reason for registration**
2. **Personal history and anamnesis:** Family anamnesis, personal anamnesis, subjective sufferings and current situation, possibly external medical history, physical diseases
3. **First impressions**
4. **Objective findings:** psycho-status, HoNOS, HoNOSCA, BSCL (SDQ until age of 16), assessment of defense mechanisms, therapy setting
5. **Complex diagnosis according to Jung**
6. **Clinical diagnosis** according to ICD 10/11 or DSM 5
7. **Medication**
8. **Course of therapy:** with a self-selected focus: e.g. psychodynamics and/or dreaming and/or imagery and/or sandplay with consideration of transference and counter-transference
9. **Further treatment design and prognosis**

c. Submission and Evaluation of Case Reports

1. Reading

A single reader evaluates all case reports submitted by the student. He is a supervisor candidate (LAS*, AKJS*) or a supervisor (LAS, AKJS) with Federal Recognition and is selected by the Administration of Studies. He is entitled to request changes or to reject the reports.

One year after the start of the case work the student writes one long and one short case report for the attention of the reader chosen by the Administration of Studies. The reader gives feedback typically during an hour-long conversation, concerning strengths and weaknesses of the report. This feedback needs to be taken into consideration by the student when writing the remaining case reports at a later stage.

When registering for the diploma examinations, a copy of each of the two long case reports must be handed in to the Administration of Studies.

In addition, the student submits a copy of each of the two long case reports to the main examiner of the "Individual Case Examination" at least 6 weeks before the exam takes place. Note that the first long case report written one year after the intermediate exams, must be updated before submission to reflect the current status. One of these two long case reports will be selected for the examination. As soon as the examiner has made this selection, the student sends a copy of that case report to each of the two co-examiners.

2. Reading

These and the remaining eight (for the Program E and K) or six (for the Program C) short case reports must be submitted to the reader at least 3 months before the examination conference at which the decision on the diploma is to be made. There reader then conducts a further one hour discussion with the student about the case reports.

The two meetings with the reader are mandatory and free of charge.

The reader sends an evaluation form to the Administration of Studies.

7. Formal Guidelines for the written Work

Formal guidelines for the written work

The texts should be written in Arial 11 with a line spacing of 1.15.

Citation of the bibliography:

Monograph: Mustermann, A. (year). *Title. Subtitle.* (x. ed.) Place: Publisher.

Contribution in an editor's work: Mustermann, A., (year). Title. In: Mustermann, B., Mustermann, C. (Ed.), *Title.* (x. Ed.) Place: Publisher

Journal: Mustermann, A. (year): Title. Subtitle. *Journal, No.*, page(s).

Internet: Mustermann, A. (year): Title. Subtitle. Accessed on (date) www:

Jung, C.G. (year): Title. In: *Title.* CW. Vol. 11 (x. Ed.). Place: Publisher.

Text citations:

(Jung, CW Vol. X, § X)

(Author, year, p. X)

B. CONTENT OF EXAMS

1. Intermediate Exam I

a. Fundamentals of Analytical Psychology (Examination E 100)

The student should have knowledge of the following contents:

- Nature of the psyche
- Knowledge of central terminology of Jungian psychology such as:
- Ego, Shadow, Persona, Animus/Anima, Self, Ego-Self Axis (Neumann)
- Conscious, Unconscious, models of the psyche, Personal and Collective Unconscious
- Nature and function of the Archetypes; development of the term "Archetype"
- Relation archetype/biology/spirit and mind (instinct and brain structure)
- Definition and function of the "symbol". Contrast to the sign
- Complexes as *via regia* to the Unconscious and their relative autonomy
- Effects of complexes
- Connection between emotion, affect and somatization
- Imaginative processes
- Typology: introversion/extraversion, functions: thinking, feeling, intuition, sensation. Typology tests. Attitude types and function types as key for a better understanding and better therapeutic work
- Psychic energy, regression, progression, libido, defense mechanism such as "projection" etc.
- The psyche as a self-regulating system, law of opposition, the Transcendent Function
- Enantiodromia

Literature

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- Jung, C.G. (1959). The Psychology of the Child Archetype. In: *The Archetypes and the Collective Unconscious*. CW 9/1. §259-305. Princeton: Princeton University Press.
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- Jung, C.G. (1959). The Syzygy: Anima and Animus. In: *Aion*. CW 9/2. §20-42. Princeton: Princeton University Press.
- Jung, C.G. (1959). The Self. In: *Aion*. CW 9/2. §43-67 Princeton: Princeton University Press.
- Jung, C.G. (1950). The Tavistock Lectures (1935). In: *The Symbolic Life*. CW 18. Princeton: Princeton University Press.

2. Intermediate Exams II

a. Myths and Fairy Tales from the Perspective of Depth Psychology (Examination E 200)

The student should have knowledge of the following contents:

- Origin, prevalence, and structure of myths and fairy tales
- Differentiation of the literary genres: fairy tales, myths, sagas, and legends
- Fairy tale language as an international human language
- Connection between individual psychology and historical content
- Values of a given culture, expressed through myths, fairytales as briefest, simplest and most precise description of archetypes and human elemental conflicts as well as maturity stages and solutions, which are valid “beyond space and time”
- Archetypal motifs such as heroes battle, night sea journey, trickster, hard-to-gain treasure etc.
- Knowledge of interpretation methods
- Method of amplification

Literature

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Ronnberg/Martin (2010). *The Book of Symbols: Reflections of Archetypal Symbolism*. Köln: Taschen GmbH.

b. Dreams in Adults from the Perspective of Depth Psychology (Examination E 300)

The student should have knowledge of the following contents:

- Historical overview
- Interpretation of dreams in the Epic of Gilgamesh, in ancient Egypt, Greece, the Bible and the Romantic period
- Scientific study of dreams
- What is a dream?
- Function of dreams
- Neurology and neuroscience including modern dreamwork
- Interpretation of dreams: the dream concepts of Freud and Jung in comparison (differences)
- Potentials for conflict resolution through dreams
- Knowledge of symbols and of symbolization
- Fundamentals of dream interpretation in Jung
- Dream structure/dramaturgy with exposition, entanglement, culmination, and lysis
- Complexes and compensation in dreams
- Meaning of symbols
- Dream-Ego, Awake-Ego, objective level, and subjective level
- Causality and finality
- Association and amplification
- Self-regulation of the psyche

Literature

Daniel, R. (2016). *Taking the Fear Out of the Night. Coping with Nightmares*. Einsiedeln: Daimon.

Hillman, J. (1979). *The Dream and the Underworld*. Toronto: Harper Collins

Nell, Renée (2005). *The Use of Dreams in Couple Counseling. A Jungian Perspective*. Toronto: Inner City.

Roesler, C. (2018a). *Jungian dream interpretation and empirical dream research*. In: Roesler, C. (ed.): *Research in Analytical Psychology*. London. Routledge.

Roesler, C. (2018b). *Structural Dream Analysis: a narrative research method for investigating the meaning of dream series in analytical psychotherapies*. *International Journal of Dream Research*, 11 (1), 21-29. Heidelberg: Universitäts-Bibliothek Heidelberg.

Roesler, C. (2018c). *Dream content corresponds with dreamer's psychological problems and personality structure and with improvement in psychotherapy. A typology of dream patterns in dream series of patients in analytical psychotherapy*. *Dreaming*, 28 (4), 303-321. Somerville: Harvard Medical Annex.

Roesler, C. (2020). *The structural approach to the empirical investigation of the meaning of dreams - Findings from the research project "Structural Dream Analysis"*. *International Journal of Dream Research* 13, (1), 46-55. Heidelberg: Universitäts-Bibliothek Heidelberg.

West, M. (2011). *Understanding Dreams in Clinical Practice*. London: Karnac.

Jung, C.G. (1960). *General Aspects of Dream Psychology*. In: *The Structure and Dynamics of the Psyche*. CW 8. §443-529. Princeton: Princeton University Press.

Jung, C.G. (1960). *On the Nature of Dreams*. In: *The Structure and Dynamics of the Psyche*. CW 8. §530-569. Princeton: Princeton University Press.

Jung, C.G. (1953). *Individual Dream Symbolism in Relation to Alchemy*. In: *Psychology and Alchemy*. CW 12. §44-331. Princeton: Princeton University Press.

Jung, C.G. (1984). *Dream Analysis. Notes of the Seminar given in 1928-1930 by C.G. Jung.* Princeton: Princeton University Press.

c. Dreams in Children or Adolescents from the Perspective of Depth Psychology (Examination K 310)

For the examination, the following knowledge is required:

- Historical overview
- Interpretation of dreams in the Epic of Gilgamesh, ancient Egypt, ancient Greece, the Bible and in the Romantic period,
- General psychology of the dream with focus on its manifestation in childhood and adolescence,
- Functions of dreams,
- Neurology and neuroscience including modern dream-work,
- Interpretation of dreams: the concepts of Freud, differences between Freud and Jung,
- Comparison of dreams of adults and children (motifs, development phases, dream recall and display),
- Fundamentals of dream interpretations in Jung: dream structure/dramaturgy with exposition, entanglement, culmination and lysis,
- Complexes and compensation in dreams,
- Meaning of symbols,
- Dream-Ego, Awake-Ego,
- Orientation of the ego-function in dreams,
- Objective and subjective level,
- Causality and finality,
- Context, association, and amplification,
- Self-regulation of the psyche in dreams,
- Conflict-solving potentials of dreams,
- Age-specific dream manifestations,
- Access to dreams and understanding their relation to other material which a child brings into therapy,

Literature (in addition to “Dreams in Adults from the Perspective of Depth Psychology, B.2.b.)

Axline, Virginia M. (2011). *Play Therapy – The Inner Dynamics of Childhood*. Read Books.

Frey-Rohn, L. (1980). The Dream as Symptom (Freud) and the Dream as Symbol (Jung). In: *From Freud to Jung. Comparative Studies of the psychology of the unconscious*. Boston: Shambala.

Furth, Gregg M. (2002). *The Secret World of Drawing: A Jungian Approach to Healing through Art*. (2. Ed). Toronto: Inner City Books.

Kiepenheuer, Kaspar (1996). *Cross the Bridge: A Jungian Approach to Adolescence*. La Salle, Illinois: Open Court Publishing Company.

Sidoli, Mara (1989) *The Unfolding Self: Separation and Individuation*. Santa Monica : Sigo Press.

3. Diploma Exams

a. Individual Case Examination of an Adult including the Understanding of Dreams from the Perspective of Depth Psychology (Examination E 1000)

The oral exam can take place as soon as the main examiner has selected and accepted one of the two submitted long case reports and the student sent the accepted case report to both co-examiners.

The examination consists of two modules:

- I. Discussion and submission of the written case report (according to A.6. page 9 ff.). All relevant topics should be elaborated in the report.
- II In-depth reflection of the therapeutic process, description and discussion of questions and viewpoints of the examining lecturers about the case.

The exam is counted as passed if both parts are passed.

Regarding the depth psychological work with dreams, the following knowledge is required:

- Working with dreams in the therapeutical practice.
- Working with dreams in the case of ego-weakness.
- Questioning techniques.
- Interpretation methods and "creative" use of dreams: imagination and painting.
- Forms of resistance: resistance within the dream itself / resistance to face one 's own dreams.
- Ego strengthening by paying attention to dreams.
- Dreamlessness versus flooding by dreams.
- Dream types: initial dreams/transference and countertransference dreams.
- Erotic transference and "negative" transference in dreams.
- Psychic structure level of dreams.
- Complex constellations in dreams.
- Interpretation of dreams as a dialectical process.

Literature

APA Diagnostic and Statistical Manual of Mental Disorders (2013). DSM-5. Arlington, Virginia: The American Psychiatric Publishing.

Carlat, D. (2012). *The Psychiatric Interview*. Philadelphia: Lippincott Williams & Wilkins.

Cowen, P. Harrison, P. Burns & T. Shorter (2012). *Oxford Textbook of Psychiatry* (6th ed.) Oxford: Oxford University Press.

Fonagy, P. (2007). *Affect Regulation, Mentalization and the Development of the Self*. London: Karnac.

Gabbard, G.O. (2005). *Psychodynamic Psychiatry in Clinical Practice*. (4th ed.) Washington, DC and London: American Psychiatric Publishing, Inc.

Kalsched D. (2013). *Trauma and the Soul. A psycho-spiritual approach to human development and its interruption*. Hove: Routledge.

- Katona, C., Cooper, Cl. & Robertson, M. (2015). *Psychiatry at a Glance* (6th ed.) Chichester: Wiley-Blackwell.
- Levenson, J.L. (2011). *American Textbook of Psychosomatic Medicine: Psychiatric Care of the Medically Ill*. (2nd Ed.) Arlington, Virginia: The American Psychiatric Publishing.
- Lingiardi, V. & McWilliams, N. (2017). *Psychodynamic Diagnostic Manual, PDM-2*. (2nd. Ed.). Guilford: New York.
- Dogra, N., Lunn, B. Cooper, St. (2017). *Psychiatry by Ten Teachers*. ((2nd. Ed.)) Boca Raton: CRC Press.
- Toy, E.C. & Klamen, D. (2009). *Case Files: Psychiatry*. New York: McGraw-Hill.

b. The Understanding of Pictures or Sandplay Processes in Adults from the Perspective of Depth Psychology and Clinical Practice (Examination E 2000)

The student should have knowledge of the following contents:

- Knowledge of the symbolism of forms, colors, numbers, contents and spatial symbolism on a two-dimensional basis.
- Understanding of the relationship of complexes and the symbolism of the completed picture.
- Diagnostic and prognostic considerations.
- Phenomena of transference and countertransference in the completed picture.
- Contents of regression and progression.
- Composition, dynamics and structure of the picture.
- Creative discussion between the Conscious and the Unconscious.
- Understanding of symbols and its application to the completed picture.
- Conception of man.
- Interpretation of a series of pictures.
- Psychodynamics and the completed picture.

Literature

Abt, T. (2005). *Introduction to Picture Interpretation*. Zürich: Living Human Heritage Pub.

Ammann, R. (1991). *Healing and Transformation*. La Salle: Open Court.

Bach, S. (1990). *Life Paints Its Own Span (2 Vols.)*. Einsiedeln: Daimon.

Hong, G.L. (2007). *Sandplay Therapy. Research and Practice*. London: Routledge.

Pattis Zoja, E. (2011). *Sandplay Therapy in vulnerable communities. A Jungian Approach*. London: Routledge.

Roesler, C. (2019). *Sandplay Therapy: theory, applications, and evidence base*. The Arts in Psychotherapy, (63). 84-94. Amsterdam: Elsevier Ltd.

Rosen, D.M. (2002). *Transforming Depression: Healing the Soul through Creativity*. Newbury Port, MA: Nicolas Hays.

Pennington, N. & Staples, L. (2017). *Our Creative Fingerprint*. Cheyenne, WY: Fisher King.

Schaverian, J. (1999). *The Revealing Image: Analytical Art Psychotherapy in Theory and Practice*. London: Jessica Kingsley.

Jung, C.G. (1960). *The Transcendent Function*. In.: The Structure and Dynamics of the Psyche. CW 8. §131-193. Princeton: Princeton University Press.

Jung C.G. (1959). A Study in the Process of Individuation. In.: *The Archetypes and the Collective Unconscious*. CW 9/1. §525-626. Princeton: Princeton University Press.

Jung C.G. (1959). Concerning Mandala Symbolism. In.: *The Archetypes and the Collective Unconscious*. CW 9/1. §627-712. Princeton: Princeton University Press.

Jung, C.G. (1975). *Letters II*. Princeton: Princeton University Press.

Rowland, S. (2008). *Psyche and the Arts. Jungian Approaches to Music, Architecture, Literature, Painting and Film*. London: Routledge.

c. Individual Case Examination of a Child or Adolescent, including the Understanding of Dreams from the Perspective of Depth Psychology (Examination K 1100)

The oral exam can take place as soon as the main examiner has selected and accepted one of the two submitted long case reports and the student sent the accepted case report to both co-examiners.

The examination consists of two modules:

- I. Discussion and submission of the written case report (according to A.6. page 9 ff.). All relevant topics should be elaborated in the report
- II In-depth reflection of the therapeutic processes, description and discussion of questions and viewpoints of the examining lecturers about the case.

The exam is counted as passed if both parts are passed.

Regarding the depth psychological work with dreams, the following knowledge is required:

- Creative use of dreams in therapy with children and adolescents (painting, role play, sand play, conversation).
- Knowledge of symbols.
- Understanding types of resistance.
- Ego strengthening by paying attention to dreams.
- Transference and counter-transference.
- Recurrent dreams.
- Complex constellation in dreams.
- Flow of the Libido in dreams.
- Diagnosis and psychopathology in a dream.

Literature (in addition to the exam “Individual Case Examination of an Adult, including the Understanding of Dreams from the Perspective of Depth Psychology” B.3.a.)

Beebe, B. & Lachman, F.M. (2005). *Infant Research and Adult Treatment: Co-constructing Interactions*. New York: The Analytic Press.

Berlin, L.J. et al. (2005). *Enhancing Early Attachments*. New York: The Guildford Press.

Fordham, M. u.a. (2002). *Technique in Jungian Analysis*. London: Karnak.

Grossmann, E., Grossmann, K., & Waters, E. (2006). *Attachment from Infancy to Adulthood*. New York: The Guildford Press.

Jacoby, M. (2015). *Jungian Psychotherapy and Contemporary Infant Research: Basic Patterns of Emotional Exchange*. London: Routledge.

Lambert, K. (2002). *Analysis, Repair, and Individuation*. London: Karnak.

Lichtenberg, J. (1983). *Psychoanalysis and Infant Research*. Hillsdale: Analytic Press.

Kiepenheuer, K. (1996). *Cross the Bridge: A Jungian Approach to Adolescence*. Open Court Pub Co

Sidoli, M.(1989) : *The Unfolding Self: Separation and Individuation*. Sigo Press

d. The Understanding of Pictures or Sandplay Processes in Children or Adolescents from the Perspective of Depth Psychology and Clinical Practice (Examination K 2100)

The following knowledge is required:

- Knowledge of the symbolism of shapes, colors, numbers, contents, and the space symbolism of the two-dimensional surface
- Understanding the relationship of complexes and the symbolism of the completed picture
- Diagnostic and prognostic considerations
- Transference and countertransference phenomena in the completed picture
- Regression and progression content
- Composition, dynamics and structure of the picture
- Creative encounter between Consciousness and the Unconscious
- Understanding of symbols and applying it to the designed image
- Conception of man
- Interpretation of a series of pictures
- Psychodynamics and the completed picture

Literature (in addition to “Understanding Pictures or Sandplay Processes in Adults from the Perspective of Depth Psychology and Clinical Practice”, B.3.b.)

Axline, Virginia M. (2011): *Play Therapy – The Inner Dynamics of Childhood*. Read Books

Furth, Gregg M. (2002): *The Secret World of Drawing: A Jungian Approach to Healing Through Art*. Inner city Books 2. Ed.

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e. Written exam "Existential Questions and Societal Challenges, and their Relevance for Psychotherapy" (Examination E 6000 and E 7000)

The topic area will be narrowed down with the chosen examiner for the written exam. Instructions for the exam preparation as well as recommended literature will be given.

The exam can be taken:

- either as a written exam at the Institute (duration: 6 hours; 4 questions must be answered)
- or as a diploma-work.

A 40-page work is to be written on the topic agreed with the examiner. This is followed by an oral discussion (40 minutes).

Literature

Existential questions

Specialization: Religion and Psychotherapy

Specialization: Individuation

Specialization: Cultural Anthropology

Specialization: Philosophy and Anthropology

Adams, M.V. (2005). *The Multicultural Imagination: "Race", Color, and the Unconscious*. London: Routledge.

Burleson, B. (2005). *Jung in Africa*. New York: Continuum.

Henderson, J.L. (2005). *Thresholds of Initiation*. Wilmette: Chiron.

Kirsch, T., Rutter V.B. & Singer, T. (2007). *Initiation: The Living Reality of an Archetype*. London: Routledge.

Marlan, S. (2021). *C.G. Jung and the Alchemical Imagination. Passages into the Mysteries of Psyche and Symbol*. London: Routledge.

Schweizer, A. (2010). *The Sun god's Journey Through the Netherworld: Reading the Ancient Egyptian Amduat*. Ithaca: Cornell University Press.

Singer, T. & Kimbles, S.L. (2004). *The Cultural Complex: Contemporary Jungian Perspectives on Psyche and Society*. London: Routledge.

Renfrew, C and Morley, I. (eds). (2009). *Becoming human: Innovation in Prehistoric Material and Spiritual Culture*. Cambridge; Cambridge University Press.

Sengupta, S. (2013). *Jung in India*. New Orleans, LA: Spring Journal Books.

C. Coming into Force

The "Exam Regulations" came into force with the resolution of the Board of the Training Sector and approval by the Curatorium on 01.04.2015 and was revised on 01.10.2018 and 01.01.2022.