

# Curriculum Psychoanalysis



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## A. INTRODUCTION<sup>1</sup>

In 1948, the C.G. Jung Institute Zurich, Küsnacht was founded with the cooperation of the Swiss psychiatrist Carl Gustav Jung.

His Analytical Psychology and Psychotherapy belongs to the psychodynamic therapies, which attach great importance to the unconscious.

To the idea of the personal unconscious, Jung added the concept of the so-called collective unconscious. In this he recognized the primeval imprinting and basic patterns of human life, which he called archetypes and which are depicted, for example, in myths and fairy tales. These basic patterns give rise to the development of complexes which mirror our individual relationship experiences as well as personal experiences and anchor them in our memories.

Jung's theory of complexes helps to understand personality developments, relationship conflicts and psychological maldevelopments and, on this basis, to treat them psychotherapeutically. Jungian Psychotherapy promotes the development of one's own resources and regards a psychic problem also as a challenge to an essential personal development: individuation.

In practical psychotherapeutical work, among other things, dreams, typology, pictures, sandplay and active imagination are, play a crucial role in the understanding of conscious and unconscious psychic processes. Purpose and aim of working with the unconscious are to get in touch with the soul and with one's individual creative possibilities. On this basis, Jungian Psychology and Psychotherapy touches questions of meaning and of spirituality.

The transcultural orientation makes it easier in the interdisciplinary exchange to find answers to the challenges of a globalized world and its multicultural societies.

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<sup>1</sup>Regarding translations of this document: The original german version remains binding.  
Curriculum Psychoanalysis C.G. Jung-Institut Zürich, Küsnacht, October 1, 2023

## **B. CURRICULUM PSYCHOANALYSIS<sup>2</sup>**

For the training as Jungian Psychoanalyst the C.G. Jung Institute offers three courses of diploma studies:

- The training program E for analytical work with adults (duration 8 semesters)
- The training program K for analytical work with children/adolescents (duration 8 semesters) and
- The combined training program C for analytical work with adults and children/adolescents (duration 8 semesters)

The diploma as "Psychoanalyst C.G. Jung Institute" obtained at the C.G. Jung Institute does not guarantee that the legal requirements for practicing as a Jungian psychoanalyst/psychotherapist are met in the student's respective home country. Worldwide, the legal requirements for a license to practice as a Jungian Psychoanalyst/Psychotherapist differ greatly and, in addition, are changing rapidly. For this reason, in the training that it offers, the C.G. Jung Institute is unable to take into account these various conditions in any comprehensive way.

Therefore, each student who intends to practice as a Jungian Psychoanalyst in his homeland must inquire about the legal prerequisites there and then later endeavor on his own to obtain a license to practice in the place where he intends to live.

If the student completes additional work beyond the requirements of the C.G. Jung Institute in order to satisfy the requirements in his country of residence, this will be affirmed (should he wish it) by the Director of Studies.

### **1. Admission and Title**

Those applying for the training must be at least 25 years of age and must be able to provide evidence of having graduated from a university or university of applied sciences with a Master's degree, as well as 50 hours of self-experience in Analytical Psychology with a member of the International Association for Analytical Psychology, IAAP.

Each applicant will be assigned to an Admission Committee that consists of three members, the so called individual Admissions Committee (iAK). In the Admission Interviews they assess the personal suitability of the applicant to be an analyst and decide about admitting him to the training program. The members of the individual Admissions Committee accompany the student throughout his entire training.

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

Upon completion of the training, the diploma "Psychoanalyst C.G. Jung Institute Zurich" is conferred.

According to the PsyG (Swiss law for psychology professions) completion of the Curriculum Psychoanalysis does not fulfill the requirements for a Swiss federal professional title and thus, with just this training, there is no possibility of later taking up a licensed psychotherapeutic activity in Switzerland.

## **2. Structure and essential elements of the training**

### **a. The training in two phases**

The first phase of the training – up to the Intermediate Examinations – has as its goal that students acquire the theoretical knowledge necessary to be able to work with clients analytically after they have passed the Intermediate Examinations.

After having passed the Intermediate Examinations, the training candidate is designated a diploma candidate and is eligible to work with clients under the guidance of a supervisor accredited at the C.G. Jung Institute and to visit lectures, seminars and courses that are reserved for diploma candidates.

Notwithstanding the above, students who already perform clinical case work in a case responsible manner may apply to the Director of Studies at the end of the second semester for casework starting in the third semester. The Director of Studies will decide whether to grant this request. The case authorization is associated with the appointment as a diploma candidate.

The second phase of the training, meaning being a diploma candidate or being allowed to start with case work up to the diploma serves to empower the person being trained to work independently as a Jungian analyst.

After passing the Diploma Examinations, the acceptance of his written thesis, and with agreement of his Admissions Committee, the student will be conferred a diploma.

### **b. The training analysis**

The training analysis (self-experience) represents the core of the training.

It accompanies the entire course of training, comprises at least 300 hours and, like every analytical or psychotherapeutic activity, is inherently subject to confidentiality. It is separated from all evaluative functions. A training analysis session lasts for at least 45 minutes.

c. Theoretical knowledge

Over the course of the training, those in training must show evidence of having gained at least 400 credits of theory. One credit is equal to at least 45 minutes workload.

The student is largely free in his choice of which lectures and seminars he wishes to attend and participate in. These should impart the necessary theoretical and technical knowledge for the fields that are examined and, additionally, offer insights into the areas of knowledge that are relevant to the field of Analytical Psychology and Psychoanalysis.

At least 200 credits of theory must be taken as face-to-face classes, as evidenced in the test booklet.

During the 8 regular study semesters, at least 1 block must be attended annually (this only applies to students in the English block program, in the German semester program this requirement is automatically fulfilled).

Depending on the program, several written papers are to be submitted that are to be evaluated by an examiner, training analyst, supervisor candidate or supervisor. However, the personal training analyst, as well as any members of the individual Admissions Committee are not eligible.

A more comprehensive written paper, the thesis, is expected from all the candidates. The contents of which are the subject of the "Thesis Discussion" Diploma Examination. The thesis must meet academic standards.

d. Clinical internships

In the clinical internships (at least 12 weeks of 40 hours per week, part-time internships last correspondingly longer) the student should acquire experiences with a broad spectrum of psychological illnesses.

For the adults program E, an internship of at least 12 weeks (at least 50% part-time) in an inpatient or outpatient psychiatric or, at best, a psychosomatic institution for adults, must be completed. For the children/adolescents program K it must be 3 months in a corresponding inpatient or outpatient psychosocial or mental health institution for children and/or adolescents. Furthermore, students in the combined program C must acquire clinical experience both with adults and with children and adolescents during their 3-month internships.

Both paid and unpaid work experience count as internships.

Clinical internships are to take place after completion of the university degree and within the postgraduate training at the institute. In individual cases, internships completed up to six years prior to the start of the training may be recognized.

A detailed description of the requirements is to be found under Art. 26.

Recognition by the C.G. Jung Institute is no guarantee that a country in which one wishes to work will recognize the internship. Some countries



require that an internship be completed while studying at the Institute. We recommend that students clarify in good time whether they meet the prerequisites for recognition in the respective country.

e. Intermediate Examinations

In all three programs, the first phase of the training ends with a series of seven Intermediate Examinations.

In program E for example, the Intermediate Examinations are concerned with the following fields: Comparative Developmental Psychology; Psychodynamic Concepts of Mental Disorders; Fundamentals of Psychiatry and Psychopathology; Fundamentals of Analytical Psychology; Myths and Fairy Tales from the Perspective of Depth Psychology; Dreams in Adults from the Perspective of Depth Psychology; Religious Studies.

Tabular overviews of the examinations in the respective programs are to be found at the end of this brochure, s. E.

f. Supervised analytical casework with clients

Following the promotion to diploma candidacy in program E and K at least 300 hours of casework with clients are to be performed, in program C at least 400 hours. In program E at least 3 clients are to be worked with; in program K at least 4; and in the program C with at least 5 clients. A treatment hour lasts 45 minutes.

The analytic casework carried out with clients by diploma candidates within the framework of their training is subject to the C.G. Jung Institute's supervision and during this whole phase of the training, it must be overseen regularly by supervisors accredited by the C.G. Jung Institute.

In programs E and K the work with clients must be accompanied by a total of at least 140 supervision sessions. At least 80 sessions must be completed in individual settings and at least 60 sessions in group supervision.

In program C, the work with clients must be accompanied by at least 180 supervision sessions. At least 100 must be in an individual setting and at least 80 sessions in group supervision.

An individual supervision session lasts at least 45 minutes, a group supervision session 90 minutes.

g. Diploma Examinations

The second phase of the training ends with six Diploma Examinations in the adult and children/adolescents programs E and K and eight Diploma Examinations in program C, respectively.

For example, for the adult program E diploma, the following fields of study are examined: Individual Case Examination of an Adult including the

Understanding of Dreams from the Perspective of Depth Psychology; Clinical Psychiatry, Diagnosis and Therapy; Myth or Fairy Tale from the Perspective of Depth Psychology; Understanding Pictures or Sandplay Processes in Adults from the Perspective of Depth Psychology and Clinical Practice; The Individuation Process and its Symbols; Discussion of the Thesis.

Tabular overviews of the examinations in the respective programs are to be found at the end of this brochure, s. E.

### 3. The costs of the training

In the adult and children/adolescents programs E and K one must reckon with at least the following costs (as of Juli 2023)

Semester fees, Admission Committee-, examinations, approx:	31'850 CHF
Training analysis (per 45 min session: 135 CHF <sup>3</sup> )	33'750 CHF
Individual supervision (per 45 min session: 135 CHF)	10'800 CHF
Group supervision (session of 90 minutes: 40 CHF)	3'000 CHF
<b>Total</b>	<b>min. 79'400 CHF</b>

In the combined program C, one must reckon with at least the following costs (as of Juli 2023):

Semester fees, Admission Committee-, examinations, approx.:	32'580 CHF
Training analysis (per 45 min session: 135 CHF)	33'750 CHF
Individual supervision (per 45 min session: 135 CHF)	13'500 CHF
Group supervision (session of 90 minutes: 40 CHF)	4'000 CHF
<b>Total</b>	<b>min. 83'830 CHF</b>

Not included in these fees are travel, board, accommodation costs and individually required study material as well as possible additional fees (e. g. practice license).

Examiners, experts, thesis advisors, thesis co-advisors, readers and advisors of seminar papers are being paid by the Institute. Additional demands for fees paid by the student are only permitted in exceptional cases; these, however, must be approved by the Director of Studies in advance.

<sup>3</sup> Average fee

#### **4. Right of appeal**

Appeals against decisions by the Admissions Committee, the Director of Studies or in case of failure in an exam are possible. The details of the appeal process are described from Art. 41. It is recommended that a discussion be sought with the Director of Studies before an appeal is submitted.

## C. IMPLEMENTARY REGULATIONS

### 1. Introduction

#### Art. 1:

General <sup>1</sup> Including the implementary regulations 2023 the current "Curriculum Psychoanalysis" is a revision of the former Curriculum "Analysts International" 2015 and of "Psychoanalysis" 2018. It takes effect with the beginning of the winter semester 2023.

Commitment <sup>2</sup> At the beginning of his training, each student commits himself to observe the professional secrecy, to respect the Code of Ethics as well as the Institute's Code and the House Rules of the C.G. Jung Institute.

### 2. Admission to training, Applying

#### a. Admission Criteria

#### Art. 2:

University graduates from all academic fields <sup>1</sup> Those applying for the training must be able to prove that they have graduated from a university or university of applied sciences (Master's degree).

<sup>2</sup> Following the completion of this training, a student is conferred the diploma "Psychoanalyst C.G. Jung Institute Zürich".

<sup>3</sup> According to the PsyG (Swiss Psychology Profession Act), completion of this program (Curriculum Psychoanalysis) does not entitle the student to acquire the federal professional title or to be licensed to practice psychotherapy in Switzerland.

#### Art. 3:

Language fluency <sup>1</sup> Students must be fluent in at least one of the two instruction languages (German or English) of the C.G. Jung Institute.

<sup>2</sup> Examinations can be taken, as desired, in German or English.

#### Art. 4:

Maturity, minimum age <sup>1</sup> In order to ensure the protection of future analysands and clients, stringent requirements are necessary concerning personal maturity and suitability for a profession as an analyst. It is true that age is not always a good indicator of personal maturity but, nevertheless, a minimum age of 25 has been established by the C.G. Jung Institute as a condition for applying.

<sup>2</sup> In addition, before training can commence, a minimum of 50 hours of self-experience must be completed within the framework of a Jungian Analysis with a member of the International Association for Analytical Psychology, IAAP.

<sup>3</sup>The Rules of Procedure of the Admissions Committee specify the criteria that underlie a suitability test for analysts. These are discussed with the applicants and can be viewed.

<sup>4</sup> All personal documents will be handled confidentially.

b. Applying

Art. 5:

Application and  
selection procedure

<sup>1</sup> Since, once all the documents have been received by the C.G. Jung Institute, the selection procedure can last two months, the application should be submitted at least three months before the intended beginning of the training. The training can be taken up at the beginning of each semester, in April and October, respectively. The Admissions Committee goes over the applications in the order they come in.

<sup>2</sup> Together with the completed application form ([www.junginstitut.ch](http://www.junginstitut.ch)), the following documents are requested in electronic form for the attention of the Admissions Committee:

- A recent photo
- A photocopy of the academic diploma
- A brief biography (5 to 10 pages). In this, the most important personal moments and inner experiences should be recounted with special attention paid to discussions of the conflicts, crises or problems in the various life phases as well as encounters with Jungian Psychology and the motivation for training.
- Confirmation of hours of self-experience
- Payment of the application fee (no refund)

### **3. The Admissions Committee**

a. In general

Art. 6:

In general

<sup>1</sup> The Admissions Committee accompanies those in training through all of their formation and assesses their suitability for being professional analysts.

<sup>2</sup> On behalf of the Board of the Training Sector the Admissions Committee decides about admitting the applicant to begin the training (admission interviews) and for students not being eligible doing clinical casework

about their later promotion to be a diploma candidate (case authorization interviews).

Furthermore, the student's personality development and suitability for the profession of psychoanalyst is evaluated in so-called Site Interviews, which take place one year after the start of casework.

The Admissions Committee also decides on admission to graduation (Diploma Interview).

<sup>3</sup> The enrollment at the Institute must be made within three semesters following the approval.

<sup>4</sup> All decisions of the Admissions Committee are given in writing to the applicant or student.

<sup>5</sup> If a student has fulfilled all study requirements, the Admissions Committee decides on graduation in the Examination Conference.

<sup>6</sup> If a student wishes to change programs, no additional interviews with the Admissions Committee will take place.

#### b. Interviews

##### Art. 7:

Admission Interviews

<sup>1</sup> As soon as the application documents have been submitted in full to the Administration of Studies, they are evaluated. Applicants who have met the formal admission requirements will be asked to attend interviews. These are individual interviews with three members of the Admissions Committee, two one-hour interviews with each member (six interviews in total). The purpose of the interviews is to assess personal suitability for the profession of psychoanalyst. As a rule, the interviews take place in person (practice of the Admissions Committee members in Switzerland); if necessary, also by video conference.

<sup>2</sup> An invoice is included with each invitation to an interview and this is to be paid before the interview begins. In case of non-admission a refund of the interview fees is not possible.

##### Art. 8:

Case Authorization Interviews

<sup>1</sup> Students who could not be granted case authorization by the Director of Studies arrange three additional individual interviews with the three members of the Admissions Committee responsible for them shortly before or during the Intermediate Examinations, the so-called "Case Authorization Interviews". These interviews are subject to a fee.

<sup>2</sup> Based on these three interviews the Admissions Committee decides regarding admitting the student to the second phase of the training and thus to the appointment as Diploma Candidate.

### Art. 9

Site Interviews

<sup>1</sup> One Year after the start of the casework, the students each arrange an interview with the three members of the Admissions Committee assigned to them, the so called "Site Interviews". For this purpose the first evaluations of the casework by the respective supervisors responsible as well as the evaluation by the reader must be available.

<sup>2</sup> The Admissions Commission decides on the student's suitability for the profession of psychoanalyst on the basis of these three Site Interviews in total. These interviews are subject to a fee.

### Art. 10.

Diploma Interview

<sup>1</sup> As soon as the student is informed about the date of the "Individual case examination", he arranges an individual interview with the coordinator, i.e. the respective leading person of the members of the Admissions Committee assigned to him. After this so-called "Diploma Interview" and after consultation of the coordinator with the two other members, a joint decision is made by the three members on the personal suitability of the student for the profession of psychoanalyst. Should doubts arise, the Admissions Committee reserves the right to invite the student to two further interviews at a charge.

<sup>2</sup> The individual Admissions Committee guarantees that the Diploma Interview and the assessment of the student's personal suitability for the profession of psychoanalyst will take place in good time before the exam conference.

<sup>3</sup> For the Diploma Interview, the assessment of the "Individual Case Examination" must be available. Therefore, it is recommended to start the Diploma Examinations with the "Individual Case Examination".

<sup>4</sup> The Administration of Studies informs the student of the decision of the Admissions Committee.

<sup>5</sup> This interview is chargeable.

### Art. 11

Procedure in case of doubt about a student's suitability for the profession of psychoanalyst.

<sup>1</sup> If an applicant is rejected after the admission interviews, he may reapply for admission to the training after two years at the earliest.

<sup>2</sup> In order for the Admissions Committee to fulfill its task, it is necessary that seminar leaders and group supervisors, lecturers, examiners or individual supervisors inform the Admissions Committee of any abnormalities or doubts about a student's suitability for the profession of psychoanalyst. The student must be informed of this.

<sup>3</sup> If a teaching analyst terminates the teaching analysis due to considerable doubts regarding the student's suitability for the profession of psychoanalyst, he must inform the Admissions Commission of this decision - but not about contents of the teaching analysis; these are

subject to confidentiality. The student must be informed of this in advance.

<sup>4</sup> If the Admissions Committee is informed by educators of the training of doubts about a student's suitability for the profession of psychoanalyst, then the student may be asked at any time for follow-up interviews with one or more members of his or her Admissions Committee. These interviews are free of charge to the student. Their purpose is to make the student aware of any existing difficulties or objections as early as possible, and to give the student an opportunity to address and, if possible, remedy them. The Admissions Committee shall give special consideration to the protection of clients.

<sup>5</sup> If doubts about the student's suitability for the profession of psychoanalyst remain after the interviews, then the Admissions Committee, in consultation with the Director of Studies, may draw various consequences, e.g., increase the required number of hours of teaching analysis or individual supervision, postpone graduation, in the last resort, discontinue continuing education or discontinue continuing education with the possibility of reapplying after a period to be determined. The student must be informed of this. The student may also consult the minutes of the Admissions Committee regarding the reasons for this decision.

<sup>6</sup> The student has a right to a free interview with a member of the Admissions Committee if conditions are imposed, a postponement of graduation or termination of studies is requested.

<sup>7</sup> The reasons for a postponement, conditions or termination of studies are recorded. The student may inspect the minutes.

<sup>8</sup> In the case of a dropout required by the Admissions Committee, the reapplication period is at least two years.

<sup>9</sup> Students must be made aware of their right of appeal against all decisions of the Admissions Committee.

#### **4. Semester types, registering for and leaving the training**

##### a. Types of semesters

###### Art. 12:

Regular training  
semesters

<sup>1</sup> In all the programs, students must be enrolled for at least 8 regular training semesters. The training offering is described in the "Lectures and Seminars" brochure.

<sup>2</sup> Examinations must be taken in a regular training semester. This is not the case with the thesis discussion.



<sup>3</sup> The filled-out enrollment form is to be sent to the Administration of Studies and the semester fee paid before the enrollment deadline.

Art. 13:

Leave of absence semester

<sup>1</sup> During their training, students can take a leave for up to 6 semesters, whereby a maximum of only two semesters in a row is possible.

<sup>2</sup> Leave of absence semesters are not included in the minimum number of regular training semesters.

<sup>3</sup> During a leave of absence, it is not permitted to take part in seminars, lectures can be attended according to the students' fee. The use of the library and picture archive is allowed. With the exception of discussions of the thesis, no examinations can be taken. Clinical Internships, training analysis and supervision hours, though, are recognized.

<sup>4</sup> It suffices to fill out and send in the associated enrollment form for each leave of absence semester and to pay the leave of absence fee before the enrollment deadline.

Art. 14:

Thesis semester

<sup>1</sup> If all the requirements for graduating have been fulfilled, except for the thesis, the Director of Studies, if requested, can grant additional thesis semesters, also for the semester in which the thesis discussion takes place. Up to four thesis semesters are possible.

<sup>2</sup> Thesis semesters are not included in the minimum number of regular training semesters.

<sup>3</sup> During the thesis semester it is not permitted to participate in seminars, except for diploma and research colloquia; lectures can be attended and paid for with a student discount. The use of the library and picture archive is allowed. With the exception of discussions of the thesis, no examinations can be taken.

<sup>4</sup> It suffices to fill out and send in the associated enrollment form for each thesis semester and to pay the thesis semester fee before the enrollment deadline.

b. Enrollment in and termination of the training

Art. 15:

Enrollment

<sup>1</sup> For administrative reasons, it is essential that students who wish to maintain their matriculation at the C.G. Jung Institute re-enroll each semester. If a student would like to change from one program to another, he should inform the Director of Studies.

<sup>2</sup> The fully filled-out enrollment form must be handed in to the administration before the enrollment deadline. The semester fees must be paid before the beginning of the semester.

Termination of matriculation

Art. 16:

<sup>1</sup> While adhering to the enrollment deadline (see booklet “Lectures and Seminars”), each student may withdraw from the training a total of two times. The written notification is to be addressed to the Director of Studies.

<sup>2</sup> Those who wish to take up the training again and do so within a time span of four semesters, don't have to repeat the admission procedure

<sup>3</sup> If the payment has not been made after the second dunning letter, the matriculation is terminated.

<sup>4</sup> If, in a third attempt, an examination is not passed this also results in a termination of the matriculation.

## 5. Structure and essential elements of the training

### a. Training analysis

Scope of the training analysis

Art. 17:

<sup>1</sup> A training analysis session lasts at least 45 minutes.

<sup>2</sup> The training analysis is separated from all evaluative functions. For this reason, a personal analyst cannot be chosen as a supervisor, main-examiner, co-examiner, tutor for seminar papers, nor as thesis advisor or thesis co-advisor. Members of one's individual Admissions Committee can only be chosen as training analysts if they withdraw from their function as individual Admissions Committee member.

<sup>3</sup> The training analysis comprises at least 300 hours: of which at least 150 must have been completed until the end of the Intermediate Examinations and 150 until the diploma.

<sup>4</sup> The training analysis is used for self-reflection during which a careful look into the personal and collective unconscious takes place. The Jungian psychoanalyst must have experienced the process and effects of the unconscious in order to be able to reflect self-critically on his own projections onto the clients.

Art. 18:

Training analysis: Fundamentals

<sup>1</sup> The training analysis must be done during the training with a training analyst or training analyst/supervisor of the C.G. Jung Institute Zurich. Training analysts are designated as such by the C.G. Jung Institute and are listed in the "Directory of Accredited Instructors".

<sup>2</sup> Students who live abroad can submit a request to the Director of Studies that an external training analyst in their home country be approved. For such an approval, besides membership in the IAAP, at least five years of activity as a Jungian Analyst must be proven. As long as one performs

this function, the external training analyst is an extraordinary member of the C. G. Jung Institute and pays an annual administrative fee.

<sup>3</sup> It is advisable that students clarify whether or not their chosen external training analyst is recognized as an instructor in his home country.

<sup>4</sup> It is recommended that over the course of the training analysis the student works with both a female analyst as well as a male one. Work with two analysts at the same time, however, is not permitted.

<sup>5</sup> At least 100 hours of the training analysis must take place with the same analyst. This provision takes into account the character of the analysis as an on-going psychological process.

<sup>6</sup> Less than 25 hours of analysis with the same person cannot be recognized as a part of the training analysis.

<sup>7</sup> Like every analytic activity, the training analysis is subject to the professional secrecy.

<sup>8</sup> The hours of training analysis must be confirmed by the respective training analyst.

#### Art. 19:

Acknowledgement of other analysis hours

<sup>1</sup> Analysis with acknowledged Jungian Analysts (members of the International Association for Analytical Psychology IAAP) that have taken place before admission to the training program can be counted towards the required 300 hours of training analysis, but only up to a maximum of 50 hours. Their acknowledgement by the Director of Studies must be requested following the beginning of the training.

<sup>2</sup> If, for a participant in the general further education, a training semester is subsequently approved as a part of the training, this will, in general, also hold for analysis during this time. The prerequisite for recognition is that the requirements for admission to the "Psychoanalysis" training were already met before participation in the general further education.

#### b. Theoretical knowledge

#### Art. 20:

Lectures and seminars

<sup>1</sup> The content of lectures and seminars provides students with the necessary theoretical knowledge to obtain the diploma and gives insights into the areas of knowledge relevant to Analytical Psychology and psychoanalysis.

All lectures and seminars are offered to students in the form of subjects. A detailed description of the teaching content of all subjects as well as the scope of the compulsory teaching units can be found in chapter D.

Credits (45 minutes)

<sup>2</sup> Maintaining a Record of Course Attendance (obtained in the front office) is required. Over the course of their training, students must prove that

they have obtained at least 400 credits of theory. One credit equals a training unit of 45 minutes.

<sup>3</sup> Seminars and lectures in German usually take place Thursdays through Saturdays, occasionally on Sundays. Seminars and lectures in English are offered in the form of training blocks (three weeks of daylong intensive courses).

Mandatory seminars

<sup>4</sup> Between the Intermediate Examinations and the registration for the Diploma Examinations, attendance in the Clinical Block I and II is mandatory for all students except for psychiatrists and psychotherapists.

<sup>5</sup> The introductory seminar as well as the examination seminar of the Word-Association Test are mandatory for the students in program E and C.

<sup>6</sup> Additionally, in preparing for the Intermediate Examinations or for the Diploma Examinations, attendance in courses in those fields tested in the examinations is recommended.

Presence requirements

<sup>7</sup> Whoever has signed up for a seminar is obliged to take part in it. Cancellations are possible up to 10 days prior to the English block and up to 10 days prior to the German lecture/seminar. In case of unexcused absence, a default fee will be charged.

<sup>8</sup> 200 credits of theory must be attended as face-to-face classes. In addition, at least one block of face-to-face classes must be attended each year. (during the 8 regular study semesters).

c. Seminar papers

Art. 21:

In general

<sup>1</sup> Depending on the program several written papers are to be produced in which viewpoints of Analytical Psychology are taken into account. The seminar paper is to be handed in to a C.G. Jung Institute main-examiner, training analyst, supervisor candidate or supervisor. Former or current analysts as well as members of the individual Admissions Committee are excluded.

<sup>2</sup> After a consultation with the tutor of the seminar paper its topic can be freely chosen. Information on the content requirements can be found in the "Examination Regulations Curriculum in Psychoanalysis" under 5.a. - 5.e.

<sup>3</sup> Rules regarding layout, citation and references can be found in the "Examination Regulations Curriculum Psychoanalysis" under 7. "Formal guidelines for written papers".

<sup>4</sup> Together with his seminar paper the student is to give the advisor an evaluation form (that can be obtained in the Administration of Studies) with the request that this, once it is filled out, be sent back to the administration.

<sup>5</sup> The seminar paper approved by the advisor and its evaluation must be handed in to the Administration of Studies before registration for the Intermediate Examinations and the Diploma Examinations, respectively.

Art. 22:

Program E <sup>1</sup> In program E two seminar papers of 10 to 20 pages<sup>4</sup> about symbolic material are to be prepared: one before the Intermediate Examinations and the second before the Diploma Examinations.

Art. 23:

Program E and C <sup>1</sup> Each diploma candidate in Program E or C must attend the introductory seminar on the Word Association Test.

<sup>2</sup> Each diploma candidate in Program E or C must administer and evaluate a Word-Association Test to a patient at the beginning or in the course of therapy.

<sup>3</sup> Evaluation of the Word-Association Test is done orally in an examination seminar.

<sup>4</sup> After attending the examination seminar, the results of the evaluation are presented in written form. This written work will be evaluated by the seminar instructor. (Optional in Program C, see Art. 24).

<sup>5</sup> As with the other seminar papers, the evaluation is done by means of an evaluation sheet, which is sent by the seminar leader to the Administration of Studies.

<sup>6</sup> The results of the Word-Association Test are to be taken into account in regard to the course of therapy and its significant events in the case report.

Art. 24:

Program K <sup>1</sup> In program K and C there are additional requirements:

– Before the registration for the Intermediate Examinations:  
a seminar-paper about a projective test whereby both theoretical and practical viewpoints should be taken into account.

Program C  
Alternative – Before the registration for the Diploma Examinations:  
optional a seminar-paper about a projective test whereby both theoretical and practical viewpoints should be taken into account.  
or the written evaluation of the Word-Association Test as described under Art. 23.

Program K + C – Before the registration for the Diploma Examinations:

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<sup>4</sup> In general: One page is 2000 characters including space characters

Alternative

a) anamnesis report of a child or adolescent: the report of 8 to 12 pages should be elaborated within a current or completed analysis with a child or adolescent. An in-depth anamnesis with the significant others of the child or adolescent should be prepared. Included in the report must be reflections concerning concrete work with the child or adolescent and his significant others and interpretations from the point of view of Analytical Psychology.

or alternatively

b) a seminar paper about interactions within a family: the paper of 8 to 12 pages provides an opportunity to acquire theoretical knowledge in at least one family therapy concept (freely chosen), to thereby reflect upon one's own analytical work with children, adolescents and their significant others, and to try to establish a connection between this approach and Analytical Psychology.

<sup>2</sup> Main-examiners from the academic field "Analytical Psychotherapy for Children and Adolescents" as well as supervisor candidates and supervisors for analytical therapy with children and adolescents (AKJS\* and AKJS) can serve as advisor.

#### d. Thesis

##### Art. 25:

Thesis

<sup>1</sup> It is recommended that a thesis advisor is sought out right at the beginning of the work on the thesis. The choice of the thesis advisor as well as the thesis topic as agreed upon between the advisor and student must be approved by the Director of Studies. For this, a one to two page work plan (incl. table of contents as well as the most important literature) as well as the names of the thesis advisor and two co-advisors must be handed in.

<sup>2</sup> Students can choose the thesis advisor and also the two thesis co-advisors. As thesis advisor all main-examiners, training analysts (LA), supervisor candidates (LAS\*, AKJS\*) and supervisors (LAS, AKJS) are possible. All accredited analysts can be chosen as co-advisors. Current and former training-analysts as well as members of one's individual Admissions Committee, however, cannot be thesis advisors nor thesis co-advisors. An external thesis co-advisor can be called in when this is relevant to the topic and he is sufficiently qualified for this task.

<sup>3</sup> The thesis has to be submitted to the thesis advisor and the two thesis co-advisors 8 weeks prior to the thesis discussion at the latest.

<sup>4</sup> After the thesis has been accepted by the thesis advisor, students themselves arrange the date (within the examination period) and the location for the thesis discussion with the thesis advisor and the two thesis co-advisors. When setting the date for the thesis discussion, it is advisable to take into account that the thesis might need to be revised.

Improvements must have been made and been approved by the thesis advisor before the exam conference, so that graduation can take place at the end of the respective exam period.

<sup>5</sup> Before handing out the diploma one bound copy and an electronic version of the accepted thesis for the C.G. Jung Institute's library must be delivered to the Administration of Studies. Personal data of clients are to be changed so as to ensure the client's anonymity.

e. Clinical internships

Art 26:

Clinical internships

<sup>1</sup> Before receiving a diploma as an analyst, students are required to complete psychotherapy-related internships of 12 weeks duration in a psychosocial or mental health institution. (12 weeks duration of the internship refers to 12 weeks of 40 working hours per week as a full time internship, and accordingly longer as a part time internship)

<sup>2</sup> Where and when possible, interns should participate in internal institution events such as, for example, supervision and team meetings.

<sup>3</sup> For program E, clinical internships of at least 12 weeks of 40 hours per week (generally at least to a 50% work pensum) must be done in an inpatient or outpatient psychiatric or, at best, a psychosomatic institution for adults. For program K it must be 12 weeks in a corresponding inpatient or outpatient psychosocial or mental health institution for children and/or adolescents.

<sup>4</sup> Correspondingly, students in program C must acquire clinical experience during 12 weeks with both adults, and children and adolescents. The work hour's ratio of internships with adults with internships with children/adolescents (or vice versa) should be roughly balanced (at least 40:60).

<sup>5</sup> It is advisable to check with the Director of Studies to see whether an internship in a particular clinic or institution is acceptable and – if necessary – to plan in a leave of absence.

<sup>6</sup> The student must present the reference letter of the internship director to the C. G. Jung Institute.

<sup>7</sup> Work in a hired relationship as well as internships as unpaid volunteers are valid as internships.

<sup>8</sup> Clinical internships have to take place after graduation from university. They shall take place during the postgraduate training at the institute. In individual cases internships completed up to 6 years before the start of training may be recognized.

<sup>9</sup> Recognition by the C.G. Jung Institute is no guarantee that a country in which one wishes to work will recognize the internship. Some countries require that an internship be completed while studying at the Institute. We

recommend that students clarify in good time whether they meet the requirements for recognition in the respective country.

f. Private-Study

Art. 27:

Private-Study

Authoritative for the self-study is the examination of the standard works of Analytical Psychology and associated further literature. Secondary literature can be chosen at will and according to one's own preference. Suggestions are offered by the instructors, training analysts, examiners and supervisors. A literature list is available for every examination subject.

**6. Supervised analytic work with analysands and clients (casework)**

Art. 28:

In general

<sup>1</sup> All casework with clients performed by diploma candidates within the framework of their training is subject to regular oversight by accredited supervisors of the C.G. Jung Institute. This supervision continues throughout the entire duration of the respective casework.

<sup>2</sup> At any time a supervisor can request a written report about the work with the clients.

<sup>3</sup> One supervisor carries the responsibility for each case; he must be informed about this as well as about the identification number of the associated case. Parallel supervision is only permitted with the consent of the main supervisor.

<sup>4</sup> Prior to beginning with casework the "Regulations on Case Work" as well as the "Code of Ethics" are to be studied and their receipt acknowledged. Attendance in a preliminary discussion about taking on cases is obligatory.

<sup>5</sup> In analytic work of students with their clients via telephone or via other electronic aids (fax, e-mail, the Internet, etc.) the legal provisions on data protection of the respective place must be adhered to.

Art 29:

Casework

<sup>1</sup> The C.G. Jung Institute requires at least 300 case hours be done in program E and K, and at least 400 case hours in program C. One casework session is at least 45 minutes.

<sup>2</sup> Program E requires working with at least three adult clients, at least two of which must be long term cases. A long-term case comprises at least 60 hours.



<sup>3</sup> Program K requires working with at least four children/adolescents, at least two of them must be long-term cases. A long-term case comprises at least 60 hours.

<sup>4</sup> Program C requires working with at least five adults/children/adolescents, three of them must be long-term cases. Here, either there must be work with two cases of adult clients and one case with a child/adolescent, each of which comprising at least 60 hours, or one case with an adult client and two cases with children/adolescents, each of which comprising at least 60 hours.

<sup>5</sup> Both male and female clients should be worked with.

<sup>6</sup> In the work with adults, cases of less than 20 hours cannot be credited. The same is true of cases with children lasting less than 10 hours.

<sup>7</sup> In program E and K the supervision takes place in a total of 140 supervision sessions, in program C in a total of 180 supervision sessions.

<sup>8</sup> A current or former analyst cannot be chosen as a supervisor. Furthermore, members of one's individual Admissions Committee can neither be chosen as individual supervisors nor as group supervisors.

#### Art 30:

Individual supervision,  
Video consultations

<sup>1</sup> In program E and K at least 80 individual supervision sessions, in the program C at least 100 individual supervision sessions with at least two supervisors must be completed. An individual supervision session lasts at least 45 minutes.

<sup>2</sup> In program C the ratio of the individual supervision sessions for adult cases to those of children/adolescent cases or vice versa should be as much in balance as possible (at least 40:60).

<sup>3</sup> It is recommended that the individual supervision takes place in the personal presence of both parties. It may also happen by video call. Since in video conversations the privacy security is not guaranteed, the user must decide whether they can carry this risk on their own responsibility.

#### Art. 31:

Group supervision

<sup>1</sup> Program E and K require a minimum of 60 sessions, Program C a minimum of 80 sessions in group supervision. No current or former analyst may be chosen as group supervisor nor any current or former member of one's individual Admissions Committee.

<sup>2</sup> In program E and K at least two – and in program C at least three supervision groups must be attended.

<sup>3</sup> Per group the student must take part in at least 5 sessions in a row.

<sup>4</sup> One group supervision session lasts 90 minutes.

<sup>5</sup> In program C the ratio of the hours of group supervision of adult cases to those with children/adolescents or vice versa should be in balance (at least 40:60).

<sup>6</sup> Each candidate must at least present three of his own cases.

<sup>7</sup> The leaders of the group supervisions provide no assessment of the candidate but only confirm the participation in the sessions for the attention of the Administration of Studies. However, the Admissions Committee must be informed of any abnormalities in students that affect their suitability as psychoanalysts. When concerns are reported, the student must be informed.

#### Art. 32:

Assessments by the supervisors

<sup>1</sup> One year after beginning casework and prior to the Site Interviews, students should ask each of their individual supervisors to evaluate their casework for the attention of the Admissions Committee.

<sup>2</sup> The final second assessment of the casework (final report) by the supervisors must be available at the end of the exam period, before the exam conference at which the diploma is decided.

<sup>3</sup> Forms for this are available on the website of the Institute and are to be delivered to the relevant supervisors.

## **7. Casework and supervision abroad**

#### Art 33:

External individual supervision and group supervision

<sup>1</sup> Students from abroad can receive permission to carry out their case hours outside of Switzerland and to have a part of their casework supervised abroad.

<sup>2</sup> Individual supervision abroad must take place in a fashion accepted by the C.G. Jung Institute. Students can submit a request that the Director of Studies recognize an external supervisor in the country where they are working. For such recognition, besides membership in the IAAP, it must be shown that the external supervisor has practiced as a Jungian Analyst for at least 5 years. For the duration of this activity, the external supervisor is an extraordinary member of the C. G. Jung Institute and pays an annual administrative fee. It is advisable that students clarify whether or not the external supervisor they have selected is recognized as an instructor in the country where he is practicing.

<sup>3</sup> However, a total of 70 percent of the individual supervision must take place with supervisors accredited at the C.G. Jung Institute.

<sup>4</sup> All group supervisions must be completed with supervisors accredited at the C.G. Jung Institute.

## 8. Case reports

### Art. 34:

Contents

<sup>1</sup> The C.G. Jung Institute is subject to document obligation all analyses conducted under its responsibility.

<sup>2</sup> For this reason, a written report for 10 cases max. are required. In program E and K: long reports (10 to 20 pages) of three cases, and short reports (2 to 3 pages) about all other cases. In program C, four long reports (10 to 20 pages) are required: two of adult cases and two of child/adolescent cases. All other cases are reported as short reports (2 to 3 pages).

<sup>3</sup> The cover page of the case report contains the following information:

Diploma candidate: name and first name  
Information about the client  
Case number, year of birth, gender, civil status,  
Children (school class), occupation  
Date of beginning and ending of the case  
Number of case hours with the client  
Supervisor: name and first name  
Number of supervision hours

Long case report

### <sup>4</sup> Long case reports

In program E and K there must be each three long case reports, in program C there must be four.

#### **Structure:**

##### **1. Reason for consulting the analyst**

Referral or enrollment on own initiative, complaints, triggering situation.

##### **2. Life story and anamnesis**

Family history: Origin, strokes of fate, illnesses in the family

Personal history: Early childhood, siblings, family and peer relationships, formative experiences, complex episodes and conflicts, educational and vocational development, somatic diseases, resources, coping with transitions, peer group, sexual development, partnerships, marriage.

Subjective distress and current life situation, previous therapies, possible external anamnesis

##### **3. First impression**

How do I perceive the client, contradictions in appearance and behavior, countertransference: Feelings, fantasies, inner images

##### **4. Objective findings**

Psychostatus, assessment of defenses, relationship behaviors, expectations, developing a therapy setting.

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

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

**7. Medication**

**8. Course of the analysis**

Which topics does the client bring to analysis, which not? What is changing, what does not? What does this mean? Description of the course on the external and on the internal level according to the following points:

- a) Considering and analyzing the central symbols and symbolic material in dreams, pictures, sandplay, etc.
- b) With special consideration of the transference and **countertransference process. Observation of one's own reactions.**
- c) Considering the development of the complex and including the Word-Association Test.
- d) Turning points during psychotherapy. Has it been possible to translate acquired insights into reality?
- e) Reflections on self-regulation of the psyche and prospective aspects of the process. Potential for development.

**9. Further design of treatment and prognosis**

**<sup>5</sup> Short case report**

Short case reports

A maximum of 7 short case reports must be submitted in each of Programs E and K, and a maximum of 6 short case reports must be submitted in Program C. The short case report is 2 to 3 pages.

**Structure:**

It is recommended to write the short case report according to the structure of the long case report, but to streamline it a lot and to limit yourself to one main focus (see below).

**Specified components of the short case report** (for explanations see long case report):

**1. Reason for consulting the analyst**

**2. Life story and anamnesis**

Family history, personal history, subjective suffering and current situation, possibly external anamnesis, physical diseases.

**3. First impression**

**4. Objective findings**

Psychostatus, 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 analysis**

with a self-selected focus: e.g. psychodynamics and/or dreams and/or images and/or sandplay, taking into account transference and countertransference.

## **9. Further treatment design and prognosis**

### 1. Reading

<sup>6</sup> One year after starting the casework, the student writes the first long case report and one short case report for the attention of the reader selected by the Administration of Studies. Readers of the case reports can be both accredited Supervisor Candidates (LAS\*, AKJS\*) as well as Supervisors (LAS, AKJS). They provide feedback on the strengths and weaknesses of the report in an oral interview usually lasting one hour. The student takes this advice into account when writing the rest of the reports. Readers have the right to request changes or to reject the reports.

<sup>7</sup> The reader sends an evaluation form to the Administration of Studies.

### Art. 35:

Applying for the diploma examinations: two long case reports and of remaining case reports

### 2. Reading

<sup>1</sup> With the application for the Diploma Examinations copies of the two long case reports for the "Individual Case Examination" must be handed in to the Administration of Studies.

<sup>2</sup> These two case reports as the third long case report (in program E and K), respectively the third and fourth long case report (in program C) together with the short case reports are to be sent to the reader at least three months prior to the Exam Conference, where eligibility for graduation will be determined. The reader will then also discuss these case reports, normally in an one hour-long meeting.

<sup>3</sup> These two meetings with the reader are mandatory and free of charge for students.

<sup>4</sup> In addition, the student is to send a copy of each of the two detailed reports (one long case report written one year after the case-authorization must be updated to the latest version) to his main-examiner at least 6 weeks before the "Individual Case Examination"; one of these will be selected for the examination. As soon as the main-examiner has chosen the case to be discussed, the student is to send a copy of that case report to each of the two co-examiners.

## 9. Examinations

### Art 36:

In general, deadlines

<sup>1</sup> Twice a year, the Intermediate Examinations and Diploma Examinations take place. The precise dates of the examination periods as well as all other dates that have to do with examinations – especially application dates – are published on the website under “semester dates” ([www.junginstitut.ch](http://www.junginstitut.ch)).

<sup>2</sup> In “Exam Regulations Curriculum Psychoanalysis” for each examination subject there is an overview about the corresponding knowledge including a literature list giving the publications relevant to that field of study (published on the website).

<sup>3</sup> For Intermediate Examinations, examiners can request from the student a paper (5 pages maximum) concerning an examination topic.

<sup>4</sup> Anyone taking exams must be enrolled in the respective semester. Only the thesis discussion can take place during a thesis semester or a leave of absence.

<sup>5</sup> Examinations can be taken in German and English.

<sup>6</sup> Students apply to take an examination by filling out the corresponding application form and submit all the necessary documents as listed on the form to the Administration of Studies and pay the examination fees (fee table available on the website). Applications submitted after the application deadline cannot be accepted.

<sup>7</sup> The Intermediate and Diploma Examinations must each be taken within 3 consecutive semesters.

<sup>8</sup> There can be no more than 2 years between completion of the Diploma Examinations and the thesis discussion.

<sup>9</sup> If someone withdraws from the examinations or postpones them after the application deadline, a fee of CHF 100 is chargeable.

### Art. 37:

Main-examiners and co-examiners

<sup>1</sup> “Main-examiners” are lecturers and instructors appointed by the C.G. Jung Institute and listed in the “List of Examiners Curriculum Psychoanalysis” (available on the website). Each student can select his main examiner freely. A main examiner can be chosen for one field of the Intermediate and for a further field of the Diploma Examinations. As an exception, the same main examiner can be chosen twice, both in the Intermediate Examinations and also in the Diploma Examinations (including the thesis). Thus, it is possible for a single main examiner to test a student a total of four times.

<sup>2</sup> Taking examinations with a current or former analyst or with a member of one's individual Admissions Committee is not permissible.

<sup>3</sup> Before applying for the examination, the student takes up contact with the main examiner he has selected in order to be sure that this main examiner is available in the examination period in question. Once a main examiner has been chosen and declared with the Administration of Studies, no change is permissible.

<sup>4</sup> For every main-examiner, the Administration of Studies will appoint one co-examiner, and two co-examiners for the Individual Case Examination.

#### Art. 38:

Assessment

<sup>1</sup> The examination performance is graded as follows:

"Exceptional" (1), "good" (2), "sufficient" (3), "insufficient" (4). Half grades can be given, but any grade worse than 3 is considered "insufficient". The Individual Case Examination and the Thesis Discussion are not assigned grades but are assessed as either "passed" or "not passed".

<sup>2</sup> If an examination is not passed, a repetition during the next examination period is possible. The repeated examination will be given by the same main-examiner and co-examiner; an additional co-examiner, however, will also be present. In a repetition of the Individual Case Diploma Examination, the main examiner and the two co-examiners remain the same.

<sup>3</sup> Each examination can be repeated twice.

<sup>4</sup> When examinations are repeated, the associated fees are to be paid again.

#### Art. 39:

Waiver of examinations

<sup>1</sup> For psychiatrists the "Fundamentals of Psychiatry and Psychopathology" and "Development Psychology" in the Intermediate Examination as well as the "Clinical Psychiatry, Diagnosis and Therapy" in the Diploma Examination are waived.

For child psychiatrists the "Fundamentals of Psychiatry and Psychopathology: Children and Adolescents" and "Development Psychology" in the Intermediate Examination as well as the "Clinical Psychiatry, Diagnosis and Therapy for Children and Adolescents" in the Diploma Examination are waived.

For psychologists the "Fundamentals of Adult Psychiatry and Psychopathology" and "Comparative Developmental Psychology" in the Intermediate Examination is waived in program E and C.

<sup>2</sup> Further examination waivers are not possible.

## 10. Graduation

### Art. 40:

Graduation

<sup>1</sup> The diploma is conferred when all the prerequisites, all the financial claims of the C.G. Jung Institute have been settled, and the Admissions Committee has given its consent. These base their assessment on all the available documents, including not only the examination results but also the opinions of the examiners and of the Admissions Committee, the final reports of the supervisors, the evaluation of the thesis and the assessments of the case reports.

<sup>2</sup> Graduates of the C.G. Jung Institute can be accredited at the Institute and thereby become members of the "International Association for Analytical Psychology" (IAAP). Based on their diploma they can also become members of the "Alumni Association".

## 11. Evaluation

### Art. 41:

Evaluation of the students and the instructors as well as the training offering

<sup>1</sup> The mastery of the training material and the practical abilities of the students are evaluated by:

- The passing of examinations
- The evaluation of seminar papers
- The assessment of the thesis
- The evaluation of the casework by the supervisors
- The assessment of the case reports by the readers
- The assessment of the suitability for the profession as analyst by the Admissions Committee

<sup>2</sup> The instructors have experience in practice and in training; they are obligated to participate in continuing education. All accredited supervisors have completed further training in supervision.

<sup>3</sup> The Director of Studies is responsible for evaluating the Curriculum. Selected lectures and seminars as well as the semester as a whole are evaluated by the students in writing. These are then handed to the instructors and the Director of Programs to make adjustments, if necessary. At the end of each semester, the Director of Studies invites the student representatives to discuss the evaluation of the respective semester program.

<sup>4</sup> Two years after graduation, a survey of the graduates takes place. The results are fed back to the trainers and the Director of the Program in order to initiate necessary adjustments.



<sup>5</sup> Academic Fields Chairs regularly evaluate the training - and examination contents, undertake the adaptations that have become necessary and actualize the literature lists.

6 All evaluation documents are archived for ten years.

## 12. Acknowledgement of previous training and work

### Art. 42:

Acknowledgements  
of previous training  
and work

<sup>1</sup> In addition to the aforementioned recognition of hours of analysis, internships completed before the start of the training and after graduation from university studies may be recognized on a case-by-case basis.

<sup>2</sup> Other prior work, such as client treatment prior to the granting of the case authorization, cannot be recognized.

## 13. Right of Appeal

### Art. 43:

Admissibility of the  
appeal

<sup>1</sup> Pursuant to Art 44 PsyG, an appeal is admissible against rulings:

- of the Admissions Committee in regard to admission to studies as well as all its other decisions.
- of the Director of Studies in regard to the eligibility of educational achievements and training periods.
- of the main examiner in regard to the decision on the passing of examinations.

<sup>2</sup> An appeal against the grading of examinations cannot be submitted.

### Art. 44:

Appeals Commission

<sup>1</sup> The Assembly of Accredited Persons shall elect two permanent chairpersons for the Appeals Commission.

<sup>2</sup> The two permanent chairpersons shall decide who is responsible for a pending case. The latter shall form an Ad Hoc Appeals Commission by promptly electing two independent accredited psychoanalysts as assessors.

<sup>3</sup> The two permanent chairpersons as well as the members of the Ad Hoc Appeals Commission have the necessary expertise to assess the appeals. The Appeals Commission is entitled to call in external consultants and experts.

<sup>4</sup> The permanent chairpersons as well as the members of the Ad Hoc Appeals Commission must not be involved in the management and decision-making structures of the Institute and, moreover, may not be related to each other by blood or marriage.

Art. 45:

Appeal's procedure

<sup>1</sup> The appeal must be submitted to the Director of Studies in writing within 20 days of the decision being issued, together with a brief statement of the grounds for the appeal.

<sup>2</sup> The Appeals Commission shall constitute itself within 10 days of receipt of the appeal. The names of the members of the commission shall be notified to the appellant.

<sup>3</sup> Within 10 days of receipt of this notification, the appellant may object to one or more members of the commission on the grounds of bias. The Director of Studies shall decide within 5 days whether to accept or reject the objection of bias and, if the objection is accepted, shall replace the rejected member(s).

<sup>4</sup> As a rule, the appeal procedure shall be conducted in writing. However, the Chairpersons or the Appeals Commission may order an oral hearing in justified cases if there is a prospect of agreement.

<sup>5</sup> The decision or the text of the agreement on the amicable settlement shall be sent to the appellant in writing. The decision is final; there is no right of appeal against the decision.

<sup>6</sup> If the appellant is unsuccessful, he shall pay a fee commensurate with the costs of the proceedings.

<sup>7</sup> No compensation shall be awarded to the parties.

## **14. The Office of the Ombudsman**

Art. 46:

Office of the ombudsman

<sup>1</sup> For cases of conflict and complaints that are not subject to appeal, the C.G. Jung Institute Zurich shall maintain an ombudsman's office as the first point of contact. Students, analysts, accredited persons, and employees of the Institute may turn to it.

<sup>2</sup> Those seeking advice are free to choose which of the two ombudspersons they wish to contact.

<sup>3</sup> Further details can be found in the Code of Conduct of the C.G. Jung Institute Zurich, Küsnacht.

## **15. Codes of Ethics Committee**

Art. 47:

<sup>1</sup> The Codes of Ethics Committee is basically responsible for verifying professional ethics guidelines, as they are determined by the Code of Ethics of the Jung Institute Zurich, Küsnacht.

<sup>2</sup> Competence and procedure in stand affairs are regulated in the rules of procedure of the Codes of Ethics Committee.

<sup>3</sup> Before engaging the Codes of Ethics Committee, the ombudsman's office must be called.

<sup>4</sup> Further information can be taken from the Codes of Ethics of the C. G. Jung Institute Zurich, Küsnacht.

## D. Modules and Subjects

### Module: Psychoanalysis

#### Diagnostics

Subject	PD1 Basis Diagnostics
Objective	PD1 Knowing and applying general diagnostic methods
Content	<p>PD1 Taking the medical history (anamnesis) of adult patients including physical features, semi-structured initial interview, exploration, and psychopathological assessment (AMDP).</p> <p>Qualitative and quantitative, scientifically validated instruments of psychotherapy evaluation at client level, HoNOS, HoNOSCA, BSCL (SDQ until age of 16), PRISM-T.</p> <p>Recognized diagnostic classification systems (ICD und DSM).</p>

Subject	PD2 Anamnesis in Children and Adolescents
Objective	PD2 Taking the medical history of a child or adolescent.
Content	<p>PD2 First encounter with the child/adolescent, establishing and consolidating the basis of trust, including the closest caregivers. In depth external anamnesis/self-anamnesis within the psychotherapy. Medical history (anamnesis) and diagnostic considerations; interpretation of the anamnesis from the perspective of Analytical Psychology. Therapeutic effect of the taking of the anamnesis survey.</p> <p>Taking into account the first impressions of the child/adolescent in their verbal and non-verbal behaviour.</p> <p>Consideration of the first impressions of the emotional circumstances and willingness to cooperate as well as the scope of cooperation of mother and father and caregivers. Attachment measures.</p> <p>Dealing with caregivers with mental disorders.</p>

Subject	PD3 Projective Test Procedures
Objective	PD3 Learning about projective test procedures and how to use them .
Content	PD3 Indication and diagnostic value of projective test procedures such as tree test, human figure drawing test, family in animals, sentence completion test, Schwarzfuss, CAT/TAT, Wartegg drawing completion test, Duess test, Sceno test.

	<p>Taking into account the first impressions of the child/adolescent in their verbal and non-verbal behaviour.</p> <p>Consideration of the first impressions of the emotional circumstances and willingness to cooperate as well as the scope of cooperation of mother and father and caregivers. Attachment measures.</p> <p>Dealing with caregivers with mental disorders.</p>
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Subject	PD4 Introduction to the Word-Associations Test
Objective	PD4 Recognizing associations as a bridge to the complexes.
Content	PD4 Historical origins and current position of Analytical Psychology within psychology on the basis of the Complex Theory. Complexes as structuring elements of the psyche. Biological foundations of the complex theory, taking into account new results of brain neuroscience. Relation to the theory of the Archetypes. Scientific relevance of the word-association test. Personal self-experience: Application of the word-association test on oneself.

Subject	PD5 Examination-Seminar for the Word-Association Test
Objective	PD5 Elaboration of a complex diagnosis.
Content	PD5 Recognizing complex patterns with the help of the anamnesis. Recognizing complex episodes in the word-association test. Practical exercise. Evaluation of clinical material. Dynamics and diagnosis of complexes. Elaboration of the constellated complex-field.

### Concepts of Clinical Disorder

Subject	PS1 Depth Psychology Disorder Concept
Objective	PS1 Understanding different concepts of Depth Psychology and of Psychodynamics.
Content	<p>PS1 General Psychodynamics.</p> <p>Jung's understanding of neurosis in comparison with Freud, Adler and later exponents of the Freudian school: Adler, Kohut, Spitz, Winnicott, Kernberg, Bowlby, Dornes, Stern, Mentzos et.al.</p> <p>Convergences and divergences between the schools of Depth Psychology. Related relevance with current neuropsychology and psychoneuroimmunology.</p>

Subject	PS2 Clinical Psychiatry
Objective	PS2 Clinical psychiatry in the psychotherapeutic practice.
Content	<p>PS2 History of psychiatry, general psychiatric pathology, mental disorders. Understanding psychodynamics in comparison with the psychiatric diagnosis.</p> <p>International classification-systems, epidemiology of mental disorders.</p> <p>Emergency psychiatry and crisis intervention.</p> <p>General psychopharmacological psychotherapy (clinically relevant effects and side effects). Other biological treatments such as sleep deprivation, phototherapy, electroconvulsive therapy. Complementary medicine treatment methods. Therapeutic Products Act, Narcotics Law, Health Care Insurance Act, forced internment.</p> <p>Self-help groups, social-psychiatric institutions such as assisted living, 2nd labour market, sheltered workshops, retirement and nursing homes, assisted living for individuals with mental disabilities.</p>

### Psychotherapeutic Practice

Subject	PP1 Fundamentals of Psychotherapeutic Practice
Objective	PP1 Learning to work psychotherapeutically.
Content	<p>PP1 Clarification of the psychotherapeutic mandate, psychotherapeutic goals, possibilities and limitations. General and differential indication for psychotherapy. Planning and implementation of psychotherapy, progress monitoring and ongoing adjustment off the psychotherapeutic approach;</p> <p>Psychotherapeutic dialogue and interviewing, relationship building;</p> <p>Psychotherapeutic intervention and crisis intervention.</p> <p>Evaluation und documentation of the course of psychotherapy and its results,</p> <p>General treatment methods and techniques, effectiveness of the treatment methods and techniques. Ending the psychotherapeutic process.</p> <p>Special aspects of psychotherapy with different age groups and in different settings.</p> <p>Knowledge and understanding of different demographic and socioeconomic contexts of clients and patients and of their implications for psychotherapeutic treatment.</p> <p>Networking, interdisciplinary and interprofessional cooperation.</p>

Subject	PP2 Psychotherapeutic Practice in Analytical Psychology
Objective	PP2 General information on the methods and the practice of Analytical Psychology
Content	PP2 The significance of the Unconscious in the psychotherapeutic practice (dream, imagination, fairy-tale, creative modelling, painting, sandplay). Self-regulation-causality-finality.
Syndrome or disorder specific psychotherapy	<p>Interpretation and handling of transference and countertransference.</p> <p>Dissociability of the psyche. Ego-Self-Axis. Psychodynamics in the context of Developmental Psychology, understanding symbols versus mentalization ability. The pathogenetic complex. Dealing with the Shadow: Denial, splitting, projective identification, projection, confrontation with the Shadow. Shadow compatibility/tolerance/acceptance. Confrontation with Anima/Animus.</p> <p>Analytic-reductive and final-prospective techniques of interpretation. Resource orientation. The psychotherapeutic relationship. Transference and countertransference: concordant, complementary collusive, erotic, "negative", illusory, neurotic, etc. The four stages of psychotherapy according to C.G. Jung: Confession, elucidation, education and transformation.</p> <p>Progression and (malignant) regression. Mental hygiene.</p> <p>Personal disorders, anxiety disorders and obsessive-compulsive disorders, depression, suicidality, stress and adjustment disorders, substance-related addiction, other addictions (e.g. gambling addiction, sex addiction), eating disorders, sexual disorders, somatoform disorders, body dysmorphia, psychoses.</p>
Social and cultural issues	<p>The significance of migration for identity formation, capability for integration, mental health and psychotherapeutic treatment.</p> <p>Basic knowledge and dealing with the specific features of psychotherapy with the elderly.</p> <p>Reflective and autonomous action in critical situations.</p>

Subject	PP3 Ethics, Professional Code of Conduct and Professional Duties
Objective	PP3 Knowledge of ethical and legal directives.
Content	<p>PP3 Professional ethics and professional codes; Federal law on psychology professions.</p> <p>Confidentiality and data protection. The informed patient, transparency of the relationship with the patient and the prevention of harm through psychotherapy. Basic knowledge of the legal healthcare system and its institutions. Professional liability. Child protection, special directives for</p>

	<p>working with caregivers and institutions in the psychosocial environment of children and adolescents.</p> <p>Economical use of available funds/resources</p>
Subject	PP4 Findings of Psychotherapy Research and their Implications for Practice
Objective	<p>PP4 Getting to know research methods and the significance of scientific studies</p> <p>Learn about evaluation tools.</p>
Content	<p>PP4 Issues and methodology in psychotherapy research, results of research on the effectiveness of psychotherapy. Research in Analytical Psychology. Fundamentals of evidence-based psychotherapy. Search, acquisition, and interpretation of scientific knowledge. Epistemological issues. Research on process outcomes of psychotherapy, differential indication, predictability of therapeutic treatment processes.</p> <p>Documentation, observation methods, case studies, clinical trials, catamnese and their evaluation. Self and external evaluation. The medical meta-model and the contextual meta-model in comparison and their relevance for psychotherapeutic work.</p> <p>The concept of quality of life.</p>

Subject	PP5 Basics of other Psychotherapeutic Approaches and Methods
Objective	PP5 Getting to know impact models of other psychotherapeutic approaches and methods
Content	<p>PP5 e.g., Behavioural Therapy, Systemic and Body Psychotherapy. Music Therapy. Person-centered therapy according to Rogers.</p> <p>Common and specific features in the practice of different psychotherapeutic methods.</p>

Subject	PP6 Neurobiology and Neuropsychology
Objective	PP6 Getting to know the most important current neurobiological findings and their significance for psychotherapy
Content	PP6 Methods, research approaches and theories of neurobiology, neurophysiology and neuropsychology. Neurobiological findings into consciousness, the Unconscious, emotion, motivation, memory and imagination. The importance of the brain hemispheres. Neuropsychology.



Subject	PP7 Psychotherapeutic Setting and Frameworks
Objective	PP7 In addition to questions about appropriate fees, questions about the practice room and its furnishings are clarified. Depending on the chosen psychotherapy methods, appropriate equipment and materials are needed.
Content	PP7 Duration of the session, frequency, fee amount and invoicing. Preparing reports to the health insurance companies, to the IV. Dealing with non-payments (payment reminders and debt collection). The psychotherapy room and its equipment.

### Module: Analytical Psychology and its methods

Subject	AP1 Fundamentals of Analytical Psychology
Objective	AP1 Understanding the basic concepts of Analytical Psychology and the ability to use Jungian terminology in comparison with other psychotherapeutic schools.
Content	<p>AP1 The essence of the psyche, consciousness, unconsciousness, the Unconscious. Ego, Shadow, Persona, Animus/Anima. Self. Ego-Self axis. Personal and Collective Unconscious. Collective consciousness. Nature and function of Archetypes. Development of the term "Archetype". Relationship between archetype / biology / mind (instinct and brain structure). Definition and function of the symbol in distinction to the sign. Complexes as <i>via regia</i> to the Unconscious and their relative autonomy. Mode of action of the complexes. Dysfunctional complexes. Emotion, affect and somatization. Imagination.</p> <p>Typology: Introvert and extrovert attitudes. Functions: Thinking, feeling, intuition, sensation. Typology tests. Attitude and function types as means to understanding and psychotherapy aids.</p> <p>Psychic energy, regression, progression, libido, projection and neurosis in the approach of S. Freud and C.G. Jung. Psyche as self-regulating system. The principle of opposition, enantiodromia.</p>

Subject	AP2 Dreams in Adults from the Perspective of Depth Psychology
Objective	AP2 Learning to interpret dreams as spontaneous self-expression of the Unconscious
Content	AP2 Historical background: Dream interpretation in the Epic of Gilgamesh, Ancient Egypt, Greece, in the Bible and during romanticism.

	<p>Scientific examination of dreams: What is a dream? Function of dreams, neurological and neuroscientific findings in modern dream research. Dream interpretation: Freudian concept. Differences between the Freudian and the Jungian approaches. Basics of C.G. Jung's dream interpretation: Dramatic structure of dreams with exposition, involvement, culmination and lysis. Complexes and compensation in the dream. Meaning of symbols, dream-ego, waking ego, objective and subject-level interpretation. Causality and finality. Association and amplification. Self-regulating character of the psyche in dreams. Conflict resolution potential in dreams.</p>
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Subject	AP3 Clinical Work with Dreams in Adults
Objective	AP3 Working with dreams in adults.
Content	<p>AP3 Working with dreams in psychotherapy. Dream series. Forms of psychological resistance, resistance in the dream itself, resistance in dreamwork. Resistance as protection of the ego. Strengthening the ego through dreamwork. Dreamlessness versus flooding with dreams. Nightmares, death dreams. Initial dreams. Erotic transference and "negative" transference in dreams. Low structure dreams, complex constellations in dreams. Working with dreams. Working with dreams in case of ego-weakness. Archetypal dreams. Questioning technique in dreamwork. Creative approaches to dreamwork: Imagination and painting. Psychological interpretation of dreams as a dialectical process. Understanding symbols.</p>

Subject	AP4 Myths and Fairy Tales from the Perspective of Depth Psychology
Objective	AP4 Understanding myths and fairy tales as clues to the fundamental structure of the Collective Unconscious.
Content	<p>AP4 Origin, distribution 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 material. Values of culture expressed through myths. Fairy tales as the most concise, simple and precise representation of archetypes and elemental human conflicts, as well as of maturation steps and solutions, valid across cultures.</p> <p>Prominent motifs in dreams: "heroic struggles", "dark night of the soul", "trickster", "hard-to-attain treasure". Method of amplification. Introduction to dream interpretation methods.</p>

Subject	AP5 Clinical Work with Myths and Fairy Tales
Objective	AP5 Learn to apply myths and fairy tales in psychotherapeutic work.
Content	AP5 Mindful transfer of symbolic language and archetypal psychological processes into possibilities for psychological development for the nowadays patient. Learning to recognize fairy tale and myth motifs in dreams. Bringing in resources, potentials, and solutions in fairy tales into the psychotherapeutic work. The rejected, abandoned, and gifted child. Parenting complexes. Dealing with power and powerlessness.

Subject	AP6 The Understanding of Pictures in Adults from the Perspective of Depth Psychology and Clinical Practice
Objective	AP6 Creative expression as psychotherapeutic method. To be able to use painting in psychotherapy.
Content	AP6 Pictures: Symbolism of form, color, numbers and content. Spatial arrangement on the two-dimensional surface. Understanding the relationship between complexes and the symbolism of the designed image. Diagnostic and prognostic considerations. Transference and counter-transference phenomena in the image. Variants of interpretation and picture interpretation.

Subject	AP7 The Understanding of Sandplay in Adults from the Perspective of Depth Psychology and Clinical Practice
Objective	AP7 Understand sandplay as a working method of a process of physical and mental imagination. Learn its general application, but also its special use in psychosomatic disorders and in work with traumatized patients.
Content	AP7 Understand, experience, and interpret creative engagement between the Conscious and Unconscious through three-dimensional designs. Understanding of symbols including three-dimensional spatial symbolism. Relationship between the Conscious/Unconscious and the body-soul dimension. Recognizing and understanding psychodynamics in sandplay. Interpretation and documentation of sandplay processes.

Subject	AP8 Imagination Techniques in Clinical Practice
Objective	AP8 Working with techniques of imagination in psychotherapeutic treatment.
Content	AP8 Indication, possibilities, limitations, and risks of different techniques of imagination are discussed and practiced using treatment cases.

Subject	AP9 The Individuation Process and its Symbols
Objective	AP9 Understanding Jung's concept of Individuation and making it useful for psychotherapeutic practice.
Content	AP9 Individuation as a process of integration, differentiation and relationship of the personality. How fragmentations can be integrated via symbolic experiences. Characteristics of the individual phases of life and their symbolizations. Transitional phases. Understanding existential collapses as Individuation tasks. Mourning processes and suicide in old age. The search for meaning in dreams, imagination, and pictures. Finding identity in a lifelong development process. The process of age-appropriate detachment from the parent complexes and achievement of age-appropriate ability to relate. Autonomy and dependency. Body-soul issue. The Transcendent Function. Synchronicity. Alchemy and its symbols.

Subject	AP10 Reading Seminar: Works of Analytical Psychology
Objective	AP10 Critical study of the written work of C.G. Jung and of related works and later interpretations.
Content	AP 10 Texts from the Collected Works of C.G. Jung and related works will be discussed and related to current scientific findings in psychotherapy and psychiatry.

Subject	AP11 Studies in the Picture Archive
Objective	AP11 Insights into the research and documentation of historical images from the Unconscious of patients of the first half of the 20th century. Diagnostic evaluation of individual cases.
Content	AP11 In the picture archive of the C.G. Jung Institute about 4000 original pictures of C.G. Jung's patients as well as 6000 original pictures of Jolande Jacobi's patients are archived. Methods of interpretation and diagnostics are practiced on these pictures to gain a comparative insight into mental disorder patterns then and now.

**Module: Child and Adolescent Psychotherapy**

Subject	KJP1 Comparative Developmental Psychology
Objective	KJP1 Knowledge of several developmental-psychological concepts as a foundation for the understanding of age and phase specific deviations and disorders in human development.
Content	<p>KJP1 The position of developmental psychology within psychology and psychotherapy. The phenomenon of development and its determinants. Models of Individuation. Attachment theory.</p> <p>Infancy and early childhood, childhood, youth, adolescence, adult development, old age. Pathogenetic aspects.</p>

Subject	KJP2 The Psychotherapeutic Practice of Analytical Psychology with Children and Adolescents.
Objective	KJP2 Learning to work psychotherapeutically with children and adolescents, their caregivers, and their extended psycho-social environment.
Content	<p>KJP2 Indication for psychotherapy with children and adolescents, its goals, its limitations. Psychodynamics of the child/adolescent in the family. Defense mechanisms and resistance. Analytic-reductive and final-prospective understanding. Resource orientation. The psychotherapeutic relationship. Transference and countertransference. Progression and regression.</p> <p>Working with caregivers and the psycho-social environment of the child/adolescent. Syndrome-specific child and adolescent psychotherapy with consideration of age and phase specific conflicts and problems. Anxiety and compulsions, sleep disorders, eating disorders, developmental disorders, behavioral and emotional disorders, depression and suicidal tendencies, substance dependency, stress and adjustment disorders, mental hygiene of the child and adolescent psychotherapist, burn-out prophylaxis.</p> <p>Reflective and independent action in critical situations.</p>

Subject	KJP3 Dreams in Children and Adolescents from the Perspective of Depth Psychology
Objective	KJP3 General psychology of dreams with special emphasis on their manifestation in childhood and adolescence
Content	KJP3 Function of dreams. Neurology and neuroscience including modern dream research. Dream interpretation: the concept of S. Freud, differences between Freud and Jung. Fundamentals of dream interpretation according to Jung: the structure/dramatic composition of dreams consisting of exposition, development, culmination, and lysis. Complexes and compensation in dreams. The meaning of symbols. Dream-Ego, Awake-Ego. Object-level and subject-level of interpretation. Causality and finality. Association and amplification. Self-regulation of the psyche in dreams. Age-specific dream-plots/manifestations.

Subject	KJP4 Clinical Work with Dreams in Children and Adolescents
Objective	KJP4 Dealing with dreams of children and adolescents in practice.
Content	KJP4 Creative handling of dreams in psychotherapy with children and adolescents (painting, role-play, sandplay, conversation), understanding of symbols, dream series, understanding forms of resistance, ego strengthening through creative adaptation methods, dealing with nightmares, dreams of death, initial dreams, transference and countertransference dreams. Repetitive dreams. Constellations of complexes in dreams.

Subject	KJP5 The Understanding of Pictures in Children and Adolescents from the Perspective of Depth Psychology and Clinical Practice
Objective	KJP5 The creative expression as a diagnostic and psychotherapeutic method. Being able to use painting/drawing in psychotherapy.
Content	KJP5 Understanding of symbols: Symbolism of forms, colours, numbers, contents. Spatial arrangement in the two-dimensional realm. Understanding of the relation between complexes and the symbolism in the created image. Diagnostic and prognostic considerations. Phenomena of transference and countertransference in the picture. Integration of the understanding of the image-material into the psychotherapeutic work with children and adolescents.

Subject	KJP6 The Understanding of Sandplay in Children and Adolescents from the Perspective of Depth Psychology and Clinical Practice
Objective	KJP6 Understand sandplay as a working method of a process of physical and mental imaginations. Learn its general application, but also its special use in psychosomatic disorders and in the psychotherapeutic work with children and adolescents.
Content	KJP6 Understand, experience, and interpret creative engagement between the Conscious and the Unconscious through three-dimensional designs. Understanding of symbols including three-dimensional spatial symbolism. Relationship between the Conscious and Unconscious and the body and soul. Recognizing and understanding psychodynamics in sandplay. Interpretation and documentation of sandplay processes.

Subject	KJP7 Symbolism of Play in Children
Objective	KJP7 Allgemeine vertiefte Kenntnis der Symbolsprache, wie sie sich im Spiel, Mythen, Märchen, Literatur, Kunst und Religion ausdrückt. Symbolik im psychotherapeutischen Prozess erkennen, verstehen und ihre Wirkung unterstützen.
Content	KJP7 Depth Psychological understanding of symbols; symbols as manifestations of the Transcendent Function in child's play; the compensatory and healing function of symbols in play, diagnostic clues in symbols; symbols and symptoms; relationship aspects in symbolic language; connection between symbols and the child's external life situation.

Subject	KJP8 Child and Adolescent Psychiatry
Objective	KJP8 Psychiatry with children and adolescents in the psychotherapeutic practice.
Content	KJP8 Initial interview, personal anamnesis/third party anamnesis/family history, diagnosis. Diagnosis as a key to the indication, as a psychodynamic perspective, as a complex diagnosis, as a psychodynamic diagnosis (OPD-diagnosis) and as psychiatric descriptive diagnosis (ICD, DSM). Understanding psychodynamics in comparison with psychiatric diagnosis. Nosology of child psychiatry, epidemiology of mental disorders. Emergency psychiatry and crisis intervention. Limitations and possibilities of pharmacological psychotherapy for children and adolescents (clinically relevant effects and side effects).

Subject	KJP9 Introduction to Concepts of Family Therapy
Objective	KJP9 Theoretical knowledge of the most important concepts of Family Therapy. Raising awareness of systemic interactions in psychotherapeutic work with children and their caregivers. Relating Family Therapy approaches with Analytical Psychology.
Content	KJP9 Application to case studies. Parental unconscious/shadow aspects and delegation. Integration of the knowledge into the supportive work with parents and caregivers.

Subject	KJP10 Private and Extended Social Network
Objective	KJP10 Dealing with the private and the extended social network.
Content	KJP10 Contact with the attachment figures relevant for the child/adolescent in the family and social environment. Cooperation with representatives of the health care system and health care institutions. Dealing with the extended duty of confidentiality.

Subject	KJP11 Parent Work and Parent Support.
Objective	KJP11 Recruiting parents and other relevant attachment figures for cooperation with the psychotherapist; educational support in child caring practices for the parents in order to achieve the psychotherapy objectives with the child/adolescent.
Content	KJP11 Combination of individual psychotherapy with child/adolescent and systemic work with their family. Impartiality of the psychotherapist. Appreciation of parental efforts. Dealing with possible feelings of failure and guilt in the parents, recognizing parental resistance mechanisms against psychotherapy with the child/adolescent. Analysis of their parenting style. Analysis of conflict relevant situations in the family which need to be improved.



**Module: Existential issues as well as societal challenges and their relevance for psychotherapy**

Subject	E1 Religious Studies and Spirituality
Objective	E1 Learning to understand and interpret the religious and spiritual paths
Content	<p>E1 Comparative history of religion, concepts of God and man through the ages, numinosity, creation myths, ideas of redemption, good and evil, conscience, perfection, completeness, wholeness, spirituality. Symbols.</p> <p>Read wisdom writings and other religious testimonies in the context of C.G. Jung's Archetypal theory and recognize their significance for the Path of Individuation.</p>

Subject	E2 Cultural Anthropology
Objective	E2 Learning about foreign cultures as a resource for mental health.
Content	E2 Encounter with the «Unknown». Transcultural and intercultural beliefs, values, and attitudes. Ethnology and cultural anthropology. Relevance of cultural contexts to psychotherapeutic treatment.

Subject	E3 Critical Discussion of Socio-Political Issues
Objective	E3 Reflect on the influence of social and high-tech living conditions on mental disorders and their relevance for the psychotherapeutic work.
Content	<p>E3 Zeitgeist as a Collective Consciousness, modern forms of work and life and social and technology-dominated life conditions as a background for the emergence and chronification of mental illnesses. Disease as a convention, social psychology. Individual and community: economization, anonymization, loss of privacy. Technique-based forms of psychotherapy and continuing education.</p> <p>Analyze the respective Zeitgeist of Collective Consciousness as a characterizing factor of the psychic constitution of individuals and groups.</p>

Subject	E4 Existential Questions of our Common Humanity
Objective	E4 Critical examination of world views/philosophical approaches from the perspective of Analytical Psychology in relation to the Individuation-Process and recognizing the relevance for psychotherapy
Content	<p>E4 The Individuation-Process in the field of tension of current possibilities of feasibility and desires, also against the background of global challenges such as artificial intelligence and digitalization.</p> <p>Changing images of the world and people.</p> <p><b>Life and death:</b> illness, old age, fear of death, crises, life satisfaction, borderline situations, vulnerability, familiarity, trust. Facing death: getting involved and letting go. Death in dreams.</p> <p><b>Life transitions</b></p> <p><b>Loneliness and relationship:</b> existential loneliness, "my" death, cosmic indifference, losing familiarity, loneliness and relationship, gaining trust, Individuation-Process.</p> <p><b>Meaning:</b> meaning, purpose and coherence of life. Search for meaning in different phases of life, creativity, transcendent experiences and emotions. Questions of destiny.</p> <p><b>Freedom:</b> autonomy in relationships, responsibility, guilt and feelings of guilt in times of change or transition. Victim and perpetrator dynamics, freedom of will.</p>

Subject	E5 Interdisciplinary Approaches to Existential Issues – Interdisciplinary Exchange between related Disciplines
Objective	E5 Recognize interdisciplinary approaches to existential issues and their relevance to psychotherapy
Content	<p>E5 Contributions from sociology, ethno-psychoanalysis, cultural studies, philosophy. Biology, neuroscience, economy, pedagogics, social work, cultural and media sciences, etc.</p> <p>Among other aspects, the aim is to discuss critically currently valid paradigms and resulting possible clinical disorders in society and in the individual.</p>

## E. Tabular overview

### a. Prerequisites for program E

The numbers presented here are the minimum requirements.

Program E	<b>Prerequisites for the Intermediate Examinations, program E</b>	to be completed by
	First seminar paper on symbolic material At least 4 weeks of clinical internship (fulltime 40 hours/week, part-time internship correspondingly longer)	Registration deadline
	At least 150 hours of training analysis At least 3 semesters as a training candidate	End of the examinations period

Intermediate Examinations	<b>Oral Intermediate Examination subjects, adults program E</b>		Duration
	1	Fundamentals of Analytical Psychology	40 min.
	2	Comparative Developmental Psychology	30 min.
	3	Dreams in Adults from the Perspective of Depth Psychology	30 min.
	4	Myths and Fairy Tales from the Perspective of Depth Psychology	30 min.
	5	Fundamentals of Psychiatry and Psychopathology	30 min.
	6	Psychodynamic Concepts of Mental Disorders	30 min.
	7	Comparative Religion	30 min.

Qualification to start case work and case authorization interviews with the Admissions Committee

Students who already work clinically in responsibility for their cases at the start of their studies (physicians, psychologists, working at a clinic or in private practice with a license) can apply to the Director of Studies for authorization to work on cases at the end of the 2nd semester of studies. They are already called diploma candidates when the case authorization is granted.

### Interviews

#### Case Authorization Interviews with the Admissions Committee

Case Authorization Interviews

For all students who are not clinically responsible for cases, in regard to appointment as a diploma candidate, an individual interview (case eligibility

interviews) must be scheduled with each of the three assigned members of the student's individual Admissions Committee shortly before or during the preliminary examinations. The assessment is whether the student is capable of taking on treatment cases.

Site interviews

**Site Interviews with the Admissions Committee**

One year after the beginning of case work, at the end of the fourth semester at the earliest. (the first evaluation of the supervisors and of the reader must be present at the Administration of Studies)

Diploma Interview after the Individual Case examination

**Diploma Interview with the Admissions Committee**

After the Individual Case Examination.

As soon as the student is informed about the date for the "Individual Case Examination" he coordinates an interview with the coordinator of his Admissions Committee.

Diploma Examinations

<b>Prerequisites for the Diploma Examinations, program E</b>	to be completed by
Written initial assessment of casework (after 150 sessions) by supervisors First report of the reader on long and the short case report Written elaboration of the Word Association Test on one patient Second seminar paper on symbolic material Attendance of clinical block I and II At least 200 case sessions Two detailed case reports for the "Individual Case Examination"	Registration deadline
The third detailed case report as well as the remaining, maximum 7 short case reports	3 months before the end of the examination period
A minimum of 4 semesters of study as a diploma candidate and a total of 8 semesters	End of the examinations period

<p>At least 400 credits of theory, 200 of which must be face-to-face classes</p> <p>At least 300 sessions of training analysis</p> <p>At least 300 case sessions with at least 3 clients of both genders, 2 cases of at least 60 hours each</p> <p>Final evaluation by supervisors</p> <p>Second report of the reader</p> <p>Individual and group supervision, altogether at least 140 sessions of which at least 80 sessions individual supervision with at least two supervisors</p> <p>At least 60 sessions of group supervision in at least two ongoing groups</p> <p>Completed twelve-week internship/professional experience (full-time, 40 hrs. per week, part-time internships correspondingly longer)</p>	
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<b>Diploma Examination subjects, adults program E</b>		<b>Duration</b>
1	Individual Case Examination of an Adult including Understanding of Dreams from the Perspective of Depth Psychology	90 min.
2	Understanding of Pictures or Sandplay Processes in Adults from the Perspective of Depth Psychology and Clinical Practice	40 min.
3	Clinical Psychiatry, Diagnosis and Therapy	40 min.
4	Understanding of a Myth or Fairy Tale from the Perspective of Depth Psychology	written
5	The Individuation Process and its Symbols	40 min.
6	Discussion of the Thesis	45 min.

The examination "Understanding of a Myth or Fairy Tale from the Perspective of Depth Psychology" has to be done either in writing at the Institute (duration 6 hours) or as a term paper written at home (starting from Friday 4 pm to Sunday 4 pm).

For oral examinations, the material to be used – dreams, fairy tale or pictures – can be obtained one hour before the beginning of the examination from the Administration of Studies (as per an agreement with the main examiner).

b. Prerequisites of program K

The numbers presented here are the minimum requirements.

Program K	<b>Prerequisites for the Intermediate Examinations, children/adolescents program K</b>	to be completed by
	Seminar paper on symbolic material Minimum of 4 weeks clinical internship with children/adolescents (full time, part time internships will be longer accordingly)	Registration deadline
	At least 150 hours of training analysis At least 3 semesters as a training candidate	End of the examination period

Intermediate Examination	<b>Oral Intermediate Examination subjects, program K</b>		Duration
	1	Fundamentals of Analytical Psychology	40 min.
	2	Comparative Developmental Psychology	30 min.
	3	Dreams in Children and Adolescents from the Perspective of Depth Psychology	30 min.
	4	Myths and Fairy Tales from the Perspective of Depth Psychology	30 min.
	5	Psychodynamic Concepts of Mental Disorders	30 min.
	6	Fundamentals of Psychiatry and Psychopathology: Children and Adolescents	30 min.
	7	Comparative Religion	30 min.

Qualification to start case work and case authorization interviews with the Admissions Committee

Students who already work clinically in responsibility for their cases at the start of their studies (physicians, psychologists, working at a clinic or in private practice with a license) can apply to the Director of Studies at the end of the 2nd semester for authorization to work on cases. They are already called diploma candidate with the granting of the case authorization.

**Interviews**

**Case Authorization Interviews with the Admissions Committee**

Case Authorization Interviews

For all students not clinically active with case -management practice students, in regard to appointment as a diploma candidate, an individual interview (case eligibility interview) must be scheduled with each of the three assigned members

of the student's individual Admissions Committee shortly before or during the Intermediate Examinations. The assessment is whether the student is capable of taking on treatment cases.

**Site Interviews**

Site Interviews

One year after the beginning of case work and at the end of the fourth semester at the earliest. (the first evaluation of the supervisors and of the reader must be present at the Administration of Studies).

**Diploma Interview with the Admissions Committee**

Diploma Interview after the Individual Case Examination

After the Individual Case Examination.

As soon as the student is informed about the date for the "Individual Case Examination" he coordinates an interview with the coordinator of his Admissions Committee.

Diploma Examinations

<b>Prerequisites for the Diploma Examinations, program K</b>	to be completed by
<p>Written initial assessment of casework (after 150 sessions) by supervisors</p> <p>First report of the reader about the detailed and the short case report</p> <p>Seminar paper on a projective test</p> <p>Optional: The case history report accepted by the supervisor or the seminar paper on family interaction accepted by the supervisor</p> <p>Second seminar paper on symbolic material</p> <p>Attendance of the clinical block I and II</p> <p>At least 200 case sessions</p> <p>Two long case reports for the "Individual Case Examination"</p>	Registration deadline
<p>The third long case report as well as the remaining, maximum 7 short case reports</p>	3 months before end of the examinations period

<p>At least 4 training semesters as a diploma candidate and a total of 8 semesters</p> <p>At least 400 credits theory, of which at least 200 in presence</p>	End of the examinations period
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<p>At least 300 sessions of training analysis</p> <p>At least 300 case work hours with at least 4 children/adolescents of both sexes, 2 cases of at least 60 hours each</p> <p>Final assessment by the supervisors</p> <p>Second report by the reader</p> <p>Individual and group supervision totaling at least 140 sessions, of which at least 80 individual supervision sessions with at least two supervisors</p> <p>At least 60 sessions of group supervision in at least two on-going groups</p> <p>Completed twelve-week internship/professional activity (full-time, 40 hours per week, part-time internships correspondingly longer)</p>	
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<b>Diploma Examination subjects, program K</b>		<b>Duration</b>
1	Individual Case Examination of a Child or Adolescent including the Understanding of Dreams from the Perspective of Depth Psychology	90 min.
2	Understanding Pictures or Sandplay Processes in Children or Adolescents from the Perspective of Depth Psychology and Clinical Practice	40 min.
3	Clinical Psychiatry, Diagnosis and Therapy for Children and Adolescents	40 min.
4	Understanding of a Myth or Fairy Tale from the Perspective of Depth Psychology	written
5	Symbolism of Child's Play regarding Socialization/Individualization and Individuation	40 min.
6	Discussion of the Thesis	45 min.

The examination "Depth Psychological Understanding of a Myth or Fairy Tale" has to be done either in writing at the Institute (duration 6 hours) or as a term paper written at home (starting from Friday 4 pm to Sunday 4 pm).

For oral examinations, the material to be used – dreams, fairy tale or pictures – can be obtained one hour before the beginning of the examination from the Administration of Studies (as per an agreement with the main examiner).



c. Prerequisites for program C

The numbers presented here are the minimum requirements.

Program C

<b>Prerequisites for the Intermediate Examinations, program C</b>	to be completed by
First seminar paper on symbolic material At least 4 weeks of internship with adults and children/adolescents (fulltime 40 hours/week, part-time internships correspondingly longer, ratio of the work with adults to that with children/adolescents at least 40:60 or vice versa)	Registration deadline
At least 150 hours of training analysis At least 3 semesters as a training candidate	End of the examinations period

Intermediate Examinations

<b>Oral Intermediate Examination subjects, program C</b>		Duration
1	Fundamentals of Analytical Psychology	40 min.
2	Comparative Developmental Psychology	30 min.
3	Dreams in Adults from the Perspective of Depth Psychology or alternatively: Dreams in Children or Adolescents from the Perspective of Depth Psychology	45 min.
4	Myths and Fairy Tales from the Perspective of Depth Psychology	30 min.
5	Fundamentals of Psychiatry and Psychopathology: Adults or alternatively: Fundamentals of Psychiatry and Psychopathology: Children and Adolescents	45 min.
6	Psychodynamic Concepts of Mental Disorders	30 min.
7	Comparative Religion	30 min.

Qualification to start case work and case authorization interviews with the Admissions Committee

Students who already work clinically in responsibility for their cases at the start of their studies (physicians, psychologists, working at a clinic or in private practice with a license) can apply to the Director of Studies at the end of the 2nd semester for authorization to work on cases. With the granting of the case authorization they are already called diploma candidate.

## Interviews

Case Authorization Interviews

### Case Authorization Interviews with the Admissions Committee

For all students not clinically active with case -management practice students, in regard to appointment as a diploma candidate, an individual interview (case eligibility interview) must be scheduled with each of the three assigned members of the student's individual Admissions Committee shortly before or during the Intermediate Examinations. The assessment is whether the student is capable of taking on treatment cases.

These interviews are subject to a charge.

Site Interviews

### Site Interviews with the Admissions Committee

One year after the beginning of case work and at the end of the fourth semester at the earliest. (the first evaluation of the supervisors and of the reader must be present at the Administration of Studies).

Diploma Interview after the Individual Case Examination

### Diploma Interview with the Admissions Committee

After the "Individual Case Examination".

As soon as the student is informed about the date for the "Individual Case Examination" he coordinates an interview with the coordinator of his Admissions Committee.

<b>Prerequisites for the Diploma Examinations, program C</b>	to be completed by
<p>Written initial assessment of casework (after 150 sessions) by supervisors</p> <p>First report of the reader about the long and the short case report</p> <p>Optional: the case history report accepted by the supervisor or the seminar paper on family interaction accepted by the supervisor</p> <p>Elective: Written elaboration of the Word Association Test in a patient or seminar paper on a projective test</p> <p>Second seminar paper on symbolic material</p> <p>Attendance at Clinical Block I and II</p> <p>At least 200 case sessions</p> <p>Two long case reports on adults for the "Individual Case examination"</p>	<p>Registration deadline</p>

Two long case reports on children/adolescents for the "Individual Case Examination"	
The remaining 6 short case reports	3 months prior to the end of the examination period

<p>At least 4 training semesters as a diploma candidate and a total of 8 semesters</p> <p>At least 400 credits theory, 200 of them in presence</p> <p>At least 400 case sessions with at least 5 clients of both genders (adults, children and adolescents)</p> <p>A total of three long- term cases: 2 cases with adults of at least 60 hours each and a case with a child/adolescent of at least 60 hours</p> <p>or:</p> <p>1 case with an adult of at least 60 hours and two cases with children/adolescents of at least 60 hours</p> <p>Final assessment by the supervisors</p> <p>Second report of the reader</p> <p>Individual and group supervision: a total of at least 180 sessions, of which at least 100 sessions in individual supervision with at least two supervisors</p> <p>At least 80 group supervision in at least three on-going groups</p> <p>Completed twelve-week internship/professional activity (full-time, 40 hours per week, part-time internships correspondingly longer)</p>	End of the examinations period
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<b>Diploma Examination subjects, program C</b>		Duration
1	Individual Case Examination of an Adult including the Understanding of Dreams from the Perspective of Depth Psychology	90 min.
2	Individual Case Examination of a Child/Adolescent Adult including Understanding of Dreams from the Perspective of Depth Psychology	90 min.

3	Understanding of Pictures or Sandplay Processes in Adults from the Perspective of Depth Psychology and Clinical Practice  or  Understanding of Pictures or Sandplay Processes in Children or Adolescents from the Perspective of Depth Psychology and Clinical Practice	60 min.
4	Clinical Psychiatry, Diagnosis and Therapy: Adults,  or  Clinical Psychiatry, Diagnosis and Therapy: Children and Adolescents	60 min.
5	Understanding of a Myth or Fairy Tale from the Perspective of Depth Psychology	written
6	The Individuation Process and its Symbols	40 min.
7	Symbolism of the Child's Play regarding Socialization/Individualization and Individuation	40 min.
8	Discussion of the Thesis	45 min.

The examination "Understanding of a Myth or Fairy Tale from the Perspective of Depth Psychology" has to be done either in writing at the Institute (duration 6 hours) or as a term paper written at home (starting from Friday 4 pm to Sunday 4 pm).

For oral examinations, the material to be used – dreams, fairy tale or pictures – can be obtained one hour before the beginning of the examination from the Administration of Studies (as per an agreement with the main examiner).

## **F. Coming into Force**

The training curriculum "Curriculum Psychoanalysis" came into force with the resolution of the Board of the Training Sector and approval by the Curatorium on 01.10.2023. It is a revision of the training curriculum "Analyst International" from 1.10.2013, from 01.06.2015 as well as from 01.10.2018.