

Curriculum for Analytical Psychotherapy

Table of Contents

A. INTRODUCTION	5
B. CURRICULUM ANALYTICAL PSYCHOTHERAPY	6
1. Admission	6
2. Structure and essential elements of the training	6
a. Training in two phases	6
b. Self-experience	7
c. Theoretical knowledge	7
d. Clinical practice	8
e. The intermediate examinations	8
f. Supervised psychotherapeutic casework with patients	8
g. Diploma examination	9
3. The costs of the training	9
4. Right of appeal	9
C. TERMS OF IMPLEMENTATION	11
1. Introduction	10
2. Admission to training, registration	10
a. Admission criteria	10
b. Registration	11
3. Admission committee	11
a. In general	11
b. Interviews	12
4. Semester types, registering for and leaving the training	13
a. Types of semesters	13
b. Enrollment in and termination of the training	13
5. Structure and essential elements of the training	14
a. Self Experience	14
b. Theoretical knowledge	15
c. Seminar papers	16
d. Clinical internship	18
e. Self-study	18
6. Supervised psychotherapeutic work with patients (casework)	19
7. Casework and supervision abroad	21
8. Case reports	21
9. Examinations	23
10. Graduation	24
11. Evaluation	25

12. Acknowledgement of previous training and work	25
13. Right of appeal	26
14. Office of the ombudsman	26
15. Ethics committee	27
D. THEORY: KNOWLEDGE AND SKILLS	28
1. Knowledge and skills in the adults program (E)	28
a. Mandatory basic subjects	28
b. Supplementary basic subjects	31
c. Intermediate examinations	32
d. Diploma study program	32
e. Mandatory advanced subjects	33
f. Supplementary advanced subjects	38
g. Diploma examinations	40
2. Theory: Knowledge and skills in the children/adolescents program (K)	41
a. Mandatory basic subjects	41
b. Supplementary basic subjects	44
c. Intermediate examinations	45
d. Diploma study program	45
e. Mandatory advanced subjects	46
f. Supplementary advanced subjects	51
g. Diploma examinations	55
3. Theory: Knowledge and skills in the combined program (C)	56
a. Mandatory basic subjects	56
b. Supplementary basic subjects	60
c. Intermediate examinations	61
d. Diploma study program	61
e. Mandatory advanced subjects	62
f. Supplementary advanced subjects	69
g. Diploma examinations	73
4. Training goals	74
5. Tabular overviews	75
a. Requirements program E	75
b. Requirements program K	78
c. Requirements program C	81
6. Coming into Force	85

A. INTRODUCTION¹

In 1948, the C.G. Jung Institute Zürich, 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, the interpretation of dreams, typology, pictures, sandplay and active imagination are, among other things, very important for an understanding of the conscious and unconscious psychic processes. Purpose and aim of working with the unconscious is 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 of multicultural societies.

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

B. CURRICULUM ANALYTICAL PSYCHOTHERAPY²

For the training to become a Analytical Psychotherapist the C.G. Jung Institute offers three courses of diploma studies:

- The training program for analytical psychotherapy with adults (duration 8 semesters)
- The training program for analytical therapy with children/ adolescents (duration 8 semesters)
- The combined training program for analytical therapy with adults and children/adolescents (duration 8 semesters)

The diploma acquired at C. G. Jung Institute, leads to a federally recognized postgraduate title in psychotherapy and enables to independently manage a psychotherapeutic practice in Switzerland.

According to the PsyG (Swiss law for psychology professions), Article 38, all graduates are entered on the Professional Register of the Federal Department of Home Affairs (EDI).

1. Admission

Those applying for the training must provide evidence of a Master's degree in Psychology (university or university of applied science or of a university degree in Medicine as well as sufficient academic achievement in clinical psychology and psychopathology.

Applicants who have not acquired sufficient knowledge in clinical psychology and psychopathology during their studies must do so until the intermediate examinations.

Each candidate will be assigned to three members of the admission committee. In the admissions interviews they assess the personal suitability of the applicant as a psychotherapist and decide about admitting him to the training program. The members of the admission committee accompany the student throughout the entire training.

2. Structure and essential elements of the training

a. 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 patients psychotherapeutically after they have passed the intermediate examinations.

After passing the intermediate examinations, the training candidate is designated a diploma candidate and is eligible to work with patients under

² For simplicity's sake and ease of reading, these regulations use only the male pronoun even when both genders are meant.

the guidance of a Swiss State recognized supervisor accredited at the C.G. Jung Institute and to visit those seminars and courses that are reserved for diploma candidates.

Students who have already completed half of the required theory lessons prior to the intermediate exams and who are clinically responsible for their case may apply to the Director of Studies at the end of the second semester for casework starting in the third semester. The Admissions Committee decides whether this request will be granted.

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 enable the student to work independently as a Jungian psychotherapist.

The training goals as required by the PsyG (Swiss law for psychology professions), Article 5, are imparted within the framework of theoretical instruction as well as in individual and group supervision. A detailed description can be found at D.4.

After passing the diploma examinations the student will be conferred the certificate "Swiss State recognized title in Psychotherapy" of the the Federal Department of Home Affairs (EDI).

b. Self-experience

The self-experience through a Swiss State recognized training analyst represents the core of the training.

It accompanies the entire course of training, comprises at least 150 sessions and, like every analytic or psychotherapeutic activity, is inherently subject to confidentiality. It is separated from all the evaluative functions. A self-experience 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 500 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 of the basic and advanced subjects 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 psychotherapy.

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

d. Clinical practice

Clinical practice (at least two years full-time with 40 hours per week, part-time lasts longer accordingly) aims to provide students with psychotherapeutic experience across a broad spectrum of mental illness and disorder patterns.

The clinical practice must be completed in institutions for mental health care, with at least one year working in an institution for outpatient or inpatient psychiatric / psychotherapeutic care.

Generally, case-responsible activities as an employed person (in the fields of psychology or medicine), under the guidance of a psychologist or psychiatrist, count as clinical practice. A detailed description of the requirements can be found at C.5.d. in this document.

e. The intermediate examinations

In all three programs, the first phase of the training ends with a series of four intermediate examinations:

Fundamentals of Analytical Psychology, Comparative Developmental Psychology, Depth Psychology of Adult Dreams, Depth Psychology of Myths and Fairy Tales.

Tabular overviews of the examinations in the respective programs are to be found at the end of this brochure under D.5.

f. Supervised psychotherapeutic casework with clients

Following the promotion to diploma candidate or the grant of being allowed to do casework, at least 500 treatment sessions (casework) with clients are to be performed in all programs. At least ten patients are to be worked with. A treatment session lasts at least 45 minutes.

The psychotherapeutic casework with clients within the framework of the 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 Swiss State recognized supervisors (Directory of Accredited Instructors) of the C.G. Jung Institute.

The casework must be accompanied by a total of 150 supervision sessions. A minimum of 50 sessions must be completed in an individual setting with at least two supervisors and at least 70 sessions as group supervision (program E and K in at least two groups and the program C in at least 3 groups).

30 sessions can be completed either as individual or as 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 five diploma examinations in the programs E and K and six examinations in the 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 Depth Psychological Understanding of Dreams; Clinical Psychiatry, Diagnosis and Therapy; Depth Psychological Understanding of a Myth or Fairy Tale; Depth Psychological Understanding of Pictures or Sandplay Processes in Adults and its Application; The Individuation Process and its Symbols.

Tabular overviews of the examinations in the respective programs are to be found at "Tabular overviews of the prerequisites".

3. The costs of the training

In the adult program E one must reckon with at least the following costs (as of October 2018):

Semester fees, admission committee, examinations, approx :	30'000 CHF
Self-experience (per session of 45 minutes 135 CHF ³)	20'250 CHF
Individual supervision (per session of 45 minutes 135 CHF)	6'750 CHF
Group supervision (session of 90 minutes, 50 CHF)	3'500 CHF
Group or individual supervision	1'500 – 4050 CHF
Total	(at least) 62'000 CHF

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

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.

4. Right of appeal

Appeals against decisions by the Admission Committee and against formal errors in examinations are possible. The details of the appeal process are described in Art. 39. It is recommended that a discussion be sought with the Director of Studies before an appeal is submitted.

³ Average fee

C. IMPLEMENTARY REGULATIONS

1. Introduction

Art. 1:

General ¹ The present curriculum 2018 including the implementary regulation, conform to the requirements of the Swiss law for psychology professions (PsyG from April 1, 2013) and applies to all students of the C.G. Jung Institute Zurich, Küsnacht, who aspire to obtain federal recognition as a psychotherapist in Switzerland. It takes effect with the beginning of the winter semester 2018/19.

² A private practice as a psychotherapist with the own professional responsibility will require the approval of the cantonal Health Directorate, on whose territory the profession is exercised. (Art. 22 Federal Act on the psychology profession [Swiss law for psychology professions PsyG]).

Commitment ³ At the beginning of his training, each student commits himself to adhere to the confidentiality agreement as stated in the Code of Ethics, as well as the Institute's Code of Conduct and the House Rules of the C.G. Jung Institute.

2. Admission to training, Applying

a. Admission criteria

Art. 2:

Master's degree in psychology (university or university of applied science) or university degree in medicine ¹ Those applying for training must provide evidence of a Master's degree in Psychology (university or university of applied science) or of a university degree in Medicine.

² People with an academic degree in psychology from abroad must in accordance with Art. 3 PsyG demonstrate the equivalence of their university degree. Responsible for the recognition is the Swiss psychology professions Commission. According PsyG Art. 4, one can call himself psychologist in Switzerland, if one has acquired a recognized degree in psychology.

³ Physicians who complete the present training program, are subject to the provisions of the Medical Act (MedBG).

Art. 3:

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

² According to Art. 24 PsyG a national language must be governed to obtain the practice permit.

³ Examinations can be taken either in German or in English.

Minimum age, personal maturity selection criteria

Art. 4:

¹ In order to ensure the protection of future patients, stringent requirements are necessary concerning personal maturity and suitability for a profession as a psychotherapist. 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.

²The criteria of the Admission Committee concerning the evaluation of candidates are described in the admission committee's rules of procedure.

³ All personal documents will be handled confidentially.

b. Registration

Art. 5:

Registration and Admission

¹ Since, once all the documents have been given to the C.G. Jung Institute, the admission procedure can last two months, the application should be submitted at least 3 months before the intended begin of the training. The training can be taken up at the beginning of each semester, in April and October, respectively.

² With the filled-out application form (www.junginstitut.ch) the following documents in quadruplicate are requested by the Admission Committee:

- A recent photo;
- A photocopy of the academic diploma;
- A brief biography (5-10 pages). This should include the most important personal moments and inner experiences, in particular addressing conflicts, crises or problems in the various life phases as well encounters with Jungian psychology and the motivation for training;
- Payment of the application fee (no refund).

3. Admission committee

a. In general

Art. 6:

In general

¹ The Admission Committee accompanies those in training through all of their formation and assesses their suitability for being professional psychotherapists.

² The Board of the Training Sector charges the Admission Committee with the task of deciding about admitting the applicant to begin the training (admission interviews), about the later authorization to work with patients respectively promotion to diploma candidate (promotion interviews), as well as about receiving the diploma. All decisions of the Admission Committee are given in writing to the applicant or student.

³ The enrollment at the Institute shall be made within three semesters of the following the admission.

b. Interviews

Art. 7:

Admission interview

¹ When the application documents have been completely turned in to the Director of Studies, they will be examined. Persons who fulfill the formal admission criterias are then requested to come for the interviews (that take place in or near Zurich). To be passed are talks with three members of the Admission Committee consisting of two single-hour interviews with each member (a total of 6 interviews).

² 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 fee is not possible.

Art. 8:

Promotion interview

¹ Soonest at the end of the second semester (concerning the requirements, see page 7) or rather shortly before or during the intermediate examinations, students arrange to have one individual interview again with each of the three members of the Admission Committee that they have been assigned to (the so-called "promotion interviews"). These interviews are subject to a charge.

² Based on these three interviews the Admission Committee decides regarding the eligibility to work with patients respectively admitting the student to the second phase of the training.

Art. 9:

The task of the Admission Committee

¹ Requierments can be implemented, and at any time, students can be asked to come again to one or more of the Admission Committee members. These talks are free of charge for the student. They have the purpose of making the student aware as soon as possible of difficulties or objections that may have arisen and to give the student an opportunity to discuss and to remove them. The Admission Committee particulary takes the safety of the clients into consideration.

² In order to fulfill their task of assessing the student carefully, members of the Admission Committee are free to obtain information from the leaders of seminars and group supervision and/or from the supervisors.

³ The student has a right to talk, free of charge, with a committee member about implemented requirements, if a delay of the promotion or of the granting of the diploma has been requested.

⁴ The reasons for a delay or a termination of the training are put into writing and can be reviewed by the student.

⁵ If a training termination has been requested by the Admission Committee, the applicant must wait at least two years before reapplying

⁶ If a training application is denied, the applicant must wait at least two years before reapplying.

⁷ If a student changes the training program, no further interviews are necessary with the Admission Committee.

4. Semester types, registering for and leaving the training

a. Types of semesters

Art. 10:

Training semester

Duration of study

¹ In all the programs, students must be enrolled for at least 8 semesters. The maximal duration of study is 12 semesters, in case of part-time studies correspondingly more.

² Examinations must be taken in a training semester.

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

Art. 11:

Leave of absence semester

¹ 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.

² Leave of absence semesters are not included in the minimum number of training semesters.

³ 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. No examinations can be taken. Internship, self-experience and/or supervision sessions, though, are recognized.

⁴ 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.

b. Enrollment in and termination of the training

Art. 12:

Enrollment

¹ 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.

² 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. The enrollment form, as well as the

enrollment deadline, is published in each semester's "Lectures and Seminars" brochure.

Art. 13:

Termination of matriculation

¹ While adhering to the enrollment deadline, each student can withdraw from being matriculated. The written notification is to be brought to the Director of Studies.

² Should someone wish to, he can take up the training again and, if he does so within a time span of four semesters, the admission procedure does not have to be repeated.

³ If the payment has not been made within the deadline of the second dunning letter, the matriculation is terminated.

⁴ 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. Self Experience

Art. 14:

Scope of the training analysis

¹ A self-experience session (training analysis) lasts at least 45 minutes.

² The self-experience is separated from all evaluative functions. For this reason, a personal analyst cannot be chosen as a supervisor, main-examiner, co-examiner nor as tutor for seminar papers. Members of the individual admission committee can only be chosen as training analysts if they withdraw from their function as individual admission committee member.

³ The self-experience comprises at least 150 sessions: of which at least 75 must take place until the end of the intermediate examinations and the rest until the end of the diploma examinations.

Art. 15:

Self experience with Swiss State recognized training analysts of the C.G. Jung Institute: Fundamentals

¹ The self-experience (training analysis) must be completed during the training with a Swiss State-recognized training analyst or supervisor of the C.G. Jung Institute. Training analysts are designated as such by the C.G. Jung Institute and are listed in the "Directory of Accredited Instructors".

² Students who live abroad can submit a request to the Director of Studies that an external self experience in their home country be approved. Condition for the recognition of an external training analyst is the equivalence of their qualifications with the Swiss State requirements.

³ It is recommended that over the course of the self experience 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.

⁴ At least 50 hours of the self experience must take place with the same analyst. This provision takes into account the character of the self experience as an on-going psychological process.

⁵ Less than 25 hours of analysis with the same person cannot be recognized as a part of the self experience.

⁶ Like every analytic and psychotherapeutic activity, the self experience is subject to the obligation for confidentiality.

⁷ The minimum number of self experience sessions that are required for the examinations must be confirmed by the respective training analyst.

Art. 16:

Acknowledgement of other self experience sessions

¹ Self experience that has taken place before admission to the training program cannot be counted.

² The self experience has to be conducted with both parties present. 20 percent of the self experience (that is, 30 of the 150 hours) can be done via video call. Each hour (60 minutes) of the video call counts as one session. Because the protection of privacy is not guaranteed with video calls, the users have to decide whether they be willing to bear the risks on their own.

³ 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 self experience during this time.

b. Theoretical knowledge

Art. 17:

Lectures and seminars

¹ Lectures and seminars are made available to those in training so they can acquire the necessary theoretical prerequisites for attaining the diploma and, in addition, obtain insights into scientific areas that are relevant to analytical psychology and psychotherapy. All lectures and seminars are offered to students in the form of subjects; before the intermediate examinations, the basic subjects and in the second part of the advanced subjects. A detailed description of all subjects and the scope of mandatory lessons can be found in Chapter D.

Credits (45 minutes)

² 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 500 credits of theory. One credit is equal to at least 45 minutes workload.

³ Seminars and lectures in German usually take place from Thursday to Saturday, occasionally also on Sunday. Courses in English are offered in the form of blocks.

Seminar
cancellation

⁴ Whoever has signed up for a seminar is obliged to take part in it. Cancellations are possible up to three days before the beginning of the seminar. In case of unexcused absence a default fee will be charged.

c. Seminar papers

Art 18:

In general

¹ Depending on the program several written papers are to be produced in which viewpoints of analytical psychology respectively psychotherapy are taken into account. The seminar paper is to be handed in to a Swiss State-recognized main-examiner, training analyst, supervisor candidate or supervisor of the Institute. Former or current analysts for self experience as well as members of the individual Admission Committee are excluded.

² After a consultation with the tutor of the seminar paper its topic can be freely chosen. Rules regarding layout, citation and references can be found in the examination regulations under 3. "Formal guidelines for the written papers".

³ Together with his seminar paper the student is to give the tutor 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.

⁴ The seminar paper as approved by the tutor and its evaluation must be present in the Administration of Studies with registration for the intermediate examinations and the diploma examinations, respectively.

Art. 19:

Adults program E

In the adults program E a seminar paper of 10 to 20 pages⁴ about symbolic material has to be submitted before the intermediate examinations.

Art. 20:

Adults program E
and combined program C

¹ Each diploma candidate or student entitled to casework in the programs E and C must attend the introductory seminar to the Word-Association-Test.

² Each diploma candidate or student entitled to casework in the programs E and C has to perform an association test with two patients (with the 4th and 8th patient respectively) at the beginning and at the end of the therapy. Between the first and second test, significant events related to complex episodes should be recorded shortly after.

⁴ In General: One page is 2000 characters including space characters

³The evaluation of the tests at the beginning and at the end of the therapy takes place orally in a research seminar.

⁴ For the first patient, the analysis of the evaluation are presented in written form after having attended the research seminar at the end of the therapy. This written work will be evaluated by the seminar leader.

⁵ The evaluation is done, as with any other seminar paper, by means of an evaluation form, which is sent to the administration of studies by the seminar leader.

⁶ The results of the experiments of both clients are taken into consideration in the case report within the context of the course of therapy and the significant events.

⁷ In addition to the analysis by the students, the data from the experiments of both patients will be evaluated in terms of research questions with different participants of another research seminar.

⁸ Thus, there are a total of 6 research seminars to attend.

Art. 21:

Children/adolescents
and combined pro-
grams: K + C

¹ In the children/adolescents (K) and combined (C) programs, there are additional requirements:

- Before the intermediate examinations:
a paper about a projective test whereby both theoretical and practical viewpoints should be taken into account.
- Before the diploma examinations:
 - a) An anamnesis report of a child or adolescent: the report of 8 to 12 pages should be elaborated within a current or completed therapy 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.
 - 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 therapeutic concept (freely chosen), to thereby grapple with the own therapeutic work with children, adolescents and their significant others, and to try to establish a connection between this approach and analytic psychology.

² Swiss State-recognized main-examiners from the fields of 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 tutor.

d. Clinical practice

Art 22:

Clinical practice

¹ Before receiving a diploma as an analytical psychotherapist, each student has to show that he has done clinical work related to psychotherapy at least two years working 100 percent in a psychosocial or mental health institution. At least one of these two years has to be completed in an institution for inpatient or outpatient psychotherapy and psychiatric care. For part-time employment, the duration is extended accordingly. Each student has to acquire broad clinical and psychotherapeutic knowledge with clients or patients about various psychological illnesses.

² Clinical work in the program E has to be done in an inpatient or outpatient psychiatric or, if need be, psychosomatic institution for adults.

³ Clinical work in the program K has to be done in an inpatient or outpatient primary psychosocial care facility for children and/or adolescents.

⁴ Students in the program C should acquire clinical experience with both adults and children/adolescents. The clinical work with adults and the work with children/adolescents (or vice versa) should be balanced (a ratio of at least 40:60).

⁵ It is necessary to clarify with the Director of Studies prior to the start of work in a clinic or institution, whether and to what extent the planned clinical work can be recognized. The Director of Studies checks the category of the institution and creates a plan with the student so that the student is able to work with a variety of clinical disorders during the two-year clinical practice.

⁶ It may be necessary to include a leave of absence.

⁷ Students must present the employment reference letter of superior to the C.G. Jung Institute.

⁸ Case responsible activities as an employee (psychology or medicine) under the guidance of a psychologist or psychiatrist generally count as clinical practice.

⁹ Students ought to participate in internal institution events such as, for example, supervision and team meetings.

e. Self-study

Art. 23:

Self-study

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 psychotherapeutic work with clients (casework)

Art. 24:

In general

¹ Any therapy with clients done by diploma candidates or students authorised to do casework within the framework of their training is subject to regular supervision by state-recognized supervisors of the C.G. Jung Institute. This supervision accompanies the entire duration of the respective therapy.

² Supervisors can request a written report about the work with clients at any time.

³ The supervisor carries the responsibility for each therapeutic case; he must be informed about the responsibility as well as the identification number of the associated case. Parallel supervision is only permitted with the consent of those mainly responsible.

⁴ The "Regulations on Case Work" is to be studied and its contents before the beginning of the casework confirmed.

⁵ The psychotherapeutic work of students with their clients via telephone or via other mechanical or electronic aids (fax, e-mail, internet, etc.) is not permitted due to the lack of data protection.

Art 25:

Casework

¹ According to the "Swiss psychology profession law" (PsyG April 1, 2013), at least 10 patients must be worked with and a total of at least 500 hours of casework must be proven.

Evidence must be provided for two cases of at least 40 hours in the adults program E, two cases of at least 30 hours in the children/adolescents program K, and three long-term cases in the combined program C. Thus, in the combined program C, there must be work either with two cases of adult patients, each of which had at least 40 hours, and one case with a child/adolescent which had at least 30 hours, or with one case with an adult patient which had at least 40 hours and two cases with children/adolescents, each of which had at least 30 hours.

² Both male and female patients should be worked with.

³ Cases of less than 5 hours cannot be credited.

⁴ The supervision takes place in a total of 150 supervision sessions.

⁵ A current or former training analyst may not be chosen as a supervisor. Furthermore, members of the individual Admission Committee cannot be chosen as individual supervisors, however, they can be chosen as group supervisors.

Individual supervision, video consultations

Art. 26:

¹ At least 50 individual sessions with at least two Swiss State-recognized supervisors must be completed. An individual supervision session lasts 45 minutes.

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

³ As a rule, individual supervision takes place in the common personal presence of both parties. 20 percent of individual supervision (i.e. 10 out of 50 sessions) may take place via 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. 27

Group supervision

¹ At least 70 sessions must be done in a group supervision setting. The current or former training analyst may not be chosen as group supervisor.

² Group supervision in the program E and K must be taken in at least 2, – and in program C in at least 3 – on-going supervision groups with 2 respectively 3 different supervisors.

³ At least 5 sessions in a row must be attended in each group.

⁴ One group supervision session lasts 90 minutes. All group supervisions take place in the personal presence of those involved; technical aids such as video calls are not permitted.

⁵ In program C the amount of group supervision sessions of adult cases compared to those of children/adolescents should be kept at a ratio of at least 40:60.

⁶ Each student must present at least three of his own cases.

⁷ Leaders of group supervisions do not evaluate the candidate, but confirm the participation in the sessions to the Administration of Studies instead.

Art. 28:

Assessment by the supervisors

¹ After 250 hours of treatment and at least half a year before the diploma examinations, the students should request that each of their individual supervisors submit assessments of their casework, attention to the Admission Committee

² The final assessment of casework (final report) by the supervisors must take place after 500 hours of treatment.

³ Forms in this regard are available from the administration of studies and have to be submitted to the concerning supervisors.

7. Casework and supervision abroad

Art 29:

External individual supervision and group supervision

¹ Students from abroad can receive permission to carry out their treatment hours out of Switzerland and to have a part of their casework supervised abroad.

² 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 recognizes an external supervisor in the country where they are working. Condition for the recognition of an external supervisor is the equivalence of his qualifications with the Swiss State requirements.

³ A total of 70 percent of the individual supervision must take place with supervisors accredited at the C.G. Jung Institute.

⁴ All group supervisions must be with Swiss State-recognized supervisors accredited at the C.G. Jung Institute.

8. Case reports

Art. 30:

Case reports

¹ The C.G. Jung Institute is subject to a documentation obligation concerning all the psychotherapies that are under its responsibility.

² For this reason, a written report is requested for each treatment case. In the adults program E and children/adolescents programs K: detailed reports (10 to 20 pages) of two cases, and short reports (2 to 3 pages) about all other cases are sufficient. In the combined program C, four detailed reports are required: two of adult cases and two of child/adolescent cases, about the other cases, short reports (2 to 3 pages) are needed.

³ The cover page of the case report contains the following information:

- **Diploma candidate**
 - Name and first name
- **Client**
 - Casenummer
 - Year of Birth
 - Gender
 - Occupation (for children school class)
- **Supervisor**
 - Name and first name
 - Nr. of case hours with analysands
 - Nr. of supervisor hours with the supervisor

⁴ The long case reports take into account the following issues

- Family history
- Personal history
- Reason for receiving the analysis

- First impression
- Analysis course in terms of Appearance affairs (relationships with family and other people, working life), and the course of the talks. In adolescents and children: family relationships, to other children or young people, school experiences
- analysis of unconscious material such as the central symbols and dreams, reflections on associations and feeling disorders as well as their changes
- Overview of the course from the perspective of Analytical Psychology C.G. Jung; Considerations for self-regulation of the psyche and prospective aspects of the process, potential for development
- Thoughts on transference and countertransference, observing own reactions
- considerations for psychiatric diagnosis and psychodynamics
- Further procedure
- Forecast of the further course
- If the analysis was completed some time ago/canceled, possibly even a catamnesis (further course after completion/termination of the analysis)

⁵The exact division of reports into chapters as well as the further structure of the case report are left to the student's liking.

⁶One year after the intermediate exams, the student writes one long and one short case report for the attention of a reader chosen by the Director of Studies. Readers of the case reports are supervisor candidates or supervisors of the Institute. The readers give feedback during an hour-long conversation, concerning strengths and weaknesses of the report. This feedback needs to be taken into consideration by the student at a later stage when writing the remaining case reports. Readers are allowed to request changes or reject the reports.

⁷ The reader sends an evaluation form to the Administration of Studies.

Art. 31:

¹ Along with the application for the diploma examinations, copies of all the case reports must be handed in to the administration of studies.

² These case reports will then be sent to the reader, who will again discuss them during an hour-long meeting with the student.

³ The two meetings with the reader are mandatory and free of charge for students.

⁴ In addition, the student has to send a copy of each of the two detailed case reports (one long case report written one year after the intermediate exams must be updated to the current state) 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

Applying for the diploma examinations, assessment

the case that will be examined, the student has to send a copy of that case report to each of the two co-examiners.

9. Examinations

Art 32:

- In general, deadlines
- Curriculum for exams
- ¹ Examinations for the intermediate and for the diploma take place twice a year. The precise dates of the examination periods as well as all other dates that have to do with examinations – especially application dates – are published in the "Lectures and Seminars" brochure (www.junginstitut.ch).
 - ² In the Curriculum for exams, available at the front office, for each examination subject there exists an overview, of the necessary knowledge as well as a literature list giving the publications relevant to that field of study.
 - ³ Someone taking an examination must be registered in that semester.
 - ⁴ Examinations can be taken in German and English.
 - ⁵ 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 in the Administration of Studies). Applications submitted after the application deadline cannot be accepted.
 - ⁶ The intermediate and diploma examinations must each be taken within three consecutive semesters.
 - ⁷ If someone withdraws from the examinations after the application deadline, the examination fee that has been paid is forfeited.

Art. 33:

- Main examiners and co-examiners
- ¹ "Main-examiners" are lecturers and Swiss State-recognized instructors appointed by the C.G. Jung Institute and listed in the list of Examiners (available at the front office). 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.
 - ² Taking examinations with a current or former training analyst or with a member of the individual Admission Committee is not permissible.
 - ³ The student takes up contact with the main-examiner he has selected before applying for the examination 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.
 - ⁴ For every main-examiner, the Director of Studies will appoint one co-examiner, and two co-examiners for the "Individual Case Examination".

Art. 34:

Assesment

¹ The examination performance is graded as follows:
"Exceptional" (1), "good" (2), "sufficient" (3), "insufficient" (4). Half grades can be given, but any grade more than 3 is considered "insufficient". The "Individual Case Examination" is not assigned grades but assessed as either "passed" or "not passed".

² 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 repeat of the "Individual Case Examination", the main-examiner and the two co-examiners remain the same.

³ Each examination can be repeated twice.

⁴ When examinations are repeated, the associated fees are to be paid again.

Art. 35:

Waiveer of examinations

¹ For psychiatrists the "Clinical Psychiatry, Diagnosis and Therapy" examination is waived.
For child and adolescent psychiatrists the "Clinical Psychiatry, Diagnosis and Therapy for Children and Adolescents" diploma examination is waived.

² Further examination waivers are not possible.

10. Graduation

Art. 36:

Graduation

¹ The diploma is conferred when all the prerequisites for the student's program according to this curriculum, all the financial claims of the C.G. Jung Institute have been settled, and the Admission Committee has given their consent. These base their assessment on all the available documents, including not only the examination results but also the opinions of the examiners, the final reports of the supervisors, the assessments of the case reports as well as the personal impressions of the Admission Committee.

² Based on having received their diploma, graduates of the C.G. Jung Institute practicing in Switzerland are registered, according to the Swiss law for psychology professions) (PsyG) Art. 38, in the professional register of the Federal Department of Home Affairs (EDI).

11. Evaluation

Art. 37:

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

¹ 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 that are assigned
- The evaluation of the casework by the supervisors
- The evaluation of the casework by the supervisors

² 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.

³ The Director of Studies is responsible for evaluating the Curriculum Psychotherapy as well as for the data collection for the evaluation of the study program. 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.

⁴ Two years after graduation, a survey of the graduates takes place. The results are fed back to the trainers and the program directorate in order to initiate necessary adjustments.

⁵ With the instructors, the 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. 38:

Previous work

¹ Self experience sessions as well as clinical work done before the training program can as a rule not be acknowledged.

² Other previous work such as, for example, treatment of clients before being promoted to diploma candidate status, cannot be acknowledged.

13. Right of appeal

Art. 39:

- Right of appeal
- ¹ Permissibility of the appeal according to Art 44 PsyG against:
- The Admission committee regarding the admittance to the study and the issue of training titles
 - The director of studies regarding the eligibility of educational services and training periods
 - The main-examiner regarding the decision of passing examinations
- ² An appeal against the grading of exams cannot be submitted.

Art. 40:

- Appeal process
- ¹ An independent appeals committee is formed for the treatment of an appeal. For each appeal case the appeals committee is made up of three independent accredited analysts/psychotherapists.
- ² The members of the appeals committee have the necessary knowledge to assess the complaints. The appeals committee is entitled to retain external consultants and appraisers.
- ³ Members of the appeals committee are not involved in the management and leading of the Institute and are not related among themselves.
- ⁴ Their names will be announced.
- ⁵ Appelants can claim personal reasons of bias for members of the appeal committee.
- ⁶ The appeal is to be submitted to the appeal committee within 20 days when the contested decision was disclosed. The appeal requests are to be stated and justified in the appeal document.
- ⁷ The appeal process is usually done in writing. The Chairman or the appeals committee, can arrange an oral hearing if prospect of an agreement exists.

Art. 41:

- Costs of appeal
- ¹ If the appellant loses, he has to pay a fee reasonable to the cost of the procedure.
- ² No party compensations will be awarded.

14. Office of the ombudsman

Art. 42:

- Office of the ombudsman
- ¹ The C.G. Jung Institute has an ombudsman's office as the first point of contact in conflict and complaint cases among those affiliated with the C.G. Jung Institute: students, analysts and co-workers.

² The people seeking advice are free to choose which of the two ombuds persons, they want to contact.

³ More information can be found in the Code of Ethics of the CG Jung Institute Zurich.

15. Ethics committee

Art. 43:

Ethics committee

¹ The Ethics Committee is in principle responsible for verifying the compliance with the professional ethics guidelines defined by the Code of Ethics of the C.G. Jung Institute Zurich.

² Jurisdiction and proceedings in ethics affairs are regulated in the rules of procedure of the ethics committee.

³ Before engaging the ethics committee, the ombudsman's office must be called in first.

D. THEORY: KNOWLEDGE AND SKILLS

Lectures and seminars are made available to those in training in the form of subjects.

The basic subjects are taken prior to the intermediate examinations, the advanced subjects following the appointment as a diploma candidate.

Attendance of the mandatory basic and advanced subjects and proof of the prescribed minimum of credits is required until the end of the examination periods (one credit corresponds to 45 minutes)

1. Knowledge and skills in the adults program (E)

Mandatory and supplementary basic subjects

Until the end of the intermediate examinations, students must have acquired at least 250 credits in the basic subjects. 100 credits have to be of following mandatory basic subjects:

E 1 Fundamentals of Analytical Psychology	50 credits
E 2 Comparative Developmental Psychology	10 credits
E 3 Depth Psychology of Adult Dreams	10 credits
E 4 Depth Psychology of Myths and Fairy Tales	10 credits
E 5 Association Experiment: Introduction Seminar	4 credits
E 6 Diagnostics	10 credits
E 7 Ethics and Legal Directives	6 credits

Besides the 100 credits required in these seven basic subjects, the additional 150 credits can be chosen freely from all basic subjects.

Mandatory basic modules

a. Mandatory basic modules

Module E1

Fundamentals of Analytical Psychology mandatory credits: 50

Objectives	Content
Understanding of the basic concepts of Analytical Psychology, knowledge of Jungian terminology including its comparison with and distinction from other psychotherapeutic schools.	Nature of the psyche. Consciousness, unconscious. Ego, shadow, persona, animus/anima, self. Ego-self axis. Personal and collective unconscious. Collective consciousness. Nature and function of the archetypes. Development of the term 'archetype'. Relation archetype/biology/mind (instinct and brain structure). Definition and function of the 'symbol', distinction from the 'sign'. Complexes as the via regia to

	<p>the unconscious and their relative autonomy. Effects of the complexes. Dysfunctional complexes. Emotion, affect and somatization. Imagination.</p> <p>Typology: introversion/extraversion. Functions: thinking, feeling, intuition, sensation. Typology tests. Function types as an aid to understanding and in therapy.</p> <p>Psychic energy, regression, progression, libido, projection and neurosis in Freud and Jung. The psyche as a self-regulating system. Law of opposition, enantiodromia.</p>
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Module E 2

Comparative Developmental Psychology

mandatory credits: 10

Objectives	Content
<p>Knowledge of different developmental-psychological concepts as a foundation for the understanding of age typical, phase specific deviations and disorders in human development.</p>	<p>The position of developmental psychology within psychology. The phenomenon of development and its determinants. Models of individuation.</p> <p>Infancy and early childhood, childhood, youth, adolescence, adult development, old age. Pathogenetic aspects.</p>

Subject E 3

Depth Psychology of Adult Dreams

mandatory credits: 10

Objectives	Content
<p>Learning to interpret dreams as spontaneous self-expressions of the unconscious.</p>	<p>Historical overview: the interpretation of dreams in the Epic of Gilgamesh, ancient Egypt, ancient Greece, the Bible and romanticism. Scientific study of dreams: What is a dream? Functions of dreams. Neurology and neuroscience including modern dream research. Dream interpretation: the concept of Sigmund Freud, differences between Freud and Jung. Fundamentals of dream interpretation in Jung: the structure/dramatic composition of dreams with exposition, entanglement, culmination and lysis. Complexes and compensation in dreams. The meaning of</p>

	symbols. Dream-ego, awake-ego. Object and subject level. Causality and finality. Association and amplification. Self-regulation of the psyche in dreams. Conflict resolution potential of dreams.
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Subject E 4

Depth Psychology of Myths and Fairy Tales

mandatory credits: 10

Objectives	Content
Learning to understand fairy tales and myths as indicators of the basic structure of the collective unconscious.	Origin, dissemination and structure of myths and fairy tales. Discrimination between the literary genres of fairy tales, myths, sagas and legends. The language of fairy tales as a universal human language. Connection between individual psychology and historical material. Values of a culture expressed in myths and fairy tales as the briefest, simplest and most precise descriptions of archetypes and human basic conflicts as well as of maturity stages and solutions that are valid "beyond space and time". Motifs such as hero battle, night sea journey, trickster, hard-to-get treasure. Method of amplification. Introduction to interpretation methods.

Subject E 5

Association Experiment: Introduction Seminar

mandatory credits: 4

Objectives	Content
Recognizing associations as a bridge to the complexes.	Historical derivation and position of Analytical Psychology within psychology based on the theory of complexes. Complexes as structural elements of the psyche. Biological foundation of Jung's theory of complexes including new brain research findings. Connection with the theory of archetypes. Epistemological significance of the association experiment. Self-experience: application of the association experiment to oneself.

Subject E 6

Diagnostics

mandatory credits: 10

Objectives	Content
Knowing and using diagnostic methods.	Initial interview, anamnesis, diagnosis. Diagnosis as a key to indication. Psychodynamic diagnosis: e.g. complex diagnosis, multidimensional operationalised psychodynamic diagnostics (OPD), and psychiatric-descriptive diagnosis (ICD-10, DSM-IV). Diagnosis-specific psychotherapy and prognosis.

Subject E 7

Ethics and Legal Directives

mandatory credits: 6

Objectives	Content
Knowledge of ethical and legal directives.	Ethics in psychotherapy. Swiss law for psychology professions. Confidentiality and data protection. Professional liability, indemnity. The informed patient, the transparency of the relationship with the patient and the prevention of damage by psychotherapy. Basic knowledge of the legal and social healthcare system and its institutions. Child protection, special directives for the work with significant others and institutions of the psychosocial environment of children and adolescents.

Supplementary basic subject

b. Supplementary basic subjects

Subject E 8

History of Psychology

Objectives	Content
Learning about the historical development of today's psychology and psychotherapy.	Philosophical precursors (eudaimonia, entelechy) of psychology. Stages of the development of consciousness from primitive peoples to today. Psychology of consciousness in the 19 th

	century. Discovery and history of the unconscious in psychiatry and psychotherapy.
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Subject E 9

Comparative Religion, Ethnology, Spirituality

Objectives	Content
Understanding Foreign cultures and their significance for mental health.	Confrontation with the unknown. Transcultural and intercultural beliefs, values and attitudes.
Understanding human religiousness.	Comparative history of religion, concepts of God and of man through the ages, numinosity, creation myths, ideas of redemption, good and evil, conscience, perfection, completeness, integrity, spirituality. The search for meaning. Rituals in general, rites of birth, dying and death.

c. Intermediate examinations

Intermediate examinations

In order to be admitted to the intermediate examinations, the following requirement must be met:

- The seminar paper must have been accepted by the tutor

The intermediate examinations consist of four oral examinations that can be taken either en bloc during one examination period or in two parts. In the latter case, the distribution of subjects can be chosen freely.

The following subjects are examined orally in the adults program:

- Fundamentals of Analytical Psychology
- Comparative Developmental Psychology
- Depth Psychology of Adult Dreams
- Depth Psychology of Myths and Fairy Tales

d. Diploma study program

Mandator and supplementary advanced subjects

Until the end of the diploma examinations, at least 250 credits must be achieved in the advanced subjects, of which at least 170 credits have to be of following mandatory subjects:

- E 10 Psychotherapeutic Practice: Special Issues with Adults 40 credits
- E 11 Psychotherapeutic Practice: Working with Dreams of Adults 20 credits

E 12	Depth Psychological Understanding of Pictures/Sandplay with Adults and its Application	20 credits
E 13	Clinical Psychiatry, Diagnosis and Therapy	20 credits
E 14	Clinical Work with Myths and Fairy Tales	20 credits
E 15	The Individuation Process and its Symbols	10 credits
E 16	Research Questions in Psychology and Psychotherapy	6 credits
E 17	Social Issues	6 credits
E 18	Fundamentals of other Psychotherapeutic Approaches and Methods	12 credits
E 19	Word-Association-Test: Examination Seminar	6 credits
K 10	Psychotherapeutic Practice: Special Issues with Children and Adolescents	10 credits

Besides the 170 credits required in these eleven advanced subjects, the additional 80 credits can be chosen freely from all advanced subjects.

Advanced subjects

e. Mandatory advanced subjects

Subject E 10

Psychotherapeutic Practice: Special Issues with Adults

mandatory credits: 40

Objectives	Content
Learning to work psychotherapeutically.	Indication for psychotherapy, its goals and limitations. Initial interview, anamnesis, psychodynamic thinking. Defence mechanisms and resistance. Analytic-reductive and final-prospective technique of interpretation. Techniques of imagination. Resource-orientation. The therapeutic relationship. Transference and countertransference. Concordant, complementary, collusive, erotic, 'negative', illusory, neurotic, etc. The four stages of therapy according to Jung: confession, elucidation, education, and transformation. Progression and (malignant) regression. Beginning and end of the therapy. Syndrome specific therapy: personality disorders, anxiety and obsessive-compulsive disorders, depressions, suicidality, posttraumatic stress and adaptive disorders, substance-related addiction,

	<p>eating disorders, somatoform disorders. Common and specific features in the practice of different psychotherapeutic methods. Mental hygiene and burn-out prophylaxis.</p> <p>The importance of migration for identity, integration, mental health, and the psychotherapeutic treatment. Fundamental knowledge and analysis of the peculiarities of psychotherapy with older people.</p> <p>Reflective and autonomous acting in critical situations.</p> <p>Economic dealing with available means.</p>
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Subject E 11

Psychotherapeutic Practice: Working with Dreams of Adults

mandatory credits: 20

Objectives	Content
Dealing with dreams in practice.	<p>Dealing with dreams in therapy, dream series, forms of resistance, resistance in the dream itself, resistance in dreamwork, resistance as a protection of the ego. Ego strengthening through dreamwork, dreamlessness versus flooding by dreams. Nightmares, death dreams. Initial dreams, dreams of transference and countertransference. Repeating dreams. Erotic transference and 'negative' transference in dreams. Poorly structured dreams, constellations of complexes in dreams.</p> <p>Dealing with dreams in the case of ego weakness. Archetypal dreams. Questioning technique for dreams. Creative handling of dreams: imagination and painting. Methods of interpretation. Dream interpretation as a dialectical process. Understanding of symbols.</p>

Subject E 12

Depth Psychological Understanding of Pictures/Sandplay and its Application

mandatory credits: 20

Objectives	Content
<p>The creative expression as a therapeutic method.</p> <p>Pictures: Being able to use painting/drawing in therapy.</p> <p>Sandplay: Understanding the method as a process of physical and mental imagination. Understanding of its general use as well as its specific application with psychosomatic disorders and traumatised persons.</p>	<p>Pictures: symbolism of forms, colours, numbers, contents. Spatial arrangement on a two-dimensional foundation. Understanding of the relation between complexes and the symbolism of the created picture. Diagnostic and prognostic considerations. Phenomena of transference and countertransference in the picture. Possible reading and picture interpretation.</p> <p>Sandplay: experiencing, understanding, and interpreting the creative dispute between consciousness and the unconscious based on three-dimensional designs. Understanding of symbols including three-dimensional spatial symbolism, relation consciousness-unconscious and body-soul, interpretation of sandplay processes and their psychodynamics, documentation.</p>

Subject E 13

Clinical Psychiatry, Diagnosis and Therapy

mandatory credits: 20

Objectives	Content
<p>Clinical psychiatry in the psychotherapeutic practice.</p>	<p>History of psychiatry, general psychiatric pathology, international classifications, epidemiology of mental disorders, emergency psychiatry and crisis intervention. General psychopharmacological therapy (clinically relevant effects and side effects). Other biological treatments such as sleep deprivation, phototherapy, electroconvulsive therapy. Therapeutic Products Act, Narcotics Law, Health Care Insurance Act, forced internment. Understanding of psychodynamics in comparison with the psychiatric diagnosis.</p>

Subject E 14

Clinical Work with Myths and Fairy Tales

mandatory credits: 20

Objectives	Content
Learning to use myths and fairy tales in the therapeutic practice.	Cautious transfer of the pictorial language of symbols and the archetypal psychological processes into developmental-psychological possibilities for today's individual. Recognizing motifs of myths and fairy tales in dreams. Observation of resources, potentials and solutions in fairy tales. The rejected, abandoned or talented child. Parent complexes. Dealing with power and powerlessness.

Subject E 15

The Individuation Process and its Symbols

mandatory credits: 10

Objectives	Content
Understanding Jung's concept of individuation and developing it for the psychotherapeutic practice.	Individuation as a process of integration and differentiation of the personality. Integration of fragmentations via symbolic experiences. Perception of the phases of life and their symbolisations. Live transitions. Understanding existential disruptions as individuation tasks. Mourning processes and age suicide. The search for meaning in dreams, imaginations, and pictures. Finding identity in a lifelong development. The process of age-appropriate detachment from the parent complexes and achievement of age-appropriate relational capability. Autonomy and dependence. Body-soul problem. The transcendent function. Synchronicity. Alchemy and its symbols.

Subject E 16

Research Questions in Psychology and Psychotherapy

mandatory credits: 6

Objectives	Content
Learning about research methods and the significance of scientific studies. Get to know research methods and the significance of scientific studies.	Issues and methodology in psychotherapeutic research. Findings from the research on the effectiveness of psychotherapy. Research on Analytical Psychology. Fundamentals of evi-

	<p>dence-based medicine. Search for scientific insights and their adoption and interpretation. Epistemological problems. Documentation, observation methods, case studies, clinical studies, follow-ups and their evaluation. Self-evaluation and external evaluation. Concept of quality of life.</p> <p>Health Economics.</p>
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Subject E 17

Social Issues

mandatory credits: 6

Objectives	Content
Learning to reflect on the influence of social conditions on mental disorders and their relevance for psychotherapy.	Zeitgeist as collective consciousness, modern lifestyles and social framework conditions as background for the development and chronification of mental disorders. Disease as convention. Social psychology. Individual and society. Individual and community. Commodification, globalization, anonymity, loss of privacy.

Subject E 18

Fundamentals of other Psychotherapeutic Approaches and Methods

mandatory credits: 12

Objectives	Content
Insight into other methods of psychotherapy.	Behavior therapy, systemic and body therapeutic procedures. Music therapy.

Subject E 19

Association Experiment: Examination Seminar

mandatory credits: 6

Objectives	Content
Generating a complex diagnosis.	Practical exercise. Analysis of clinical material. Complex dynamics and complex diagnosis, understanding the constellated net of complexes.

Subject K 10

Psychotherapeutic Practice: Special Issues with Children and Adolescents

mandatory credits: 10

Objectives	Content
Learning to work psychotherapeutically with children and adolescents, caregivers and other psychosocial environment.	<p>Indication for psychotherapy of children and adolescents, its goals and limitations. Psychodynamic of the child/adolescent in the family. Defence mechanisms and resistance. Analytic-reductive and final-prospective technique of interpretation. Ressource orientation. The therapeutic relationship. Transference and countertransference. Progression and (malignant) regression.</p> <p>Work with caregivers and psychosocial environment (loss, death, foster and adoptive families, broken homes, patchwork families, intergenerational trauma, children of mentally ill parents, migration). Specific Syndrome child and adolescent psychotherapy of age-typical and phase-specific conflicts and problems. Fears and compulsions, sleep disorders, eating disorders. Developmental, behavioral and emotional disorders, depression and suicidality, substance abuse, stress and adjustment disorders, learning disorders, Psychosoma-disorders, mental health of the child and adolescent psychotherapists, burn-out prevention. Reflective and autonomous acting in critical situations.</p> <p>Economic dealing with available means.</p>

Supplementary advanced subjects

f. Supplementary advanced subjects

Subject E 20

Neurobiology

Objectives	Content
Learning about the most important current findings in neurobiology and their relevance for psychotherapy.	Methods, approaches and theories in neurobiology, neurophysiology, and neuropsychology. Neurobiological findings on consciousness, unconscious,

	emotion, motivation, memory, and imagination. The importance of the hemispheres. Neuropsychanalysis.
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Subject E 21

Reading Seminar: Works of C.G. Jung

Objectives	Content
Critical examination of C.G. Jung's written work.	Texts of C.G. Jung's Collected Works are discussed and related to current scientific findings in psychiatry and psychotherapy.

Subject E 22

Studies in the Picture Library

Objectives	Content
Insights into historical research, documentation and diagnostics of pictures from the unconscious of patients from the first half of the 20 th century.	Approximately 4000 original paintings and drawings by patients of C.G. Jung and 6000 original paintings/drawings by patients of Jolande Jacobi are archived in the picture archive of the C.G. Jung Institute. By reference to these pictures, interpretation methods and diagnostic methods are practised to gain a comparative insight into clinical pictures of mental disorders then and now.

Subject E 23

Imagination

Objectives	Content
Working with techniques of imagination in the psychotherapeutic treatment.	The possibilities and limitations of different techniques of imagination are practised and discussed on the basis of treatment cases.

Objectives	Content
Clarifying questions concerning adequate professional fees, practice room and furnishing/setup of the practice. Dependent on the chosen therapy methods, different setups and materials are required.	Duration of sessions, frequency, amount of fee, invoicing. Writing reports for health insurance, disability insurance, insurance companies. Dealing with non-payers (reminders, debt collection). The practice room and its furnishing.

g. Diploma examinations

Diploma examinations

Prerequisites for admission to the diploma examinations:

- Written elaboration of an association experiment approved by the tutor performed with a client (at the end of the therapy)
- Evidence of 250 credits in theory.
- Two detailed, and the remaining short caseworks
- Written assessment of casework (after 250 sessions) by the supervisors

The diploma examinations consist of five oral examinations that can be taken either en bloc during one examination period or in two parts. In the latter case, the distribution of subjects can be chosen freely.

The following five subjects are examined orally in the adults program:

- Individual Case Examination of an Adult including Depth Psychological Understanding of Dreams
- Clinical Psychiatry, Diagnosis and Therapy
- Depth Psychological Understanding of a Myth or Fairy Tale
- Depth Psychological Understanding of Pictures or Sandplay Processes in Adults and its Application
- The Individuation Process and its Symbols

2. Knowledge and skills in the children/adolescents program (K)

Mandatory and supplementary basic subjects until the intermediate examinations

When registering for the intermediate examinations, students must have acquired at least 250 credits in the basic subjects, of which at least 100 credits have to be from the following mandatory subjects:

K 1 Fundamentals of Analytical Psychology	50 credits
K 2 Comparative Developmental Psychology	10 credits
K 3 Depth Psychology of Dreams: Children and Adolescents	10 credits
K 4 Depth Psychology of Myths and Fairy Tales	10 credits
K 5 Projective Test Procedures	4 credits
K 6 Diagnostics	10 credits
K 7 Ethics and Legal Directives	6 credits

Besides the 100 credits required in these seven basic subjects, additional 150 credits can be chosen freely from all basic subjects.

Mandatory basic subjects

a. Mandatory basic subjects

Subject K 1

Fundamentals of Analytical Psychology mandatory credits: 50

Objectives	Content
Understanding of the basic concepts of Analytical Psychology, knowledge of Jungian terminology (including its comparison with and distinction from other psychotherapeutic schools).	<p>Nature of the psyche. Consciousness, unconscious. Ego, shadow, persona, animus/anima, self. Ego-self axis. Personal and collective unconscious. Collective consciousness. Nature and function of the archetypes. Development of the term 'archetype'. Relation archetype/biology/mind (instinct and brain structure). Definition and function of the 'symbol', distinction from the 'sign'. Complexes as the via regia to the unconscious and their relative autonomy. Effects of the complexes. Dysfunctional complexes. Emotion, affect and somatization. Imagination.</p> <p>Typology: introversion/extraversion. Functions: thinking, feeling, intuition, sensation. Typology tests. Function</p>

	<p>types as an aid to understanding and in therapy.</p> <p>Psychic energy, regression, progression, libido, projection and neurosis in Freud and Jung. The psyche as a self-regulating system. Law of opposition, enantiodromia.</p>
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Subject K 2

Comparative Developmental Psychology

mandatory credits: 10

Objectives	Content
<p>Knowledge of several developmental-psychological concepts as a foundation for the understanding of age typical, phase specific deviations and disorders in human development.</p>	<p>The position of developmental psychology within psychology. The phenomenon of development and its determinants. Models of individuation.</p> <p>Infancy and early childhood, childhood, youth, adolescence, adult development, old age. Pathogenetic aspects.</p>

Subject K 3

Depth Psychology of Dreams: Children and Adolescents

mandatory credits: 10

Objectives	Content
<p>General psychology of dreams with special emphasis on their manifestation in childhood and adolescence.</p>	<p>Function of dreams. Neurology and Neuroscience including modern dream research. Dream interpretation: the concept of Sigmund Freud, differences between Freud and Jung. Fundamentals of dream interpretation in Jung: the structure/dramatic composition of dreams with exposition, entanglement, culmination and lysis. Complexes and compensation in dreams. The meaning of symbols. Dream ego, awake-ego. Object and subject level. Causality and finality. Association and amplification. Self-regulation of the psyche in dreams. Conflict resolution potential of dreams. Age-specific dream manifestations.</p>

Subject K 4

Depth Psychology of Myths and Fairy Tales

mandatory credits: 10

Objectives	Content
Learning to understand fairy tales and myths as indicators of the basic structure of the collective unconscious.	Origin, dissemination and structure of myths and fairy tales. Discrimination between the literary genres of fairy tales, myths, sagas and legends. The language of fairy tales as a universal human language. Connection between individual psychology and historical material. Values of a culture expressed in myths and fairy tales as the briefest, simplest and most precise descriptions of archetypes and human basic conflicts as well as of maturity stages and solutions that are valid "beyond space and time". Motifs such as hero battle, night sea journey, trickster, hard-to-get treasure. Method of amplification. Introduction to interpretation methods.

Subject K 5

Projective Test Procedures

mandatory credits: 4

Objectives	Content
Learning about projective test procedures and how to use them.	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, Dues test, scenotest.

Subject K 6

Diagnostics

mandatory credits: 10

Objectives	Content
Know and apply methods of diagnostics.	Initial interview, medical history, diagnosis. Diagnosis is the key to indication. Psychodynamic diagnostics: for example, Complex diagnosis, multidimensional, operationalized psychody-

	<p>namic diagnostics (OPD) and psychiatric-descriptive diagnosis (ICD-10, DSM IV)</p> <p>Diagnosis-specific psychotherapy and prognosis.</p>
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Subject K 7

Ethics and Legal Directives

mandatory credits: 6

Objectives	Content
<p>Knowledge of ethical and legal directives.</p>	<p>Ethics in psychotherapy.</p> <p>Swiss law for psychology professions</p> <p>Confidentiality and data protection.</p> <p>Professional liability.</p> <p>The informed patient, the transparency of the relationship with the patient and the prevention of damage by psychotherapy.</p> <p>Basic knowledge of the legal and social healthcare system and its institutions.</p> <p>Child protection, special directives for the work with significant others and institutions of the psychosocial environment of children and adolescents.</p>

Supplementary basic subjects

b. Supplementary basic subjects

Subject K 8

History of Psychology

Objectives	Content
<p>Learning about the historical development of today's psychology and psychotherapy.</p>	<p>Philosophical precursors (eudaimonia, entelechy) of psychology. Stages of the development of consciousness from primitive peoples to today. Psychology of consciousness in the 19th century. Discovery and history of the unconscious in psychiatry and psychotherapy.</p>

Objectives	Content
Understanding of foreign cultures and their importance in mental health care.	Examination of the unknown. Trans-cultural and cross-cultural beliefs, values and attitudes.
Understanding human religiousness.	Comparative history of religion, concepts of God and of man through the ages, numinosity, creation myths, ideas of redemption, good and evil, conscience, perfection, completeness, integrity, spirituality. The search for meaning. Rituals in general, rites of birth, dying and death.

c. Intermediate examinations

Intermediate examinations

In order to be admitted to the intermediate examinations, the following requirement must be met:

- The seminar paper must have been accepted by the tutor

The intermediate examinations consist of four oral examinations that can be taken either en bloc during one examination period or in two parts. In the latter case, the distribution of subjects can be chosen freely.

The following four subjects are examined orally in the children/adolescents program:

- Fundamentals of Analytical Psychology
- Comparative Developmental Psychology
- Depth Psychology of Child and Adolescent Dreams
- Depth Psychology of Myths and Fairy Tales

d. Diploma study program

Mandatory and supplementary advanced subjects

Until the end of the diploma examinations, at least 250 credits must be achieved in the advanced subjects, of which at least 170 credits have to be made by the following advanced subjects:

K 10	Psychotherapeutic Practice: Special Issues with Children and Adolescents	40 credits
K 11	Psychotherapeutic Practice: Working with Dreams of Children and Adolescents	20 credits

K 12	Children and Adolescents: Depth Psychological Understanding of Pictures or Sandplay and its Application	20 credits
K 13	Clinical Psychiatry, Diagnosis and Therapy for Children and Adolescents:	20 credits
K 14	Clinical Work with Myths and Fairy Tales	20 credits
K 15	Symbolism of Childhood Games in View of Socialization/ Individualization and Individuation	10 credits
K 16	Research Questions in Psychology and Psychotherapy	6 credits
K 17	Social Issues	6 credits
K 18	Fundamentals of other Psychotherapeutic Approaches and Methods	12 credits
E 10	Psychotherapeutic Practice: Special Issues with Adults	16 credits

Additional to the 170 credits required in these ten advanced subjects, 80 credits can be chosen freely from all advanced subjects.

Advanced subjects

e. Mandatory advanced subjects

Subject K 10

Psychotherapeutic Practice: Special Issues with Children and Adolescents
mandatory credits: 40

Objectives	Content
Learning to work psychotherapeutically with children and adolescents, caregivers and the extended social environment.	<p>Indication for psychotherapy with children and adolescents, its goals and limitations. Psychodynamics of the child/adolescent within the family. Defence mechanisms and resistance. Analytic-reductive and final-prospective technique of interpretation. Resource-orientation. The therapeutic relationship. Transference and countertransference. Progression and (malignant) regression.</p> <p>Work with caregivers and psychosocial environment (loss, death, foster and adoptive families, broken homes, patchwork families, intergenerational traumata, children of mentally ill parents, migration). Syndrome specific psychotherapy with children and adolescents (considering age typical and</p>

	<p>phase specific conflicts and problems): anxieties and compulsions, sleep disorders, eating disorders, behavioural and emotional disorders, depression and suicidality, substance-related addiction, stress and adaptive disorders, learning disorders, psychosomatic disorders, mental hygiene of psychotherapists for children and adolescents, burn-out prophylaxis.</p> <p>Reflective and autonomous acting in critical situations.</p> <p>Economic dealing with available means.</p>
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Subject K 11

Psychotherapeutic Practice: Working with Dreams of Children and Adolescents

mandatory credits: 20

Objectives	Content
Dealing with dreams of children and adolescents in practice.	Creative dealing with dreams in the therapy of 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, death dreams. Initial dreams, dreams of transference and countertransference. Repeating dreams. Constellations of complexes in dreams.

Subject K 12

Children and Adolescents: Depth Psychological Understanding of Pictures or Sandplay and its Application

mandatory credits: 20

Objectives	Content
<p>The creative expression as a diagnostic and therapeutic method.</p> <p>Pictures: Being able to use painting/drawing in therapy.</p>	<p>Understanding of symbols: symbolism of forms, colours, numbers, contents. Spatial arrangement on a two-dimensional foundation. Understanding of the relation between complexes and the symbolism of the created picture. Diagnostic and prognostic considerations. Phenomena of transference and</p>

<p>Sandplay: Understanding the method as a process of physical and mental imagination. Understanding of its general use as well as its specific application with psychosomatic disorders and traumatised children and adolescents.</p>	<p>countertransference in the picture. Integration of the understanding of pictures in the therapy with children and adolescents.</p> <p>Sandplay: experiencing, understanding, and interpreting the creative dispute between consciousness and the unconscious based on three-dimensional designs. Understanding of symbols including three-dimensional spatial symbolism, relation consciousness-unconscious and body-soul, interpretation of sandplay processes and their psychodynamics, documentation.</p>
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Subject K 13

Clinical Psychiatry, Diagnosis and Therapy for Children and Adolescents
mandatory credits: 20

Objectives	Content
<p>Psychiatry with children and adolescents in the psychotherapeutic practice.</p>	<p>Initial interview, personal anamnesis/ third-party anamnesis/ family history, diagnosis. Diagnosis as a key to indication. Psychodynamic diagnosis: e.g. complex diagnosis, multidimensional operationalised psychodynamic diagnostics (OPD), and psychiatric-descriptive diagnosis (ICD-10, DSM-IV). Understanding of psychodynamics in comparison with psychiatric diagnosis.</p> <p>Nosology of child psychiatry, epidemiology of mental disorders. Emergency psychiatry and crisis intervention. Possibilities and limitations of pharmacological therapy for children and adolescents (clinically relevant effects and side effects).</p>

Subject K 14

Clinical Work with Myths and Fairy Tales mandatory credits: 20

Objectives	Content
<p>Learning to use myths and fairy tales in the therapeutic practice.</p>	<p>Cautious transfer of the pictorial language of symbols and the archetypal practice.</p>

	psychological processes into developmental-psychological possibilities for today's individual. Recognizing motifs of myths and fairy tales in dreams. Observation of resources, potentials and solutions in fairy tales. The rejected, abandoned or talented child. Parent complexes. Dealing with power and powerlessness.
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Subject K 15

Symbolism of Childhood Games in View of Socialization/Individualization and Individuation mandatory credits: 10

Objectives	Content
<p>General and in-depth knowledge of the symbolic language as expressed in play, myths, fairy tales, literature, art, and religion.</p> <p>Recognizing and understanding symbolism in the psychotherapeutic process and supporting its effect.</p>	<p>Depth Psychological understanding of symbols, symbols as manifestations of the transcendental function in child's play, compensatory and healing function of symbols in play, diagnostic indications in symbols, symbols and symptoms, relationship aspects in symbolic language, connection between symbols and the child's outer life situation.</p>

Subject K 16

Research Questions in Psychology and Psychotherapy

mandatory credits: 6

Objectives	Content
<p>Psychotherapy research findings and their implications for practice.</p> <p>Learning about research methods and the significance of scientific studies.</p> <p>Learning about evaluation instruments.</p>	<p>Issues and methodology in psychotherapeutic research. Findings from the research on the effectiveness of psychotherapy. Research on Analytical Psychology. Fundamentals of evidence-based medicine. Search for scientific insights and their adoption and interpretation. Epistemological problems.</p> <p>Process research result, differential indication predictability of courses of therapy.</p> <p>Documentation, observation methods, case studies, clinical studies, follow-</p>

	<p>ups and their evaluation. Self-evaluation and external evaluation. Concept of quality of life.</p> <p>Health Economics.</p>
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Subject K 17

Social Issues

mandatory credits: 6

Objectives	Content
<p>Learning to reflect on the influence of social conditions on mental disorders as well as learning and reflecting their importance for the psychotherapist profession.</p>	<p>Zeitgeist as collective consciousness, modern lifestyles and social framework conditions as background for the development and chronification of mental disorders. Disease as convention. Social psychology. Individual and society.</p> <p>Commodification, globalization, anonymity, loss of privacy.</p>

Subject K 18

Fundamentals of other Psychotherapeutic Approaches and Methods

mandatory credits: 12

Objectives	Content
<p>Insight into other methods of psychotherapy.</p>	<p>Behavior therapy, systemic and body therapeutic procedures.</p>

Subject E 10

Psychotherapeutic Practice: Special Issues with Adults

mandatory credits: 16

Objectives	Content
<p>Learning to work psychotherapeutically.</p>	<p>Indication for psychotherapy, its goals and limitations. Initial interview, anamnesis, psychodynamic thinking. Defence mechanisms and resistance. Analytic-reductive and final-prospective technique of interpretation. Techniques of imagination. Resource-orientation. The therapeutic relationship. Transference and countertransference. Concordant, complementary, collusive, erotic, 'negative', illusory, neurotic, etc. The four stages of therapy according to Jung: confession, elucidation, education, and transformation.</p>

	<p>Progression and (malignant) regression. Beginning and end of the therapy.</p> <p>Syndrome specific therapy: personality disorders, anxiety and obsessive-compulsive disorders, depressions, suicidality, posttraumatic stress and adaptive disorders, substance-related addiction, eating disorders, somatoform disorders. Common and specific features in the practice of different psychotherapeutic methods. Mental hygiene and burn-out prophylaxis.</p> <p>The importance of migration for identity, integration, mental health, and the psychotherapeutic treatment.</p> <p>Basic knowledge and discussion of the specifics of psychotherapy with the elderly.</p> <p>Reflective and autonomous acting in critical situations.</p> <p>Economic dealing with available means.</p>
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f. Supplementary advanced subjects

Subject K 19

Anamnesis Seminar

Objectives	Content
Anamnesis of a child or adolescent.	<p>First meeting with the child/adolescent, establishment and consolidation of a foundation of trust, also with the closest caregivers. In-depth third-party anamnesis/personal anamnesis within a therapy, anamnesis and diagnostic considerations, interpretation of the anamnesis from the perspective of Analytical Psychology, therapeutic effect of the anamnesis.</p> <p>Taking into account the first impressions of the child's or adolescent's verbal and non-verbal behaviour such as eye contact, handshake etc. towards the therapist.</p>

	<p>Taking into account the first impressions of the emotional conditions and cooperativeness as well as the parents' possibilities of cooperation.</p> <p>Dealing with caregivers with mental disorders.</p>
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Subject K 20

Neurobiology

Objectives	Content
Learning about the most important current findings in neurobiology and their relevance for psychotherapy.	Methods, approaches and theories in neurobiology, neurophysiology, and neuropsychology. Neurobiological findings on consciousness, unconscious, emotion, motivation, memory, and imagination. The importance of the hemispheres. Neuropsychoanalysis.

Subject K 21

Reading Seminar: Works of C.G. Jung

Objectives	Content
Critical examination of C.G. Jung's written work.	Texts of C.G. Jung's Collected Works are discussed and related to current scientific findings in psychiatry and psychotherapy.

Subject K 22

Studies in the pictures archive

Objectives	Content
Insight into the historical research, documentation and diagnostics of pictures from the unconscious of patients from the first half of the 20th century.	There are about 4,000 original images of CG Jung's patients and 6,000 original images of patients from Jolande Jacobi in the pictures archive of the C.G. Jung Institute. These pictures are practiced methods for interpretation and diagnosis, to obtain a comparative insight into mental disorders then and now.

Subject K 23

Imagination

Objectives	Content
Working with imagination techniques in psychotherapy.	On the basis of treatment cases the possibilities and limitations of various imagination techniques are discussed and practiced.

Subject K 24

Setting / Framework Conditions

Objectives	Content
Clarifying questions concerning adequate professional fees, practice room and furnishing/setup of the practice. Dependent on the chosen therapy methods, different setups and materials are required.	Duration of sessions, frequency, amount of fee, invoicing. Writing reports for health insurance, disability insurance, insurance companies. Dealing with non-payers (reminders, debt collection). The practice room and its furnishing.

Subject K 25

Introduction to Concepts of Family Therapy

Objectives	Content
Theoretical knowledge of the most important concepts of family therapy. Sensitization for systemic interaction in the psychotherapeutic work with children and their caregivers. Connection between family therapy approaches and Analytical Psychology.	E.g. contextual family therapy, Heidelberg model, J. Willi's collusion model, structural family therapy, Milan model, developmental family therapy, multi-generation perspective, phasic family therapy. Implementation in case studies. Parental unconscious/shadow aspects and delegation, integration of knowledge in the accompanying work with parents.

Private and Extended Social Network

Objectives	Content
Intercourse with the private and extended social network.	<p>Contacts with relevant siblings, relatives, friends, enemies, acquaintances of the child/adolescent.</p> <p>Relevance of the peer group. Realm of kindergarten and school with teachers, remedial teachers, speech therapists, psychomotility therapists, headmasters, educational psychologists.</p> <p>Cooperation with representatives of the healthcare system (family doctors, paediatricians, child psychiatrists).</p> <p>Cooperation with healthcare institutions such as KJPD, clinics etc. Dealing with the extended confidentiality.</p>

Advanced Seminar: Work with and Support of Parents

Objectives	Content
Recruiting parents and other relevant attachment figures for cooperation with the therapist; educational accompaniment of the parents for the purpose of achievement of the therapy objectives with the child/adolescent.	<p>Combination of individual therapy with the child/adolescent and systemic work with his family.</p> <p>Multipartiality of the therapist.</p> <p>Appreciation of parental efforts.</p> <p>Dealing with possible feelings of failure and guilt of the parents, recognizing parental resistance mechanisms against the therapy with the child/adolescent.</p> <p>Analysis of the educational style.</p> <p>Analysis of conflict relevant situations in the family which need to be changed, e.g. falling asleep, eating behaviour, schoolwork, hobbies/leisure activities, sports, computer games, TV etc. Promoting the parental ability to set bounds with the consequence of promoting the age adequate autonomy of the child/adolescent and the reduction of age inadequate symbiosis between</p>

	the child/adolescent and the relevant attachment figures.
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g. Diploma examinations

Diploma examinations

Prerequisites for admission to the diploma examinations:

- The seminar papers must have been approved by the tutor.
- Two detailed, and the remaining short caseworks
- Written assessment of casework (after 250 sessions) by the supervisors

The diploma examinations consist of five oral examinations that can be taken either en bloc during one examination period or in two parts. In the latter case, the distribution of subjects can be chosen freely.

The following subjects are examined orally in the children/adolescents program:

The following five subjects are examined orally in the children/adolescents program:

- Individual Case Examination of a Child/Adolescent including Depth Psychological Understanding of Dreams
- Clinical Psychiatry, Diagnosis and Therapy for Children and Adolescents
- Depth Psychological Understanding of a Myth or Fairy Tale
- Depth Psychological Understanding of Pictures or Sandplay Processes in Children and Adolescents and its Application
- Symbolism of the Child's Play with regard to Socialization/Individualization and Individuation

3. Knowledge and skills in the combined program (C)

Mandatory and supplementary basic subjects

Until the end of the intermediate examinations, students must have acquired at least 250 credits in the basic subjects, of which at least 114 credits have to be of following mandatory basic subjects:

C 1	Fundamentals of Analytical Psychology	50 credits
C 2	Comparative Developmental Psychology	10 credits
C 3a	Depth Psychology of Dreams: Adults	10 credits
C 3b	Depth Psychology of Dreams: Children and Adolescents	10 credits
C 4	Depth Psychology of Myths and Fairy Tales	10 credits
C 5a	Association Experiment: Introduction Seminar	4 credits
C 5b	Projective Test Procedures	4 credits
C 6	Diagnostics	10 credits
C 7	Ethics and Legal Directives	6 credits

Besides the 114 credits required in these eight basic subjects, the additional 136 credits can be chosen freely from all basic subjects.

Mandatory basic subjects

a. Mandatory basic subjects

Subject C 1
(E 1 / K 1)

Fundamentals of Analytical Psychology mandatory credits: 50

Objectives	Content
Understanding of the basic concepts of Analytical Psychology, knowledge of Jungian terminology (including its comparison with and distinction from other psychotherapeutic schools).	<p>Nature of the psyche. Consciousness, unconscious. Ego, shadow, persona, animus/anima, self. Ego-self axis. Personal and collective unconscious. Collective consciousness. Nature and function of the archetypes. Development of the term 'archetype'. Relation archetype/biology/mind (instinct and brain structure). Definition and function of the 'symbol', distinction from the 'sign'. Complexes as the via regia to the unconscious and their relative autonomy. Effects of the complexes. Dysfunctional complexes. Emotion, affect and somatization. Imagination.</p> <p>Typology: introversion/extraversion. Functions: thinking, feeling, intuition, sensation. Typology tests. Function</p>

	<p>types as an aid to understanding and in therapy.</p> <p>Psychic energy, regression, progression, libido, projection and neurosis in Freud and Jung. The psyche as a self-regulating system. Law of opposition, enantiodromia.</p>
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Subject C2
(E 2 / K 2)

Comparative Developmental Psychology

mandatory credits: 10

Objectives	Content
<p>Knowledge of several developmental-psychological concepts as a foundation for the understanding of age typical, phase specific deviations and disorders in human development.</p>	<p>The position of developmental psychology within psychology. The phenomenon of development and its determinants. Models of individuation.</p> <p>Infancy and early childhood, childhood, youth, adolescence, adult development, old age. Pathogenetic aspects.</p>

Subject C 3
(E 3 / K 3)

Depth Psychology of Dreams

Subject C 3a (E 3): Adults

mandatory credits: 10

Objectives	Content
<p>Learning to interpret dreams as spontaneous self-expressions of the unconscious.</p>	<p>Historical overview: the interpretation of dreams in the Epic of Gilgamesh, ancient Egypt, ancient Greece, the Bible and romanticism. Scientific study of dreams: What is a dream? Functions of dreams. Neurology and neuroscience including modern dream research. Dream interpretation: the concept of Sigmund Freud, differences between Freud and Jung. Fundamentals of dream interpretation in Jung: the structure/dramatic composition of dreams with exposition, entanglement, culmination and lysis. Complexes and compensation in dreams. The meaning of symbols. Dream ego, awake-ego. Object and subject level. Causality and finality. Association and amplification.</p>

	Self-regulation of the psyche in dreams. Conflict resolution potential of dreams.
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Subject C 3b (K 3): Children and Adolescents mandatory credits: 10

Objectives	Content
General psychology of dreams with special emphasis on their manifestation in childhood and adolescence.	Function of dreams. Neurology and Neuroscience including modern dream research. Dream interpretation: the concept of Sigmund Freud, differences between Freud and Jung. Fundamentals of dream interpretation in Jung: the structure/dramatic composition of dreams with exposition, entanglement, culmination and lysis. Complexes and compensation in dreams. The meaning of symbols. Dream ego, awake-ego. Object and subject level. Causality and finality. Association and amplification. Self-regulation of the psyche in dreams.

Subject C 4
(E 4 / K 4)

Depth Psychology of Myths and Fairy Tales mandatory credits: 10

Objectives	Content
Learning to understand fairy tales and myths as indicators of the basic structure of the collective unconscious.	Origin, dissemination and structure of myths and fairy tales. Discrimination between the literary genres of fairy tales, myths, sagas and legends. The language of fairy tales as a universal human language. Connection between individual psychology and historical material. Values of a culture expressed in myths and fairy tales as the briefest, simplest and most precise descriptions of archetypes and human basic conflicts as well as of maturity stages and solutions that are valid "beyond space and time". Motifs such as hero battle, night sea journey, trickster, hard-to-get treasure. Method of amplification. Introduction to interpretation methods.

Subject C 5
(E 5 / K 5)

Subject C 5a (E 5): Association Experiment: Introduction Seminar:
mandatory credits: 4

Objectives	Content
Recognizing associations as a bridge to the complexes.	Complexes as structural elements of the psyche. Biological foundation of Jung's theory of complexes including new brain research findings. Connection with the theory of archetypes. Historical derivation and position of Analytical Psychology within psychology based on the theory of complexes. Epistemological significance of the association experiment. Self-experience: application of the association experiment to oneself.

Subject C 5b (K 5): Projective Test Procedures mandatory credits: 4

Objectives	Content
Learning about projective test procedures and how to use them.	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, Dues test, scenotest.

Subject C 6
(E 6 / K 6)

Diagnostics mandatory credits: 10

Objectives	Content
Knowing and using diagnostic methods.	Initial interview, anamnesis, diagnosis. Diagnosis as a key to indication. Psychodynamic diagnosis: e.g. complex diagnosis, multidimensional operationalised psychodynamic diagnostics (OPD), and psychiatric-descriptive diagnosis (ICD-10, DSM-IV). Diagnosis-specific psychotherapy and prognosis.

Subject C 7
(E 7 / K 7)

Ethics and Legal Directives

mandatory credits: 6

Objectives	Content
Knowledge of ethical and legal directives.	<p>Ethics in psychotherapy.</p> <p>Law on psychological professions.</p> <p>Confidentiality and data protection.</p> <p>Professional liability.</p> <p>The informed patient, the transparency of the relationship with the patient and the prevention of damage by psychotherapy.</p> <p>Basic knowledge of the legal and social healthcare system and its institutions.</p> <p>Child protection, special directives for the work with significant others and institutions of the psychosocial environment of children and adolescents</p>

b. Supplementary basic subjects

Subject C 8
(E 8 / K 8)

History of Psychology

Objectives	Content
Learning about the historical development of today's psychology and psychotherapy.	<p>Philosophical precursors (eudaimonia, entelechy) of psychology. Stages of the development of consciousness from primitive peoples to today. Psychology of consciousness in the 19th century. Discovery and history of the unconscious in psychiatry and psychotherapy.</p>

Subject C 9
(E 9 / K 9)

Comparative Religion, Ethnology, Spirituality

Objectives	Content
<p>Understanding of foreign cultures and their importance in mental health care.</p> <p>Understanding human religiosity.</p>	<p>Examination of the unknown. Trans-cultural and cross-cultural beliefs, values and attitudes.</p> <p>Comparative history of religion, concepts of God and of man through the ages, numinosity, creation myths,</p>

	ideas of redemption, good and evil, conscience, perfection, completeness, integrity, spirituality. The search for meaning. Rituals in general, rites of birth, dying and death.
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c. Intermediate examinations

Intermediate examinations

In order to be admitted to the intermediate examinations, the following requirement must be met:

- The seminar papers must have been accepted by the tutor

The intermediate examinations consist of four oral examinations that can be taken either en bloc during one examination period or in two parts. In the latter case, the distribution of subjects can be chosen freely.

The following subjects are examined orally in the combined program:

- Fundamentals of Analytical Psychology
- Comparative Developmental Psychology
- Depth Psychology of Dreams: Adults, Children and Adolescents
- Depth Psychology of Myths and Fairy Tales

d. Diploma study program

Mandatory and supplementary advanced subjects

With the application to the diploma examinations, at least 250 credits must be achieved in the advanced subjects, of which at least 180 credits have to be made by the following advanced subjects:

C 10a Psychotherapeutic Practice: Special Issues with Adults	30 credits
C 10b Psychotherapeutic Practice: Special Issues with Children and Adolescents	30 credits
C 11a Psychotherapeutic Practice: Working with Dreams of Adults	10 credits
C 11b Psychotherapeutic Practice: Working with Dreams of Children and Adolescents	10 credits
C 12a Adults: Depth Psychological Understanding of Pictures/Sandplay and its Application	10 credits
C 12b Children and Adolescents: Depth Psychological Understanding of Pictures/Sandplay and its Application	10 credits
C 13a Clinical Psychiatry, Diagnosis and Therapy	10 credits
C 13b Clinical Psychiatry, Diagnosis and Therapy for Children and Adolescents:	10 credits

C 14	Clinical Work with Myths and Fairy Tales	10 credits
C 15a	The Individuation Process and its Symbols	10 credits
C 15b	Symbolism of Childhood Games in View of Socialization/Individualization and Individuation	10 credits
C 16	Research Questions in Psychology and Psychotherapy	6 credits
C 17	Social Issues	6 credits
C 18	Fundamentals of other Psychotherapeutic Approaches and Methods	12 credits
C 19	Association Experiment: Examination Seminar	6 credits

Besides the 180 credits required in these fifteen basic subjects, the additional 70 credits can be chosen freely from all advanced subjects.

e. Mandatory advanced subjects

Aufbaufach

Subject C 10

(E 10 / K 10)

Psychotherapeutic Practice: Special Issues

Subject C 10a (E10): with adults

mandatory credits 30

Objectives	Content
Learning to work psychotherapeutically.	Indication for psychotherapy, its goals and limitations. Initial interview, anamnesis, psychodynamic thinking. Defence mechanisms and resistance. Analytic-reductive and final-prospective technique of interpretation. Techniques of imagination. Resource-orientation. The therapeutic relationship. Transference and countertransference. Concordant, complementary, collusive, erotic, 'negative', illusory, neurotic, etc. The four stages of therapy according to Jung: confession, elucidation, education, and transformation. Progression and (malignant) regression. Beginning and end of the therapy. Syndrome specific therapy: personality disorders, anxiety and obsessive-compulsive disorders, depressions, suicidality, posttraumatic stress and adaptive disorders, substance-related addiction, eating disorders, somatoform disorders. Common and specific features in

	<p>the practice of different psychotherapeutic methods. Mental hygiene and burn-out prophylaxis.</p> <p>The importance of migration for identity, integration, mental health, and the psychotherapeutic treatment.</p> <p>Basic knowledge and discussion of the specifics of psychotherapy with the elderly.</p> <p>Reflective and autonomous acting in critical situations.</p> <p>Economic dealing with available means.</p>
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Subject C 10b (K 10): with Children and Adolescents

mandatory credits 30

Objectives	Content
<p>Learning to work psychotherapeutically with children and adolescents, caregivers and the extended social environment.</p>	<p>Indication for psychotherapy with children and adolescents, its goals and limitations. Psychodynamics of the child/adolescent within the family. Defence mechanisms and resistance. Analytic-reductive and final-prospective technique of interpretation. Resource-orientation. The therapeutic relationship. Transference and countertransference. Progression and (malignant) regression.</p> <p>Work with caregivers and psychosocial environment (loss, death, foster and adoptive families, broken homes, patchwork families, intergenerational traumata, children of mentally ill parents, migration). Syndrome specific psychotherapy with children and adolescents (considering age typical and phase specific conflicts and problems): anxieties and compulsions, sleep disorders, eating disorders, behavioural and emotional disorders, depression and suicidality, substance-related addiction, stress and adaptive disorders, learning disorders, psychosomatic dis-</p>

	<p>orders, mental hygiene of psychotherapists for children and adolescents, burn-out prophylaxis.</p> <p>Reflective and autonomous acting in critical situations.</p> <p>Economic dealing with available means.</p>
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Subject C 11

Psychotherapeutic Practice: Working with Dreams

(E 11 / K 11)

Subject C 11a (E 11): of Adults

mandatory credits: 10

Objectives	Content
Dealing with dreams in practice.	<p>Dealing with dreams in therapy, dream series, forms of resistance, resistance in the dream itself, resistance in dreamwork, resistance as a protection of the ego. Ego strengthening through dreamwork, dreamlessness versus flooding by dreams. Nightmares, death dreams. Initial dreams, dreams of transference and countertransference. Repeating dreams. Erotic transference and 'negative' transference in dreams. Poorly structured dreams, constellations of complexes in dreams.</p> <p>Dealing with dreams in the case of ego weakness. Archetypal dreams. Questioning technique for dreams. Creative handling of dreams: imagination and painting. Methods of interpretation. Dream interpretation as a dialectical process. Understanding of symbols.</p>

Subject C 11b (K 11): of Children and Adolescents

mandatory credits: 10

Objectives	Content
Dealing with dreams of children and adolescents in practice.	<p>Creative dealing with dreams in the therapy of children and adolescents (painting, role play, sandplay, conversation), understanding of symbols, dream series, understanding forms of resistance, ego strengthening through creative adaptation methods, dealing</p>

	with nightmares, death dreams. Initial dreams, dreams of transference and countertransference. Repeating dreams. Constellations of complexes in dreams.
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Subject C 12
(E 12 / K 12)

Depth Psychological Understanding of Pictures or Sandplay and its Application

Subject C 12a (E 12): of Adults

mandatory credits: 10

Objectives	Content
<p>The creative expression as a therapeutic method.</p> <p>Pictures: Being able to use painting/drawing in therapy.</p> <p>Sandplay: Understanding the method as a process of physical and mental imagination. Understanding of its general use as well as its specific application with psychosomatic disorders and traumatised persons.</p>	<p>Pictures: symbolism of forms, colours, numbers, contents. Spatial arrangement on a two-dimensional foundation. Understanding of the relation between complexes and the symbolism of the created picture. Diagnostic and prognostic considerations. Phenomena of transference and countertransference in the picture. Possible reading and picture interpretation.</p> <p>Sandplay: experiencing, understanding, and interpreting the creative dispute between consciousness and the unconscious based on three-dimensional designs. Understanding of symbols including three-dimensional spatial symbolism, relation consciousness-unconscious and body-soul, interpretation of sandplay processes and their psychodynamics.</p>

Subject C 12b (K 12): of Children and Adolescents

mandatory credits: 10

Objectives	Content
<p>The creative expression as a diagnostic and therapeutic method.</p> <p>Pictures: Being able to use painting/drawing in therapy.</p>	<p>Understanding of symbols: symbolism of forms, colours, numbers, contents. Spatial arrangement on a two-dimensional foundation. Understanding of the relation between complexes and the symbolism of the created picture. Diagnostic and prognostic considerations. Phenomena of transference and</p>

<p>Sandplay: Understanding the method as a process of physical and mental imagination. Understanding of its general use as well as its specific application with psychosomatic disorders and traumatised children and adolescents.</p>	<p>countertransference in the picture. Integration of the understanding of pictures in the therapy with children and adolescents.</p> <p>Sandplay: experiencing, understanding, and interpreting the creative dispute between consciousness and the unconscious based on three-dimensional designs. Understanding of symbols including three-dimensional spatial symbolism, relation consciousness-unconscious and body-soul, interpretation of sandplay processes and their psychodynamics, documentation.</p>
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Subject C 13
(E 13 / K 13)

Clinical Psychiatry, Diagnosis and Therapy

Subject C 13a (E 13): Clinical Psychiatry, Diagnosis and Therapy

mandatory credits: 10

Objectives	Content
<p>Clinical psychiatry in the psychotherapeutic practice.</p>	<p>History of psychiatry, general psychiatric pathology, international classifications, epidemiology of mental disorders, emergency psychiatry and crisis intervention. General psychopharmacological therapy (clinically relevant effects and side effects). Other biological treatments such as sleep deprivation, phototherapy, electroconvulsive therapy. Therapeutic Products Act, Narcotics Law, Health Care Insurance Act, forced internment. Understanding of psychodynamics in comparison with the psychiatric diagnosis.</p>

Subject C 13b (K 13): Clinical Psychiatry, Diagnosis and Therapy for Children and Adolescents: mandatory credits: 10

Objectives	Content
<p>Psychiatry with children and adolescents in the psychotherapeutic practice.</p>	<p>Initial interview, personal anamnesis/ third-party anamnesis/ family history, diagnosis. Diagnosis as a key to indication. Psychodynamic diagnosis: e.g.</p>

	<p>complex diagnosis, multidimensional operationalised psychodynamic diagnostics (OPD), and psychiatric-descriptive diagnosis (ICD-10, DSM-IV). Understanding of psychodynamics in comparison with psychiatric diagnosis.</p> <p>Nosology of child psychiatry, epidemiology of mental disorders. Emergency psychiatry and crisis intervention. Possibilities and limitations of pharmacological therapy for children and adolescents (clinically relevant effects and side effects).</p>
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Subject C 14
(E 14 / K 14)

Clinical Work with Myths and Fairy Tales mandatory credits: 10

Objectives	Content
Learning to use myths and fairy tales in the therapeutic practice.	Cautious transfer of the pictorial language of symbols and the archetypal psychological processes into developmental-psychological possibilities for today's individual. Recognizing motifs of myths and fairy tales in dreams. Observation of resources, potentials and solutions in fairy tales. The rejected, abandoned or talented child. Parent complexes. Dealing with power and powerlessness.

Subject C 15
(E 15 / K 15)

Individuation

Subject C 15a (E 15): The Individuation Process and its Symbols

mandatory credits: 10

Objectives	Content
Understanding Jung's concept of individuation and developing it for the psychotherapeutic practice.	Individuation as a process of integration and differentiation of the personality. Integration of fragmentations via symbolic experiences. Perception of the phases of life and their symbolisations. Live transitions. Understanding existential disruptions as individuation tasks. The search for meaning in dreams, imaginations, and pictures.

	Finding identity in a lifelong development. The process of age-appropriate detachment from the parent complexes and achievement of age-appropriate relational capability. Autonomy and dependence. Body-soul problem. The transcendent function. Synchronicity. Alchemy and its symbols.
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Subject C 15b (K 15): Symbolism of Childhood Games in View of Socialization/Individualization and Individuation mandatory credits: 10

Objectives	Content
<p>General and in-depth knowledge of the symbolic language as expressed in play, myths, fairy tales, literature, art, and religion.</p> <p>Recognizing and understanding symbolism in the psychotherapeutic process and supporting its effect.</p>	<p>Psychological understanding of symbols, symbols as manifestations of the transcendent function in child's play, compensatory and healing function of symbols in play, diagnostic indications in symbols, symbols and symptoms, relationship aspects in symbolic language, connection between symbols and the child's outer life situation.</p>

Subject C 16
(E 16 / K 16)

Research Questions in Psychology and Psychotherapy

mandatory credits: 6

Objectives	Content
<p>Psychotherapy research findings and their implications for practice. Learning about research methods and the significance of scientific studies.</p> <p>Learning evaluation instruments.</p>	<p>Issues and methodology in psychotherapeutic research. Findings from the research on the effectiveness of psychotherapy. Research on Analytical Psychology. Fundamentals of evidence-based medicine. Search for scientific insights and their adoption and interpretation. Epistemological problems.</p> <p>Process-outcome research, differential indication predictability of courses of therapy.</p> <p>Documentation, observation methods, case studies, clinical studies, follow-</p>

	<p>ups and their evaluation. Self-evaluation and external evaluation. Concept of quality of life.</p> <p>Health Economics.</p>
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Subject C 17
(E 17 / K 17)

Social Issues

mandatory credits: 6

Objectives	Content
Learning to reflect on the influence of social conditions on mental disorders and learn to reflect their importance for the psychotherapist profession.	Zeitgeist as collective consciousness, modern lifestyles and social framework conditions as background for the development and chronification of mental disorders. Disease as convention. Social psychology. Individual and society. Individual and community. Commodification, globalization, anonymity, loss of privacy.

Subject C 18
(E 18 / K 18)

Fundamentals of other Psychotherapeutic Approaches and Methods
mandatory credits: 12

Objectives	Content
Insight into other methods of psychotherapy.	Behavior therapy, systemic and body therapeutic procedures.

Subject C 19
(E 19)

Association experiment: Examination seminar mandatory credits: 6

Objectives	Content
Creating a complex diagnosis.	Practical exercise. Evaluation of clinical material. Complex dynamics and complex diagnosis, creating the constellated complex network.

f. Supplementary advanced subjects

Subject C 20
(E 20 / K 20)

Neurobiology

Objectives	Content
Learning about the most important current findings in	Methods, approaches and theories in neurobiology, neurophysiology, and

neurobiology and their relevance for psychotherapy.	neuropsychology. Neurobiological findings on consciousness, unconscious, emotion, motivation, memory, and imagination. The importance of the hemispheres. Neuropsychanalysis.
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Subject C 21
(E 21 / K 21)

Reading Seminar: Works of C.G. Jung

Objectives	Content
Critical examination of C.G. Jung's written work.	Texts of C.G. Jung's Collected Works are discussed and related to current scientific findings in psychiatry and psychotherapy.

Subject C 22
(E 22 / K 22)

Studies in the Picture Library

Objectives	Content
Insights into historical research, documentation and diagnostics of pictures from the unconscious of patients from the first half of the 20 th century.	Approximately 4000 original paintings and drawings by patients of C.G. Jung and 6000 original paintings/drawings by patients of Jolande Jacobi are archived in the picture archive of the C.G. Jung Institute. By reference to these pictures, interpretation methods and diagnostic methods are practised to gain a comparative insight into clinical pictures of mental disorders then and now.

Subject C 23
(E 23 / K 23)

Imagination

Objectives	Content
Working with imagination techniques in psychotherapy.	The possibilities and limitations of different techniques of imagination are practised and discussed on the basis of treatment cases.

Subject C 24
(E 24 / K 24)

Setting / Framework Conditions

Objectives	Content
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Clarifying questions concerning adequate professional fees, practice room and furnishing/setup of the practice. Dependent on the chosen therapy methods, different setups and materials are required.	Duration of sessions, frequency, amount of fee, invoicing. Writing reports for health insurance, disability insurance, insurance companies. Dealing with non-payers (reminders, debt collection). The practice room and its furnishing.
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Subject C 25
(K 25)

Introduction to Concepts of Family Therapy

Objectives	Content
<p>Theoretical knowledge of the most important concepts of family therapy.</p> <p>Sensitization for systemic interaction in the psychotherapeutic work with children and their caregivers.</p> <p>Connection between family therapy approaches and Analytical Psychology.</p>	<p>E.g. contextual family therapy, Heidelberg model, J. Willi's collusion model, structural family therapy, Milan model, developmental family therapy, multi-generation perspective, phasic family therapy.</p> <p>Implementation in case studies.</p> <p>Parental unconscious/shadow aspects and delegation, integration of knowledge in the accompanying work with parents.</p>

Subject C 26
(K 26)

Private and Extended Social Network

Objectives	Content
Intercourse with the private and extended social network.	<p>Contacts with relevant siblings, relatives, friends, enemies, acquaintances of the child/adolescent.</p> <p>Relevance of the peer group. Realm of kindergarten and school with teachers, remedial teachers, speech therapists, psychomotility therapists, headmasters, educational psychologists.</p> <p>Cooperation with representatives of the healthcare system (family doctors, paediatricians, child psychiatrists).</p>

	Cooperation with healthcare institutions such as KJPD, clinics etc. Dealing with the extended confidentiality.
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Subject C 27
(K 27)

Advanced Seminar: Work with and Support of Parents

Objectives	Content
Recruiting parents and other relevant attachment figures for cooperation with the therapist; educational accompaniment of the parents for the purpose of achievement of the therapy objectives with the child/adolescent.	<p>Combination of individual therapy with the child/adolescent and systemic work with his family.</p> <p>Multipartiality of the therapist.</p> <p>Appreciation of parental efforts.</p> <p>Dealing with possible feelings of failure and guilt of the parents, recognizing parental resistance mechanisms against the therapy with the child/adolescent.</p> <p>Analysis of the educational style.</p> <p>Analysis of conflict relevant situations in the family which need to be changed, e.g. falling asleep, eating behaviour, schoolwork, hobbies/leisure activities, sports, computer games, TV etc. Promoting the parental ability to set bounds with the consequence of promoting the age adequate autonomy of the child/adolescent and the reduction of age inadequate symbiosis between the child/adolescent and the relevant attachment figures.</p>

Subject C 28
(K 19)

Anamnesis Seminar

Objectives	Content
Anamnesis of a child or adolescent.	First meeting with the child/adolescent, establishment and consolidation of a foundation of trust, also with the closest caregivers. In-depth third-party anamnesis/personal anamnesis within a therapy, anamnesis and diagnostic considerations, interpretation of the

	<p>anamnesis from the perspective of Analytical Psychology, therapeutic effect of the anamnesis.</p> <p>Taking into account the first impressions of the child's or adolescent's verbal and non-verbal behaviour such as eye contact, handshake etc. towards the therapist.</p> <p>Taking into account the first impressions of the emotional conditions and cooperativeness as well as the parents' possibilities of cooperation.</p> <p>Dealing with caregivers with mental disorders.</p>
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g. Diploma examinations

Diploma examinations

For admission to the diploma examinations, the following prerequisites must be fulfilled:

- The seminar papers must have been approved by the tutor.
- Written elaboration of an association experiment approved by the tutor performed with a client (at the end of the therapy)
- Evidence of 250 credits in theory
- Four detailed, and the remaining short caseworks
- Written assessment of casework (after 250 sessions) by the supervisors

The diploma examinations consist of seven oral examinations that can be taken either en bloc during one examination period or in two parts. In the latter case, the distribution of subjects can be chosen freely.

The following subjects are examined orally in the children/adolescents program:

- Individual Case Examination of an Adult including Depth Psychological Understanding Dreams
- Individual Case Examination of a Child/Adolescent including Depth Psychological Understanding of Dreams
- Clinical Psychiatry, Diagnosis for Children and Adolescents
- Depth Psychological Understanding of a Myth or Fairy Tale
- Depth Psychological Understanding of Pictures or Sandplay Processes in Children and Adolescents and its Application
- The Individuation Process and its Symbols
- Symbolism of the Child's Play with regard to Socialization/Individualization and Individuation

4. Training goals

The training goals, as required by the PsyG (Swiss law for psychology professions), Article 5, are imparted within the framework of theoretical instruction as well as in individual and group supervision:

Application of current scientific findings, methods, and techniques: inter alia in subjects E 6, E10, E 16, and in supervision.

Systematic reflection of one's professional activity and its consequences: inter alia in subjects E 7, E10, E 17 and in supervision.

Interdisciplinary communication and cooperation with colleagues in Switzerland and abroad: inter alia in subjects E 10, E 18 within the framework of the encounter with internationally active therapists and students in the international block program.

Critical examination of one's own activity in the respective social, legal, and ethical context: inter alia in subjects E 7, E 17, and in supervision.

Assessment of the problem situation and the mental state of clients and patients, application/recommendation of adequate measures: inter alia in subjects E 6, E 10, E 13, and in supervision.

Inclusion of institutions of health and social services, consideration of legal and social framework conditions in counselling/accompaniment/treatment: inter alia in subject E 7, K 24, K 26 and in supervision.

Economic dealing with available means: inter alia in subject E 10 and in supervision.

Thought-out and independent acting in critical situations: inter alia in subjects E 6, E 10, E 13, and in supervision.

5. Tabular overviews

a. Requirements program E

Intermediate examinations

Prerequisites for the intermediate examinations, adults program	to be completed by
First seminar paper on symbolic material	Registration deadline
At least 75 sessions self-experience At least 3 Semester as a training candidate	End of examinations period
250 credits in the basic subjects of which at least:	
Fundamentals of Analytical Psychology	50 credits
Comparative Developmental Psychology	10 credits
Depth Psychology of Adult Dreams	10 credits
Depth Psychology of Myths and Fairy Tales	10 credits
Association Experiment: Introduction Seminar	4 credits
Diagnostics	10 credits
Ethics and Legal Directives	6 credits

Oral intermediate examination subjects, Programm E		Duration
1	Fundamentals of Analytical Psychology	40 min.
2	Comparative Developmental Psychology	30 min.
3	Depth Psychology of Adult Dreams	30 min.
4	Depth Psychology of Myths and Fairy Tales	30 min.

Qualification to start case work and promotion interviews with the Admission Committee

Qualification to start case work and promotion interviews with the Admission Committee

Students who have already completed half of the required theory lessons prior to the intermediate exams and who are clinically responsible for their case may apply to the Director of Studies at the end of the second semester for casework starting in the third semester. Students arrange one interview with each of the three Individual Admission Committee members. The Admissions Committee decides whether this request will be granted.

For all other students promotion to diploma candidate status requires one interview with each of the three Individual Admission Committee members, either prior to or during the intermediate examinations.

To be assessed is whether or not the student is able at this time to start case work.

These interviews are subject to a charge.

Diploma examinations

<p>Prerequisites for the diploma examinations, adults program , Programm E</p>	<p>to be completed by</p>
<p>Written elaboration of a Word-Association-Test Two detailed, and the remaining short caseworks Written evaluation of the case work (after 250 sessions) by the supervisor</p>	<p>Registration deadline</p>
<p>At least 4 training semesters as a diploma candidate and a total of at least 8 semesters At least 150 sessions of personal self-experience At least 500 casework hours with at least 10 clients of both sexes. 2 cases of at least 40 hours Final assessment by the supervisors Individual and group supervision: totaling at least 150 sessions of which at least 50 are individual and at least 70 are group supervision sessions Two-year full time clinical practice as an employed psychologist (part time employments last correspondingly longer; part time employments must be at least 40%) At least 250 credits in the advanced subjects of which: Psychotherapeutic Practice: Special Issues with Adults 40 credits Psychotherapeutic Practice: Working with Dreams of Adults 20 credits Depth Psychological Understanding of Pictures/ Sandplay with Adults and its Application 20 credits Clinical Psychiatry, Diagnosis and Therapy 20 credits Clinical Work with Myths and Fairy Tales 20 credits The Individuation Process and its Symbols 10 credits Research Questions in Psychology and Psychotherapy 6 credits</p>	<p>End of examinations period</p>

Social Issues	6credits	
Fundamentals of other Psychotherapeutic Approaches and Methods	12 credits	
Association Experiment: Examination Seminar	6 credits	
Psychotherapeutic Practice: Special Issues with Children/Adolescents	10 credits	

Oral diploma examinations, Programm E		Duration
1	Examination Individual Case Examination of an Adult including Depth Psychological Understanding of Dreams	90 min.
2	Clinical Psychiatry, Diagnosis and Therapy	40 min.
3	Depth Psychological Understanding of a Myth or Fairy Tale	40 min.
4	Depth Psychological Understanding of Pictures or Sandplay Processes in Adults and its Application	40 min.
5	The Individuation Process and its Symbols	40 min.

b. Requirements program K

Intermediate examinations

Prerequisites for the intermediate examinations, program K	to be completed by
Seminar paper on symbolic material Seminar paper on projective test procedures	Registration deadline
At least 75 sessions of personal self-experience At least 3 semesters as a training candidate At least 250 credits in the basic subjects of which:	End of examinations period
Fundamentals of Analytical Psychology	50 credits
Comparative Developmental Psychology	10 credits
Depth Psychology of Dreams: Children and Adolescents	10 credits
Depth Psychology of Myths and Fairy Tales	10 credits
Projective Test Procedures	4 credits
Diagnostics	10 credits
Ethics and Legal Directives	6 credits

Oral intermediate examinations, program K		Duration
1	Fundamentals of Analytical Psychology	40 min
2	Comparative Developmental Psychology	30 min.
3	Depth Psychology of Child and Adolescent Dreams	30 min.
4	Depth Psychology of Myths and Fairy Tales	30 min.

Qualification to start case work and promotion interviews with the Admission Committee

Qualification to start case work and promotion interviews with the Admission Committee

Students who have already completed half of the required theory lessons prior to the intermediate exams and who are clinically responsible for their case may apply to the Director of Studies at the end of the second semester for casework starting in the third semester. Students arrange one interview with each of the three Individual Admission Committee members. The Admissions Committee decides whether this request will be granted.

For all other students promotion to diploma candidate status requires one interview with each of the three Individual Admission Committee members, either prior to or during the intermediate examinations.

To be assessed is whether or not the student is able at this time to start case work.

These interviews are subject to a charge.

Diploma examinations

Prerequisites for the diploma examinations, program K	to be completed by
<p>Anamnesis report</p> <p>Seminar paper on familial interactions from the viewpoints of Jungian and family therapy</p> <p>Two detailed, and the remaining short caseworks</p> <p>The written report of the casework (after 250 sessions) must have been approved by the supervisor</p>	Registration deadline
<p>At least 4 training semesters as a diploma candidate and a total of at least 8 semesters</p> <p>At least 150 sessions of personal self-experience</p> <p>At least 500 casework hours with at least 10 clients of both sexes, 2 cases of at least 30 hours.</p> <p>Final assessment by the supervisors</p> <p>Individual and group supervision: totaling at least 150 sessions of which at least 50 are individual and at least 70 are group supervision sessions</p> <p>Two-year full time clinical practice as an employed psychologist (part time employments last correspondingly longer; part time employments must be at least 40%)</p> <p>At least 250 credits in the advanced subjects of which:</p> <p>Psychotherapeutic Practice: Special Issues with Children and Adolescents 40 credits</p> <p>Psychotherapeutic Practice: Working with Dreams of Children and Adolescents 20 credits</p> <p>Children and Adolescents: Depth Psychological Understanding of Pictures or Sandplay and its Application 20 credits</p> <p>Clinical Psychiatry, Diagnosis and Therapy for Children and Adolescents: 20 credits</p> <p>Clinical Work with Myths and Fairy Tales 20 credits</p>	End of examinations period

Symbolism of Childhood Games in View of Socialization/Individualization and Individuation	10 credits
Research Questions in Psychology and Psychotherapy	6 credits
Social Issues	6 credits
Fundamentals of other Psychotherapeutic Approaches and Methods	12 credits
Psychotherapeutic Practice: Special Issues with Adults	10 credits

Oral diploma examinations, program K		Duration
1	Individual Case Examination of a Child/Adolescent including Depth Psychological Understanding of Dreams	90 min.
2	Clinical Psychiatry, Diagnosis and Therapy for Children and Adolescents	40 min.
3	Depth Psychological Understanding of a Myth or Fairy Tale	40 min.
4	Depth Psychological Understanding of Pictures or Sandplay Processes in Children and Adolescents and its Application	40 min.
5	Symbolism of Child's Play with regard to Socialization/Individualization and Individuation	40 min.

c. Requirements program C

Intermediate examinations

Prerequisites for the intermediate examinations , program C	to be completed by
Seminar paper on symbolic material Seminar paper on projective test procedures	Registration deadline
At least 75 sessions of personal self-experience At least 3 semesters as a training candidate At least 250 credits in the basic subjects of which: Fundamentals of Analytical Psychology 50 credits Comparative Developmental Psychology 10 credits Depth Psychology of Dreams: Adults 10 credits Depth Psychology of Dreams: Children and Adolescents 10 credits Depth Psychology of Myths and Fairy Tales 10 credits Association Experiment: Introduction Seminar 4 credits Projective Test Procedures 4 credits Diagnostics 10 credits Ethics and Legal Directives 6 credits	End of examinations period

Oral intermediate examinations, program C		Duration
1	Fundamentals of Analytical Psychology	40 min
2	Comparative Developmental Psychology	30 min.
3	Depth Psychology of Dreams: Adults, Children and Adolescents	30 min.
4	Depth Psychology of Myths and Fairy Tales	30 min.

Qualification to start case work and promotion interviews with the Admission Committee

Qualification to start case work and promotion interviews with the Admission Committee

Students who have already completed half of the required theory lessons prior to the intermediate exams and who are clinically responsible for their case may apply to the Director of Studies at the end of the second semester for casework starting

in the third semester. Students arrange one interview with each of the three Individual Admission Committee members. The Admissions Committee decides whether this request will be granted.

For all other students promotion to diploma candidate status requires one interview with each of the three Individual Admission Committee members, either prior to or during the intermediate examinations.

To be assessed is whether or not the student is able at this time to start case work.

These interviews are subject to a charge.

Diploma examinations

<p>Prerequisites for the diploma examinations, program C</p>	<p>to be completed by</p>
<p>Anamnesis report</p> <p>Seminar paper on familial interactions from the viewpoint of Jungian and family therapy</p> <p>Written elaboration of a Word-Association-Test</p> <p>Four detailed, and the remaining short caseworks</p> <p>The written report of the casework (after 250 sessions) must have been approved by the supervisor</p>	<p>Registration deadline</p>
<p>At least 4 training semesters as a diploma candidate and a total of at least 8 semesters</p> <p>At least 150 sessions of personal self-experience</p> <p>At least 500 casework hours with at least 10 clients of both sexes (5 children/adolescents and 5 adults), 2 cases of at least 40 hours (adult). 2 cases of at least 40 hours (children and adolescents).</p> <p>Final assessment by the supervisors</p> <p>Individual and group supervision: totaling at least 150 sessions of which at least 50 are individual and at least 70 are group supervision sessions.</p> <p>Two-year full time clinical practice as an employed psychologist (part time employments last correspondingly longer; part time employments must be at least 40%)</p> <p>At least 250 credits in the advanced subjects of which:</p> <p>Psychotherapeutic Practice: Special Issues with adults 30 credits</p> <p>Psychotherapeutic Practice: Special Issues with children and adolescents 30 credits</p>	<p>End of examinations period</p>

Psychotherapeutic Practice: Working with Dreams of Adults	10 credits
Psychotherapeutic Practice: Working with Dreams of Children and Adolescents	10 credits
Adults: Depth Psychological Understanding of Pictures/Sandplay and its Application	10 credits
Children and Adolescents: Depth Psychological Understanding of Pictures/Sandplay and its Application	10 credits
Clinical Psychiatry, Diagnosis and Therapy	10 credits
Clinical Psychiatry, Diagnosis and Therapy for Children and Adolescents	10 credits
Clinical Work with Myths and Fairy Tales	10 credits
The Individuation Process and its Symbols	10 credits
Symbolism of Childhood Games in View of Socialization/Individualization and Individuation	10 credits
Research Questions in Psychology and Psychotherapy	6 credits
Social Issues	6 credits
Fundamentals of other Psychotherapeutic Approaches and Methods	12 credits
Association Experiment: Examination Seminar:	6 credits

Oral diploma examinations, program C		duration
1	Individual Case Examination of an Adult including Depth Psychological Understanding of Dreams	90 min.
2	Individual Case Examination of a Child/Adolescent including Depth Psychological Understanding of Dreams	90 min.
3	Clinical Psychiatry, Diagnosis and Therapy for Adults, Children, Adolescents	60 min.
4	Depth Psychological Understanding of a Myth or Fairy Tale	60 min.

5	Depth Psychological Understanding of Pictures or Sandplay Processes in Adults, Children and Adolescents and its Application	40 min.
6	The Individuation Process and its Symbols	40 min.
7	Symbolism of Child's Play with regard to Socialization/Individualization and Individuation	40 min.

6. Comin into Force

The Curriculum "Psychotherapy" comes into force by decision of the Board of the Training Sector and the Curatorium on 01.10.2018. This is a revised version of the Curriculum "Psychotherapy" of 01.04.2015.