

D – CURRICULA

1) Basic Subjects related to Analytical Psychology

Subjects/Societies & Institutes	CGJI	AIPA	AGAP	AJAJ	AJB	ANZSJA	CGJILA	CGJISF	CIPA	CSJA	DGAP-B	DGAP-S	DSAP	IJJP	IRSJA	JPA	NESJA *	NYAAP	OAJA	PNSJA *	SAP	SBrPA	SEPA	SFPA
History of Analytical Psychology	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y			Y	Y		Y
Fundamentals of Analytical Psychology	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y
Association Experiment	Y	Y	Y	Y	Y	Y	Y		Y	Y		Y	Y		Y	Y	Y	Y	Y			Y	Y	Y
Complex Theory	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y
Psychological Types and Functions	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y
Theory of Archetypes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y
Persona and Shadow	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y
Anima & Animus	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y
The "Self"	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y
Defenses of the Self	Y	Y				Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y
Projective Identifications / Participation Mystique	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y
Individuation Process and its Symbols	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y
Psychology of Dreams	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y
Post-Jungian Psychology	Y	Y	Y			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y			Y	Y	Y	Y
History of psychoanalysis	Y	Y				Y			Y	Y	Y	Y	Y		Y	Y	Y	Y	Y		Y		Y	Y
Fundamentals of psychoanalytic theories and practices	Y	Y		Y		Y			Y	Y	Y	Y			Y	Y	Y	Y	Y		Y		Y	Y
(Others)		Y							*															

*CIPA: Neurosciences, Cognitive psychology, phenomenology

*NESJA: Candidates are informed at the beginning of their training that we will be not able to cover all the subjects in our extensive bibliography. We ask that they take personal responsibility to read, attend classes and seminars at the wide array of excellent Colleges, Universities, Institutes and programs in the Boston and W MA area- also other NE states closer to where a candidate resides.

*PNSJA: There is no set series of courses that form the curriculum. The subjects to be taught in seminars will depend upon the availability and interest of the analysts, which key topics have and have not been covered, and in the later years to some extent on the interests of the candidates. The subjects checked below consist of the core subjects that are considered important in the education and training of future analysts.

Note: **Blue** indicates the most studied subjects offered by at least 87% of total number of institutes. **Green** indicates the least studied subjects.

2) Developmental Psychology

Subjects/Societies & Institutes	CGJI	AIPA	AGAP	AJAJ	AJB	ANZSJA	CGJILA	CGJISF	CIPA	CSJA	DGAP-B	DGAP-S	DSAP	IJUP	IRSJA	JPA *	NESJA	NYAAP	OAJA	PNSJA	SAP	SBrPA	SEPA	SFPA
Developmental Psychology	Y	Y	Y		Y	Y	Y		Y	Y	Y	Y	Y		Y		*	Y	Y	Y	Y	Y	Y	
Comparative Developmental Psychology	Y	Y	Y			Y	Y		Y		Y	Y	Y					Y				Y	Y	
Neumann's Theory of Development	Y	Y	Y		Y		Y		Y		Y	Y	Y	Y	Y		*	Y	Y		Y	Y	Y	Y
Fordham's Model of Child Development	Y	Y	Y		Y	Y	Y	Y	Y		Y	Y	Y	Y	Y			Y		Y	Y	Y	Y	Y
Mother-Infant Relationship	I	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y		Y		Y	Y			Y	Y	Y	Y
Father-Infant Relationship	I	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y								Y	Y	Y	Y
Infant observation		Y	Y			Y		Y			Y	Y	Y								Y	Y		
Object Relations Theory and the internal world	Y	Y				Y			Y	Y	Y	Y	Y		Y			Y			Y	Y	Y	Y
Object Relations Theory	Y	Y	Y		Y	Y			Y		Y	Y	Y				Y	Y			Y	Y		Y
Projective identification	Y	Y				Y	Y		Y		Y	Y	Y		Y		Y	Y	Y	Y	Y	Y	Y	Y
Anal Phase – Phantasies and Patterns of Relationship	Y	Y	Y						Y		Y	Y									Y			Y
Oedipal Phase	Y	Y	Y		Y	Y			Y		Y	Y					Y	Y	Y		Y			Y
Oedipal Archetypal Dynamics	Y	Y			Y	Y		Y	Y		Y	Y	Y	Y			Y	Y	Y		Y	Y		Y
Oedipal complex in Jungian perspective	Y	Y			Y	Y			Y		Y	Y	Y				Y		Y		Y	Y		Y
Early Damage and its Effects	Y	Y	Y			Y	Y	Y	Y	Y	Y	Y	Y				Y	Y	Y	Y	Y	Y	Y	Y
Jung and Attachment Theory	Y	Y	Y		Y	Y			Y	Y	Y	Y	Y	Y			Y	Y	Y	Y	Y	Y	Y	Y
Theories of Containment (Jung, Bion, Winnicott)	Y	Y	Y			Y	Y		Y	Y	Y	Y	Y				Y	Y			Y	Y		Y
Mid-life and Aging	Y	Y	Y	Y		Y	Y	Y	Y	Y		Y	Y		Y		Y	Y	Y		Y	Y		Y
(Others)		Y															Y							

I = infrequently

JPA: We do not cover any of this explicitly, although aspects of these issues are taught

NESJA: Not recently. **Note:** **Blue** indicates the most studied subjects offered by at least 74% of total number of societies. **Green** indicates the least studied subjects

3) Psychopathology

Subjects/Societies & Institutes	CGJI	AIPA	AGAP	AJAJ	AJB	ANZSJA	CGJILA	CGJISF	CIPA	CSJA	DGAP-B	DGAP-S	DSAP	IJJP	IRSJA	JPA *	NESJA	NYAAP	OAJA	PNSJA	SAP	SBrPA	SEPA	SFPA
Fundamentals of Psychiatry	Y	Y	Y	Y	Y	Y			Y		Y	Y	Y					Y	Y		Y			Y
Fundamentals of Psychopathology	Y	Y	Y	Y	Y	Y			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y
Borderline Areas / Personality	Y	Y	Y	Y	Y	Y			Y	Y	Y	Y	Y	Y	Y		Y	Y	Y		Y	Y	Y	Y
Theory of Neurosis	Y	Y	Y	Y	Y	Y			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Comparative Theories of Neurosis	Y	Y	Y	Y		Y			Y	Y	Y	Y	Y	Y				Y	Y		Y	Y	Y	Y
Trauma	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y			Y	Y	Y	Y	Y	Y	Y	Y
Regression	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y		Y	Y	Y	Y
Perversion – Sadism, Masochism	Y	Y				Y			Y	Y	Y	Y		Y			Y		Y		Y	Y		Y
Narcissism	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y		Y	Y	Y	Y
Envy and Jealousy	Y	Y	Y		Y	Y	Y		Y	Y	Y	Y	Y	Y	Y		Y	Y	Y		Y	Y		Y
Addiction	Y	Y	Y		Y	Y			Y	Y	Y	Y	Y				Y	Y	Y		Y	Y		Y
Bio-psycho-social model of understanding mental disease	Y	Y			Y	Y			Y		Y	Y	Y				Y	Y			Y	Y		
Dissociation phenomena	Y	Y	Y	Y	Y	Y			Y	Y	Y	Y	Y			Y	Y	Y	Y	Y	Y	Y	Y	Y
Depressions	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Psychosis	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y
Autism, Asberger and other inborn problems	Y	Y	*	Y	Y	Y			Y		Y	Y	Y				Y*	Y			Y	Y		Y
Group supervision with special attention to psychiatric issues	I	Y	Y			Y			Y		Y	Y	Y		Y			Y				Y	Y	
Anorexia, phobias and panic	Y	Y	Y	Y	Y	Y			Y		Y	Y	Y	Y				Y	Y		Y	Y		Y
Psychosomatic Disorders	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y				Y		Y	Y		Y	Y		Y
(Others)		Y	*														**							

* JPA: We do not teach courses in most of these areas, but they are reference in our training.

* NESJA: Limited. ** The Body in Analysis, Shame & Anger

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4) Archetypal Symbolism

Subjects/Societies & Institutes	CGJI	AIPA	AGAP	AJAJ	AJB	ANZSJA	CGJILA	CGJISF	CIPA	CSJA	DGAP-B	DGAP-S	DSAP	IJJP	IRSJA	JPA	NESJA	NYAAP	OAJA	PNSJA	SAP	SBrPA	SEPA	SFPA
Psychology of Myths and Fairytales	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Psychology of Alchemy	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Psychology of Religions	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Psychological Understanding of Pictures and Symbolic Material	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Arts	Y	Y	Y	Y	Y		Y		Y		Y	Y	Y		Y	Y	Y	Y	Y		Y	Y	Y	Y
Literature	Y	Y	Y	Y	Y				Y		Y	Y	Y		Y	Y	Y	Y	Y		Y			Y
Issues of Race and Culture	Y	Y	Y		Y	Y			Y			Y	Y		Y	Y	Y	Y	Y		Y		Y	Y
Studies of Different Mythologies	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y			Y	Y
Studies of Different Religions	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y				Y	
“Answer to Job”	Y	Y	Y		Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	YY	Y	Y	Y	Y	Y	Y	Y	Y
“Mysterium Coniunctionis”	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
The Vision Seminars	Y	Y	Y						Y	Y					Y	Y	Y	Y	Y					Y
Christianity & Psychology	Y	Y	Y		Y		Y		Y			Y	Y		Y	Y	Y	Y	Y		Y			Y
Greek/Scandinavian mythology	Y	Y	Y	Y	Y	Y	Y		Y			Y	Y	Y	Y	Y	Y	Y	Y		Y	Y		Y
Rites de passage- shamanism	Y	Y	Y	Y		Y	Y		Y	Y		Y	Y		Y	Y	Y	Y	Y			Y		Y
Symbols & Transcendent function	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Buddhism	Y	Y	Y	Y	Y		Y		Y			Y	Y			Y	Y	Y	Y			Y		Y
Myth and contemporary culture	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y		Y	Y	Y	Y	Y		Y	Y	Y	Y
Anthropological studies on myth and ritual	Y	Y	Y	Y					Y			Y	Y		Y	Y	Y		Y					Y
Other mythologies of the world	Y	Y	Y	Y	Y	Y	Y		Y	Y		Y	Y	Y*	Y	Y	Y*	Y	Y	Y				Y
(Others)		Y															Y							

* IJJP: Jewish mythology and fairytales

* NESJA: We need to strengthen offerings: China, Japan, Middle Eastern, African. Latin American, Native American mythology as well as others.

Notes:

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5) Psychotherapy: Principles and Techniques

Subjects/Societies & Institutes	CGII	AIPA	AGAP	AIAJ	AIB	ANZSJA	CGJILA	CGIJSF	CIPA	CSJA	DGAP-B	DGAP-S	DSAP	IIJP	IRSJA	JPA	NESJA	NYAAP	OAJA	PNSJA	SAP	SBrPA	SEPA	SFPA
Principles of Psychotherapy	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y
Transference and Countertransference	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Active Imagination	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sandplay	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y			Y	Y	Y
Use of dream interpretation	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Expressive techniques (e.g. Masks etc)	Y	Y	Y		Y					Y		Y	Y		Y		Y		Y			Y		
Diagnostic Methods	Y	Y		Y	Y	Y	Y		Y		Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	
Psychotherapy of Children and Adolescents	Y	Y	Y		Y		Y		Y		Y	Y		Y	Y			Y				Y	Y	Y
Couple and Family Therapy	Y	Y		Y	Y	Y			Y		Y	Y					Y					Y		
Group Dynamics	Y	Y		Y	Y		Y	Y	Y	Y	Y	Y	Y		Y		Y	Y		Y	Y	Y		
Comparative Studies of Newer Therapies	I	Y				Y			Y	Y	Y	Y	Y		Y			Y				Y		
Different schools of psychotherapy	I	Y		Y	Y	Y			Y	Y	Y	Y	Y		Y			Y			Y	Y		
Developing Self / Self care systems		Y				Y			Y	Y	Y	Y	Y				Y		Y	Y	Y	Y		Y
Special practical issues	Y	Y	Y	Y		Y	Y			Y	Y	Y	Y				Y		Y					
Case colloquia	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	
Ethics	Y	Y	Y		Y	Y	Y		Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Reduced fee scheme		Y										Y						Y				Y		
Couple therapy	I	Y			Y	Y			Y			Y					*						Y	
Jung's & contemporary use of image	Y	Y		Y		Y	Y		Y	Y	Y		Y		Y	Y	Y	Y	Y	Y	Y	Y		Y
(Others)		Y																						

* I = infrequently

* NESJA (could strengthen)

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6) Other disciplines in Training

Subjects/Societies& Institutes	CGJI	AIPA	AGAP	AJAJ	AJB	ANZSJA	CGJILA	CGJISF	CIPA	CSJA	DGAP-B	DGAP-S	DSAP	IJJP	IRSJA	JPA	NESJA	NYAAP	OAJA	PNSJA	SAP	SBrPA	SEPA	SFPA
Philosophy	Y	Y	Y	Y		Y			Y			Y			Y	Y	Y		Y					Y
Anthropology	Y	Y	Y	Y		Y			Y							Y	Y		Y					Y
Basics of Ethnology with special attention to Archetypal Family Structures	Y	Y	Y						Y			Y							Y			Y		
Social Psychology	Y	Y							Y		Y	Y			Y			Y						
Symbolism of Children at play	Y	Y					Y		Y		Y	Y									Y	Y		Y
The infant in the adult and the child in the adult	Y	Y	Y				Y	Y			Y	Y	Y				Y				Y	Y		Y
The adolescent in the adult	Y	Y	Y				Y	Y			Y	Y					Y				Y	Y		Y
“Psychodiagnostics and Association Experiment”	Y	Y	Y	Y		Y			Y		Y	Y	Y		Y	Y	Y	Y						
Psychoanalytic issues	Y	Y		Y		Y			Y	Y	Y	Y	Y		Y	Y	Y	Y		Y	Y			Y
Group process / Dynamics for the candidates	Y	Y			Y		Y	Y	Y	Y	Y	Y	Y		Y		Y	Y		Y	Y	Y		
Body-Psyche Phenomenon	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y				Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
The Body in Analysis	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y					Y	Y	Y	Y	Y	Y	Y	Y	Y
The Mind-Brain Relationship	Y	Y	Y		Y	Y	Y		Y		Y	Y	Y			Y	Y	Y	Y		Y	Y	Y	Y
Psychology of Death	Y	Y				Y	Y	Y	Y		Y						Y	Y			Y	Y		
Medicine	Y	Y				Y					Y	Y	Y				*							
Free Themes of Choice		Y	Y		Y		Y	Y			Y				Y			Y			Y			
Research Subjects (Epistemology, Methodology, Design of Clinical Research)	Y	Y	Y						Y		Y						**	Y						
Social dream matrix	*	Y											Y											
The Psychology of the encounter		Y				Y			Y				Y							Y	Y			
The ending of training		Y									Y		Y	Y			Y	Y			Y			
Integrative seminar		Y			Y			Y		Y	Y		Y	Y			Y	Y		Y				
Ethology		Y	Y	Y					Y		Y				Y									
Evolutionary Psychology/Psychiatry		Y				Y					Y													
(Others)	**	Y																						

*CGJI: We teach the Castleman Dream Circle modality as well as a number of other approaches to working with dreams in a group setting. We do not teach social dream matrix. ** Quantum Physics and Jungian Psychology, incest and sexual abuse, music therapy, creativity and healing, alchemy. The *Puer Aeternus*, synchronicity, advanced dream interpretation, nightmares, twins, and a host of others.

* NESJA Medicine (need more psychopharmacology) ** This is not an area of strength-we could use more coursework in research methods

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MOST REFERRED SUBJECTS, PROPOSE BY AT LEAST 70% OF MEMBER SOCIETIES & INSTITUTES

Fundamentals of Analytical Psychology
Complex Theory
Psychological Types and Functions
Theory of Archetypes
Persona and Shadow
Anima & Animus
The "Self"
Projective Identifications / Participation Mystique
Individuation Process and its Symbols
Psychology of Dreams
Neumann's Theory of Development
Fordham's Model of Child Development
Mother-Infant Relationship
Early Damage and its Effects
Jung and Attachment Theory
Fundamentals of Psychopathology
Theory of Neurosis
Trauma
Regression
Narcissism
Depressions
Psychosis
Psychology of Myths and Fairytales
Psychology of Alchemy
Psychology of Religions
Psychological Understanding of Pictures and Symbolic Material
Studies of Different Mythologies
"Answer to Job"
"Mysterium Coniunctionis"
Symbols & Transcendent function
Myth and contemporary culture
The Mind-Brain Relationship

Principles of Psychotherapy
Transference and Countertransference
Active Imagination
Sandplay
Use of dream interpretation
Case colloquia
Ethics
Body-Psyche Phenomenon
The Body in Analysis

LEAST REFERRED SUBJECTS, PROPOSE BY ONLY 30% OF MEMBER SOCIETIES & INSTITUTES

History of psychoanalysis

Fundamentals of psychoanalytic theories and practices

Object Relations Theory and the internal world

Object Relations Theory

Projective identification

Anal Phase – Phantasies and Patterns of Relationship

Oedipal Phase

Perversion – Sadism, Masochism

Bio-psycho-social model of understanding mental disease

Group supervision with special attention to psychiatric issues

The Vision Seminars

Christianity & Psychology

Anthropological studies on myth and ritual

Expressive techniques (e.g. Masks etc)

Reduced fee scheme

Couple therapy

Expressive techniques (e.g. Masks etc)

Reduced fee scheme

Couple therapy

Social dream matrix

Evolutionary Psychology/Psychiatry

E – Other Issues:

!) Does your society/ institute provide other, not purely "traditional analytic" trainings? If yes, please describe.

Societies/Institutes	Non purely "traditional analytic" trainings
C.G. Jung Institute	Called the FMH, we provide a program for medical doctors together with the Association of Swiss Doctors to receive a specialization in psychiatry and psychotherapy.
AIPA	No
AGAP	ISAP offers an International Part-Residence program for students who wish to conduct the second part of the program in their home country. Students intending to work in Switzerland complete the Charta program which enables to practice in Switzerland. For details see ISAP website: www.isapzurich.com for our regulations.
AJAJ	As an experiential seminar on sandplay and of active imagination. In them, the attendances actually experience sandplay and active imagination by themselves in group.
AJB	No
ANZSJA	Professional Development Seminars are offered to clinicians in the Community. This program offers continuing Professional development and education credits
CGJILA	Numerous electives are offered annually that can be taken by both analysts and candidates. Candidates must take a minimum of 15 units each year with at least three different analysts. Some presenters are 'in-house' and others are visiting analysts who present one to four days of seminars and workshops.
CGJISF	Yes *
CIPA	No
CSJA	No
DGAP- Berlin	No
DGAP- Stuttgart	No
DSAP	Some members of the training committee run different post-graduate courses for psychotherapists. These courses are approved by the Jung Institute Copenhagen. There is right now a 2-year course in Jungian Psychotherapy and a 1-year course in Analytical Supervision.
IIJP	No
IRSJA	No
JPA	No
OAJA	No
NESJA	We do offer a "Summer Intensive" for CEU credit which can be an opportunity to look more deeply into the issue of considering application for training. There is no certificate awarded.
NYAAP	No
PNSJA	We are in the process of revising our training program in order to place a particular emphasis on individual development through a mentoring program designed to track and support the candidate's relationship to the deeper levels of his or her own psyche, the development of the candidate's ego-Self relationship, with

	the further goal of understanding that the relationship to Self and to the client is a dynamic interconnected process.
SAP	Foundations of Analytical Psychology (Non-clinical introduction with group discussion, over two terms). Training in Supervision (Clinical course combining theory with supervision of supervision over three terms. Assessed. Certificate and Diploma awarded)
SBrPA	No other trainings, but several open courses for general public.
SEPA	Our society provides a Difusión Program to which can attend external (and internal) people interested in Analytical Psychology. Only the members of SEPA or the members of other societies of IAAP are allow to give seminars at this program.
SFPA	No

* **CGJISF.** Yes, we require our first and second year candidates to participate in five group process meetings, lasting four hours each, over the academic year. The purpose of group process in the curriculum is three-fold. Our first aim is to provide a forum in which intra-group tensions may be expressed, explored, and perhaps resolved in order that the work of the seminar group (i.e., learning) may proceed without the impediment of interpersonal conflicts and/or group complexes. The second is education about the nature of group process, the dynamics of the group mind, and the power of the group unconscious to evoke complexes. And the third aim is preparation for membership in the larger Jungian community, which functions largely through small group activities of seminars and committees. We emphasize that the group process is not group therapy; the role of the facilitators (two analyst members) is to attend to the conscious and unconscious dynamics of the group as a whole. Therefore, interpretations, when necessary, are directed to the group, not to individuals. Group process comprises both experiential and didactic sections, and a syllabus and binder with articles to be read for each session is provided to the candidates. As to the matter of confidentiality and reporting to the Reviewing committee, the facilitators are not required to give feedback. Nonetheless, they will communicate with the Reviewing committee about the group process should tensions prove insoluble. Historically, in such circumstances, most candidates have been relieved that their group's dilemma is recognized by the facilitators and can be open about it in their meetings with the Reviewing Committee.

2) Does your society provide or plan training for Analytical Child Therapy? If yes, please describe.

Societies/Institutes	Analytical Child Therapy Training
C.G. Jung Institute	Program K *
AIPA	Training in child and adolescence analysis*
AGAP	Courses in Child Psychology but no certification or diploma in this field.
AJAJ	No. But many of our candidates have experiences in child therapy and report their cases in supervision.
AJB	We are planning for a next future.
ANZSJA	No
CGJILA	The Hilda Kirsch Children's Center which trains analysts and candidates in child analysis and also certifies qualified analysts in Jungian Child Analysis. The Children's Center offers lectures, seminars, and ongoing reading groups related to child therapy.
CGJISF	Yes *
CIPA	Yes, we have already requested to be recognized as an official training school in child analysis, on the part of the Italian state and in any case next year we plan to institute a training in child analysis for qualified psychotherapists.
CSJA	Not planning a child program
DGAP- Berlin	Yes, we have a special institute for this.
DGAP- Stuttgart	Yes, accordingly with adult training with regard to theory, analysis, treatment, supervision and clinical practice.
DSAP	No
IIJP	No
IRSJA	No
JPA	No
OAJA	No
NESJA	Not anymore. We used to offer child studies up to approximately 2002. We do not have any qualified child analysts at this time.
NYAAP	No
PNSJA	No
SAP	Child Training is dormant at present; there is a child-training committee. We have a large membership of SAP child-trained analysts.
SBrPA	No, we don't provide specific training for Analytical Child Therapy. However this issue is addressed during some seminars.
SEPA	Our society has started giving several subjects related with Analytical Child Therapy (Sandplay, Evolutionary Currents in Analytical Psychology: E. Neumann and M. Fordham, and Interpretation of drawing and images) We have a plan of collaboration with members of societies of IAAP who give Child Therapy training. Finally, throughout the last four years, some different members and candidates of SEPA

	attended the Workshop of Materia Prima (IAAP Child and Adolescent Analysis society).
SFPA	Yes

SOCIETY	Analytical Child Therapy Training
C.G. Jung Institute	Y
AIPA	Y
AGAP	Y
AJAJ	N
AJB	N
ANZSJA	N
CGJILA	Y
CGJISF	Y
CIPA	Y
CSJA	N
DGAP- Berlin	Y
DGAP- Stuttgart	Y
DSAP	N
IIJP	N
IRSJA	N
JPA	N
OAJA	N
NESJA	N
NYAAP	N
PNSJA	N
SAP	N
SBrPA	N
SEPA	N
SFPA	Y

*C.G. Jung Institut – Program K.

The following is a summary of the prerequisites for promotion to Diploma Candidacy and to the awarding of the Diploma. Propaedeuticum Examinations. Prerequisites for the Propaedeuticum, Program K .Part 1. At least three semesters as Training Candidate. Seminar paper on symbolic material. Seminar paper on a projective test. Part 2 At least 150 hours of personal training analysis. Beginning of the examination period. At least 6-week practicum with children and adolescents. Subjects examined in the Propaedeuticum, Program K : Fundamentals of Analytical Psychology/Psychotherapy; Psychology of Dreams of Children and Adolescents; Comparative Developmental Psychology; Comparative Theories of Neurosis; Fundamentals of Psychiatry, with special consideration of Psychopathology in Children and Adolescents; Comparative Religion and the Influence of Religion on Upbringing; Fundamentals of Ethnology with special reference to archetypal family structures; Psychology of Myths and Fairy Tales..

*AIPA - Training per l'età evolutiva

Corsi teorici e clinici - A.A. 2007/2008

1°. Seminari settimanali - Osservazione del neonato; Discussione di situazioni di lavoro; Seminario a: Storia comparata della psicologia del profondo [in comune]; SEMINARIO B: Psicologia dell'età evolutiva ; Seminari mensili: SEMINARIO C: Elementi di psicologia generale in rapporto con la psicologia dinamica ; SEMINARIO D: Elementi di psicologia dinamica in rapporto con la psicologia analitica [in comune]. 2°. Seminari settimanali: Osservazione del neonato; Discussione di situazioni di lavoro; SEMINARIO A: Teoria e tecnica del colloquio clinico; SEMINARIO B: Psicopatologia generale e speciale [in comune]; Seminari mensili: SEMINARIO C: Principali indirizzi psicoterapeutici; SEMINARIO D:Elementi di psicologia analitica: Jung e i post-junghiani [in comune. 3°. Seminari settimanali: Osservazione del bambino; SEMINARIO A ; Sviluppo delle fasi della situazione analitica (prima annualità);SEMINARIO B; La tecnica della psicologia analitica (prima annualità);Gruppo; Seminari mensili: SEMINARIO C: La psicopatologia del bambino e della famiglia. 4°.Seminari settimanali: SEMINARIO A [primo quadrimestre]:Sviluppo delle fasi della situazione analitica (seconda annualità) .SEMINARIO B [primo quadrimestre]:La tecnica della psicologia analitica (seconda annualità); Gruppo clinico; Seminari mensili:SEMINARIO C :Psicopatologia infantile e terapia di coppia .5°.Seminari settimanali: SEMINARIO A [primo quadrimestre]:La relazione e la tecnica interpretativa; SEMINARIO B [secondo quadrimestre]:Le immagini e la relazione analitica; Gruppo clinico. Seminari mensili: SEMINARIO C:Simbolismo e dimensione archetipica nei miti e nelle fiabe. 6°.Seminari settimanali.SEMINARIO A [primo quadrimestre]:Processo di individuazione in età evolutiva nella prospettiva di C.G. Jung ; SEMINARIO B Processo di individuazione nella prospettiva di C.G. Jung;Gruppo clinico;Seminari mensili; seminari del quarto anno sono a scelta e saranno suddivisi in due quadrimestri1. Metodi e tecniche analitiche nel gioco della sabbia].2. Metodi e tecniche analitiche nella terapia della coppia genitoriale 3. Metodi e tecniche analitiche nella terapia dell'adolescente..4. Metodi e tecniche analitiche: L'immaginazione attiva.N.B. Agli allievi è data la facoltà di frequentare gratuitamente anche i corsi non previsti come obbligatori dal percorso scelto.

* CGJSF Child Analytic Training Program:

For many years there has been an interest in developing a training program for the Jungian analysis of children and adolescents at the C.G. Jung Institute of San Francisco. Although we are a group of predominantly adult analysts, there has always been a subgroup of those who work analytically with children and adolescents. One of the founders of our Institute was herself a Jungian child analyst, Frances Wickes. Throughout our history, we have enjoyed strong collegial ties to the Jungian Child Training Program in London where some of our child analysts have spent time in training. After several years of studying the feasibility of creating such a program for ourselves, a generous grant made by one of our members, Dr. Kay Bradway, has made the idea of a child training program a reality. In the fall of 2009, the Institute will proudly welcome a core faculty of twelve certified Jungian child analysts. They are currently members of the Institute who will have been certified by an outside group of Jungian child analysts. It is anticipated that the first group of child analytic trainees will begin in the fall of 2010. The Child Analytic Training Program at the Institute is a two-year program composed of monthly conferences and seminars intended to provide a comprehensive training in Jungian analytic work with children. The trainees will be provided with a rich curriculum of Jungian and post Jungian readings for the first year and an infant observation seminar for the second year. Clinical case conferences and individual case supervision will be ongoing for the two years.

Suggestions/ Observations:

AIPA - The affirmative answer to all the questions regarding the teaching subjects is due to the fact that all those subjects are actually taught at least partially in the AIPA training. In addition to that, AIPA promotes the knowledge of the “Tiefenpsychologie” and of the relation between Jungian and post-Jungian psychology

AJAJ - Our model is to start training in Japan, then middle exam in other institutes in abroad, finally the last half of the training (especially control analysis) in Japan. But recently many of our candidates tend to continue their training in abroad because the requirement for international candidates there seems to be less than the training in Japan. We think a certain guideline for international standard is necessary.

CGJISF - While we continue to train according to what has been outlined above and in the attached document, we are also in a process whereby our training program is being examined, reflected upon, and changed. At the behest of the Board of Governors this process started nearly four years ago with extended conversations at our members’ dinner meetings. After a number of months the president appointed an ad hoc Committee on Training consisting of analysts representing early years, middle years, and recent years of training, as well as candidates. That committee, chaired by Sam Kimbles, has met for over two years. In the course of this time the Committee has held Town Hall meetings in which the analysts and candidates have given feedback to various proposals and ideas as they emerged. In November 2009 we will have our first Town Hall meeting where the ad hoc Committee will present the community with some specific suggestions for change. I am writing this because a year from now we will be further along in the process of having a training program that is different from the one described in this document. Among the changes we anticipate is a better clarification of what it is we expect of candidates. At the moment our training program is weighted on the side of measuring development and capacity subjectively; we are looking to create some modes of evaluation that combine objective measurement in conjunction with a clarification of subjective goals. Our self-reflective process has had an enlivening effect on our community. Hopefully there will be a chance for further dialogue with the IAAP (and DOT) about what we are discovering and developing.

JPA - New York State has instituted a new license in psychoanalysis. The JPA is in the process of applying for registration as a license qualifying program that students will be able to take the licensing exam upon completion of our program. Once we attain this registration, we will essentially have two training programs- one for the State, for those without a license and our regular IAAP certifying program for those who enter our program with a license already. The biggest differences between the two programs will be around required hours, courses and entrance requirements. Our IAAP certifying program has more and tougher standards than the NY State license qualifying program.

NESJA - All of our coursework is interdisciplinary and much eclectic. Our strength resides in a very strong foundation in Jung’s analytic psychology with most of our early program taught by Zurich trained analysts. This has changed with many more American trained analysts joining NESJA and our faculty. Our community has a strong interest in incorporating emerging neurobiological, affect developmental and trauma research. We note that our training program is dynamic with a large roster of well qualified candidates. We do not have a strong racial diversity of applicants or candidates. The Boston Institute has been successfully carrying on our task of training for 31 continuous years due to the devotion, energy and professional commitment of many analysts from the NESJA community. We are increasing our group process training for both the Training Board and all candidates.