



**ASSOCIATION OF JUNGIAN ANALYSTS**

# **PROSPECTUS**

## **THE JUNGIAN ANALYTIC TRAINING FOR QUALIFIED PSYCHOTHERAPISTS**

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# **JUNGIAN ANALYTIC TRAINING FOR QUALIFIED PSYCHOTHERAPISTS**

## **PROSPECTUS**

### **Introduction**

The Association of Jungian Analysts offers a training programme for qualified and experienced psychotherapists. This specialised training enables the transition from psychotherapist to Jungian analyst. The principal aim of the programme is to build on previous training and current clinical work. The training is offered to registrants of the United Kingdom Council for Psychotherapy (UKCP) and /or the British Psychoanalytic Council (BPC). Intakes commence in January, usually biannually. Applicants have had Jungian analysis and supervision with IAAP members, have taken Jungian seminars, and wish to train to become a Jungian analyst.

Entry criteria are detailed below. The training cannot be completed in less than two and a half years. Successful applicants already have a UKCP or BPC approved training of not less than four years duration. Applicants enter the programme at a more advanced level than required for AJA's traditional training. Accreditation of Prior Learning (APL) applies and is detailed below.

This programme is in line with current best practice in terms of modes of delivery and the highest standards of professional training. Qualification leads to membership of AJA and the International Association for Analytical Psychology (IAAP).

### **The Association of Jungian Analysts**

Founded in 1977, the Association's approach to analytical psychology aims to hold the tension between, and explore the points of similarity of, all the main approaches to Jungian analysis in the classical, developmental and archetypal schools. The prospective aspects of the personal and collective unconscious are considered alongside aetiological and historical perspectives. In clinical and theoretical work, we understand there is a process of healing through symbolic transformation, balanced with careful attention paid to diagnosis and prognosis. Central to our philosophy is a deep respect for the numinous, acknowledging the vital importance of a spiritual perspective.

### **Design of the Training**

The training is designed to foster the candidate's individuation process and professional development. It is envisaged as an alchemical container allowing each candidate maximum opportunity for personal growth and development. The learning programme is carefully structured to this end, and includes an experiential group element and time with an individual tutor. The three essential parts of the training are personal analysis, supervised analytic work and a programme of academic seminars. This training is based on AJA's previous traditional training. It incorporates Accreditation of Prior Learning (APL) in six areas, detailed below.

## **Accreditation of Prior Learning (APL)**

APL is the term used for awarding credit on the basis of previous demonstrated learning; in line with United Kingdom government policy on higher education. Credit is awarded for learning demonstrated by certification (APCL) and for uncertificated learning gained from experience (APEL). AJA's previous traditional training is the point of reference for application of APL in this instance. Successful students, via the aggregation of their accredited prior learning and what they undertake on this new training, attain a standard of proficiency at least equal to that obtained by successful students on AJA's professional training. Overall professional standards, both clinical and academic, are maintained. All UKCP and BPC recognised trainings must last for a minimum of four years: a successful student on this new training completes at least six and a half years training in total. Credit is awarded in the following six areas of previous demonstrated learning:

- formal qualification and registration as a psychotherapist (UKCP or BPC) - APCL
- analysis with an IAAP analyst - APEL;
- supervision with an IAAP analyst - APCL;
- Jungian and psychodynamic seminar attendance - APCL;
- established clinical practice - APEL;
- continuing professional development - APCL and APEL.

Applicants are to provide a detailed description of prior learning in the areas referred to, with relevant certificates and references.

## **Personal Analysis**

Personal analysis is a minimum of three times weekly with an AJA professional member and continues throughout the training up to qualification. The analysis is to be on three separate days, in person rather than by telephone, skype or email (unless agreed otherwise with the training committee). By the end of the training successful candidates must have had at least four years of three-times weekly analysis at the point of applying for membership. Consideration is given to continuing an established analysis with an IAAP analyst who is not a member of AJA, provided the analyst is qualified to analyse candidates in their own organisation. For applicants who already have a significant amount (at least five years) of three (or more) times weekly analysis, analysis twice-weekly may be appropriate during training.

## **Supervision and Clinical Work**

Candidates are normally expected to see two training patients three times weekly during training. A first case is seen for a minimum of two years; a second, for a minimum of eighteen months. They are supervised weekly, individually, with an AJA supervisor for a minimum total of 140 hours. There is one supervisor for each training patient, one male and one female.

## **Academic Seminar Programme**

The seminar programme lasts for two years, made up of monthly weekend modules, which run from Friday evening to Sunday lunchtime. Each module includes a group meeting, two Jung Studies seminars, a clinical seminar, and four themed seminars based on contemporary Jungian thought. Details of the curriculum are provided in a separate document. The intention is to immerse candidates in Jungian and post-Jungian theory and practice by creating a stimulating and engaging learning environment. In addition to seminar modules, candidates attend the AJA monthly meetings and summer school.

## **Criteria for Eligibility to Apply to the Training**

Applications are invited from psychotherapists registered with UKCP or BPC, who meet the following criteria:

- have a degree or equivalent;
- have completed a training in psychotherapy recognised by UKCP or BPC and hold registration with one of these two organisations;
- have had at least 240 hours of personal analysis with an approved IAAP analyst *before* the training starts;
- have an established clinical practice (private, NHS or equivalent) which includes some twice- or three-times weekly work;
- have had supervision with an IAAP analyst *before* the training starts;
- have participated in Jungian and psychodynamic seminars, either during training or since qualifying as a psychotherapist;
- have completed a minimum six months psychiatric placement;
- have a professional approach to cpd since qualifying as a psychotherapist.

## **Admissions Policy**

The Association of Jungian Analysts is committed to a policy of equal opportunity and non-discrimination in relation to admission to training by psychotherapists who meet the above criteria.

## **APPLICATION AND SELECTION**

### **1. How to Apply**

The training committee, in consultation with Council, will determine when the next training of candidates will commence. This will normally begin in January. The training committee will determine the closing dates for applicants. Applicants should request a current prospectus of the JATQP and an application form. Formal application should be made to the Association of Jungian Analysts, who will ensure receipt of the application is acknowledged.

Application forms are available from:

The Secretary  
Association of Jungian Analysts  
7 Eton Avenue  
London NW3 3EL  
telephone/fax: 020 7794 8711  
email: aja@dircon.co.uk

There will be an application fee as determined by Council.

## **2 The Selection Group**

The selection group is made up of the two analysts who interview each candidate, along with, normally, the chair of the training committee.

## **3 Selection Process**

3.1 The training committee will discuss all applicants to determine whether the minimum requirements for training have been met. Members of the training committee are selected as the co-ordinators for individual applicants and to manage the application process. The administrator will request two references per applicant at this time.

3.2 The administrator notifies the applicant if they have met the minimum requirements. If so, they will be offered two interviews and are given the names, addresses and telephone numbers of their interviewers, one of whom will be a member of the training committee the other a professional member. They are advised that they will pay each interviewer the fee set for interviews.

3.3 The administrator will provide each interviewer with a copy of the applicant's application form and the guidelines for the interview.

3.4 Interviewers will send written reports to the co-ordinator.

3.5 The selection group will meet to consider the written reports and consider references, and will make decisions regarding each applicant.

3.6 Applicants are selected for training, or not accepted, or not accepted but encouraged to apply again. The committee may detail additional requirements to be met before a re-application.

3.7 Those accepted will be sent a formal letter offering a place on the training and asking the applicant to confirm acceptance of selection. The letter will include further

information about the beginning of training, the fee arrangements, and notification of the pre-training interview. A copy of the AJA handbook and a list of candidates will be given to all applicants after they have confirmed acceptance.

#### **4 Pre-Training interview**

4.1 This will be carried out by the training committee member who interviewed the applicant.

4.2 The interviewer will discuss with the candidate any special conditions or requirements before training and provide an opportunity for the candidate to ask questions and discuss any outstanding issues. Discussion will include attendance at monthly meetings, summer school and other training events as a requirement by the training committee. Candidates are normally expected to see two training patients. The requirements of personal analysis throughout the training will also be discussed.

4.3 The candidate will be notified of the procedure for choosing a tutor and supervisor at this interview.

4.4 The fee for this interview will be met by AJA

## **THE TRAINING**

### **On Becoming a Candidate**

During your training you embark on an experience of learning together with others in a group. Whilst you follow your own individual route through the training, there are opportunities for discussion in seminars and experiential support among candidates. The nature of the group and its members is an important part of the training and you will find mutual support and value in shared discussions.

### **Curriculum**

The curriculum is designed as a two-year rolling programme. Candidates starting in the second year join existing candidates who then complete the seminar programme, joined by a new intake. The curriculum has four main parts, described below as A, B, C and D. Full details are found in a separate curriculum document.

### **A. Jung Studies: 1 The Structure and Dynamics of the Psyche**

These seminars focus on reading selections from the collected works of C.G. Jung. Each reading is linked to the theme of a weekend.

## **B. Jung Studies: 2 Clinical Applications of Key Concepts in Analytical Psychology**

These units build on the readings from the collected works as an entry-point to the theoretical foundations of analytical psychology and how these concepts are applied clinically. Candidates are encouraged to bring theoretical insights from their previous trainings, and to use cases from their clinical practice to amplify the material. This is an alchemical process as much as an academic one.

## **C. Clinical Seminars**

Candidates attend a clinical seminar on every module, led by a clinical seminar leader from AJA, an experienced supervisor. Clinical discussion is linked to the theme of the weekend. At the clinical seminars candidates have the opportunity to discuss aspects of their clinical work with their peers. Topics at clinical seminars include:

- differences between working psychotherapeutically and analytically;
- how to assess suitability for analysis;
- duration of analysis;
- when to reduce or increase frequency;
- how to make endings;
- the personal safety of participants;
- how to use your supervision creatively;
- how to write up sessions;
- how to manage the unexpected;
- communication out of the analytic frame;
- setting and ethics;
- resistance and counter-resistance;
- understanding of transference and counter-transference;
- parallel processes within the group.

The use of dream material, active imagination and guided imagery is as important as a clear understanding of the archetypal and developmental forces in play.

Candidates are encouraged to see this as an opportunity to further each other's development from skilled psychotherapists into practising analytical psychologists. These seminars assist in the writing of the final paper.

## **D. Contemporary Themes in Analytical Psychology**

Each weekend areas of theoretical and clinical relevance are explored from a contemporary perspective, linking traditional Jungian concepts to post-Jungian and post-modern ideas. For example, reading about the concept of the shadow leads to discussion on how 'shadow' patients are managed. In the clinical seminars candidates could look at how their own shadow appears in the work. Themes are developed around the shadow in myth, fairytale and dream; then developed into the shadow in society and the political implications of working with 'shadow'. In addition to providing didactic

teaching, the aim throughout the course is for concept and practice to be linked to the candidate's individuation process.

### **Summer School**

A residential summer school takes place once every two years. The summer school is open to all members and candidates of AJA.

### **Continuation Programme**

Clinical seminars

Candidates continue to attend clinical seminars until qualification. The cost of the seminar is included in the yearly continuation fee.

### **Individual Tutor**

During the training you have an individual tutor whose role is to guide, advise and help in the management of your training. You choose your tutor from the AJA tutor list.

### **Training Administrator**

There is a training administrator who co-ordinates administrative aspects of the training and responds to candidates' enquiries about practical aspects of the training.

## **TRAINING REVIEW**

### **1. Six-monthly Reports**

You will write a separate report every six months on each individual training patient. These reports form a core component of the review process. The six-monthly reports are discussed on a regular basis in the clinical seminars.

### **2. Review Panels**

In conjunction with two members of AJA, candidate led reviews take place annually throughout the training.

### **3. Final Paper**

The final paper, of 8,000 -12,000 words, will be based on your clinical case and will incorporate your understanding of Jungian and post-Jungian theory as it relates to the case. You will discuss the final paper with the review panel and an external assessor which, together with the reports and discussions summarised above, will form the basis of the review leading to qualification.

*Summary of written material required during training:*

- a) Reports on each training patient six-monthly until qualifying.
- b) Annual self-reviews
- c) Final paper for qualification.

#### **4. Qualification**

The review panel will report to the training committee. The training committee will vote on your readiness to qualify. If the training committee considers you ready to qualify it will recommend to council that you be offered membership of AJA. You will then be asked to read the paper to an AJA monthly meeting.

**AJA reserves the right to discontinue your training at any time.**

#### **Appeals Procedure**

Details of AJA's appeals procedure form part of the AJA handbook (**C10**) and are available on request from the AJA office.

#### **Fees**

Fees are payable in advance. Details are available on request from the AJA office.

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'The psyche creates reality every day. The only expression I can use for this activity is *fantasy*. Fantasy is just as much feeling as thinking; as much intuition as sensation. There is no psychic function that, through fantasy, is not inextricably bound up with the other psychic functions. Sometimes it appears in primordial form, sometimes it is the ultimate and boldest product of all our faculties combined. Fantasy, therefore, seems to me the clearest expression of the specific activity of the psyche. It is, pre-eminently, the creative activity from which the answers to all answerable questions come; it is the mother of all possibilities, where, like all psychological opposites, the inner and outer worlds are joined together in living union. Fantasy it was and ever is which fashions the bridge between the irreconcilable claims of subject and object, introversion and extraversion. In fantasy alone both mechanisms are united.'

Jung, C.G. (1920) *Psychological Types*. *Collected Works*, Vol 6, para 78.

'Cure in the conventional sense is never the aim of analysis ... the true aim ... is the maturation of the individual. ... In my experience, maturation is always bound up with one particular question: the question of the meaning of life, of life in general, and of individual life. ... To put it briefly: Cure in the specific sense of analysis is the discovery of meaning. In the realisation of the self, of this "wholeness" which is the ideal achievement of analysis, lies the specific aim of analytical psychology.'

Adler, G. (1967) 'Methods of Treatment in Analytical Psychology'. In *Psychological Techniques*, ed. Wolman, B. New York: Basic Books, pp. 374-5.



