

Analyst Training Program Syllabus for Classroom Teaching and Self-Study Related to Core CRPO Competencies

Introduction

OAJA's Analyst Training Program (ATP) syllabus is designed in the light of our prerequisite entry requirements of a Master's degree (or equivalent). Therefore the syllabus reflects the qualities expected of a post-graduate, independent learner typical of a doctoral student in an academic setting. The material that forms the basis for courses of classroom teaching and self-study is organized around a set of twelve core subject areas. Courses from all subject areas are taught throughout the academic year, varying in focus and depth depending on the teacher. This type of syllabus provides candidates with a continuous exposure to a set of subjects that are deemed essential to qualify as a Jungian analyst and psychotherapist. Candidates have the ongoing responsibility in accord with our independent Learner Model to monitor their individual development and state of readiness for examinations as they select courses to fit their own study needs and interests.

Twelve Core Subject Areas

1. Fundamentals of Jungian Theory
Core CRPO Competencies 1.1, 1.2, 1.4

Courses on Jungian theory are presented with readings and discussion of primary texts and secondary source materials that develop and elucidate Jung's original writings. Classical Jungian concepts such as complex, archetype, personal and collective unconscious, the transcendent function and individuation are studied. Jung's understanding of psychological development throughout the lifespan is explored. The Jungian model of the psyche is presented with its components; ego, Self, persona, shadow and animus/anima. Introversion and extraversion as expressions of psychic energy/libido are studied as part of Jung's empirical system of typology that accounts for the different functions of ego consciousness which contribute to widely differing personality characteristics.



2. Jungian Theory in Practice

Core CRPO Competencies 1.1, 1.2, 1.4, 1.5, 4.5, 4.5, 4.7, 5.1, 5.2

Jungian theory views the psyche as a teleological, self-regulatory system that contains a drive towards wholeness of the personality. The psyche is understood to have the capacity to transcend intra-psycho conflict via an innate self-balancing process mediated by the compensatory function of the unconscious. This drive towards wholeness of the personality is located in the Jungian concept of the Self as the central organizing principle of the psyche. The implications of this view in clinical practice suggest that the psyche, like the soma, has a homeostatic tendency towards self-healing under suitable conditions. Therefore, a core aim of therapeutic practice is to re-connect the individual with their own healing potential in the unconscious. Thus a central theme in this subject area is the study of the symbolic language of the psyche, especially as it manifests in the dream, fairy tales, myths and legends. Experience demonstrates that symbols and mythological images from multiple cultural and historical backgrounds appear in present day clients' dreams, fantasies and symptomatology. Extensive knowledge of such amplificatory material provides candidates with a foundation for the interpretation of clinical case material.

3. Analytical Psychology and the Humanities Core

CRPO Competencies 1.1, 1.2, 5.1

Analytical Psychology opens the clinical frame to include inter-disciplinary studies from mythology, literature including poetry, dance, performance, film, the visual arts and symbolic alchemy. Study of these sources reveals the healing potential of the creative imagination and the archetypal basis of the human condition. World mythology presents candidates with images of soul crossing the boundaries of historical time and culture and providing a mirror to the personal and collective psyche. Works from the early Sumerian period to present day texts are studied for their amplification of archetypal themes and character traits. Film analysis from the recent contemporary era continues the exploration. Courses on symbolic alchemy are also included as Jung came to view the study of alchemy as a psychological and symbolic art in which inner visionary experiences were projected into matter. Study of these images gives valuable access to concrete expressions of the conflicts and dissociations of psychic life and attempts to bring about a unification of perspective on the integration of the individual personality.



4. Analytical Psychology and Human and Cultural Diversity
Core CRPO Competencies 1.1, 1.2, 1.3, 1.4, 1.5, 4.2, 4.3, 4.5

Fundamental to the Jungian understanding of oppression, power and social injustice is the concept of the cultural complex located in the cultural unconscious; and the understanding that all members of society are embedded within and may actively perpetuate unconscious, culturally-sanctioned stressors. Jungian theory is also concerned with the way specific cultures impact the psychic flourishing of their members. Candidates' sensitivity to the diversity of spiritual experiences, religious beliefs and moral codes is developed in courses within the subject area of Analytical Psychology, the Archetypes and Religion. Narrative traditions from multiple cultures are also studied, including those from Canadian First Nations and Inuit peoples. Courses in Cultural Anthropology study Ritual theory and process and non-Western healing practices from culturally diverse communities world-wide.

5. Analytical Psychology, the Archetypes, and Religion Core
CRPO Competencies 1.1, 1.2, 1.5. 4.2, 4.3, 4.7

Courses in this subject area build on Jung's premise that there is a religious impulse in the archetypal psyche that can be correlated with a "religious instinct" or innate capacity for experiences of the sacred. This instinct finds expression historically through multiple religions and encounters with the numinous as manifestations of the god and goddess archetype. Therefore, studies of world religions and spiritual practices are presented for discussion. Jung's extensive critique of Christianity and his re-visioning of the archetype of Good and Evil also form a core component of this subject area, as does his call for a recovery of the feminine divine that has been lost to patriarchal culture with enormous consequences on both individual and collective levels. Further discussion topics focus on Jung's reflection that in clinical practice many psychological problems could be considered as religious ones. Taking this view into serious consideration as practitioners, challenges notions of personal identity and attitudes towards psychological suffering and approaches to treatment.



6. Analytical Psychology and Expressive Arts in the Analytic Process
Core CRPO Competencies 1.1, 1.2, 1.4, 4.3, 4.5, 5.1

Alongside the development of their understanding of verbal therapy, candidates are encouraged to explore their responses, reactions and insights via encounters with Expressive Arts. These may include drawing, painting, collage, sandplay, music and drama. The Expressive Arts have a particular role to play in Analytical Psychology as a means of releasing the brain's right hemisphere processes of the intuitive and bodily rather than the logical or rational processes of the left hemisphere. In doing this, the Expressive Arts activate deep layers of the archetypal unconscious psyche in the service of healing and development and offer a valuable diagnostic and therapeutic tool to the analyst. Experiential courses in this study area are offered to candidates accompanied by discussion seminars that develop the symbolic interpretive skills necessary to make meaning of Expressive Arts material that has been formed during an analytic process.

7. Psyche and Soma
Core CRPO Competencies 1.1, 1.2, 1.4, 3.3, 4.2, 4.3, 4.5

In clinical practice, beyond changes to intellectual ideation, it is through embodied experience that transformation occurs in the client. In this study area, experiential courses are offered to candidates to deepen mind-body sensitivity, for example: yoga and meditation, authentic movement and voice and breath-work. Sensitivity gained from these courses also develops capacities in training candidates to recognize what is transmitted non-verbally in the therapeutic encounter and deepens their awareness of embodied countertransference responses. Teaching seminars also focus on recent developments in brain research that are affecting profoundly our understanding of the mind-body relationship. Advances in brain-imaging technology have significantly increased our understanding of the neuro-biological and chemical underpinnings of psychological processes and how the brain itself can change in response to a variety of activities, including empathic human interaction such as psychotherapy and the healing arts.



8. Analytical Psychology approaches to psychopathology and trauma

Core CRPO Competencies 1.1, 1.2, 1.3, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2

Analytical psychology has its roots in the medical sciences and psychiatry, as well as psychodynamic approaches to psychopathology and trauma. Candidates are taught psychopathology from Jungian and post Jungian perspectives and trained to integrate theory with clinical observations and practical tools that support effective work with clients. A working understanding is developed for symptom identification, complex theory, typology, ego-self dynamics, transference-countertransference, trauma theory, progression and regression, individuation, the transcendent function and the analytic third, risk management, etc. Candidates are taught to see beyond the manifest phenomena of symptoms to understand their symbolic dimensions. This develops insights into the origin and activity of constellated complexes and archetypal factors, blockages and regressions of libido, as well as factors that affect proceeding through maturational life stages. Candidates are also examined on the foundations of the DSM medical model. Attention is paid to the management of more severe psychopathology, as well as how to intervene with “at risk” clients and connect to outside resources. Understanding the relationship of Jungian psychopathology to DSM nosology broadens insight into major syndromes and associated clinical issues, which differentiates objective pathology and subjective experience to sharpen candidates’ clinical practice. Education in trauma, psychopathology and related neuroses give candidates a forum to process experiences from their casework and 200-hour Psychiatric Observation Internship/Studies in Psychopathology, which further fosters the integration of theory and practice.

9. Historical Foundations and Development of Analytical Psychology

Core CRPO Competencies 1.1, 1.2, 5.1, 5.2 }

Jung’s interest was to understand the full range of human behaviour and psychological processes throughout time, while remaining as free of preconception as possible. This balances a tendency in our field to reach conclusions through the lens of pathology and de facto acceptance of cultural norms. Analytical Psychology looks back to myths, and diverse historical and cultural approaches, for clues to the operation and healing of the psyche. Candidates are presented with the history of care for the mentally ill: in the medical model as applied to mental illness (psychiatry), in the development of applied and clinical psychology, and in the development of psychotherapy in the tradition of (among others) Janet, Charcot, Freud and Jung. Analytical Psychology views itself as one of the “Depth” psychologies, fully acknowledging its debt to Sigmund Freud and his work in proving the existence of the dynamic unconscious and fostering awareness of and interaction with it for the purpose of psychological healing. We also present the reasons for Jung’s 1913 break with Freud – most notably his rejection of the



latter's theory of an epiphenomenal "sub" conscious for what Jung named the Collective Unconscious. Within Analytical Psychology various approaches have developed, but these are not a rigid phenomenon. They may be loosely grouped under the headings of Classical, Developmental, Post-Jungian, and Archetypal Psychology and reference is made to writers from these groups in teaching courses and recommended readings.

10. Medical Model & Comparative Psychotherapeutic Approaches

Core CRPO Competencies 1.3, 2.1, 2.2, 4.4, 4.6, 5.1, 5.2

Courses in the area of the Medical Model are taught and examined by both analysts and psychiatrists. They cover neurosis, psychopathology, psychopharmacology and the DSM (Diagnostic and Statistical Manual of Mental Disorders), providing a foundational understanding as well as other diagnostic perspectives that assist a clinical appreciation of mental disorders and psychological disturbances. These courses provide the candidate with the ability to recognize when it is appropriate to refer a client on to a psychiatrist, and the skills required to reach a provisional differential diagnosis. Throughout the history of depth psychology there has been an on-going conversation amongst various psychotherapeutic approaches. No single approach has all the answers. From a Jungian perspective, "the neglected gods become our diseases". Courses on comparative psychotherapeutic approaches provide insight into the contributions of other orientations, including those of developmental and neurobiological perspectives.

11. The Analytic Relationship and Therapeutic Process

Core CRPO Competencies 1.4, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 5.1, 5.2

Jung's seminal insights into the analytic relationship and therapeutic process, which helped pioneer the field of depth psychology, form the basis of clinical education and practice in analytical psychology. Because the dialectical process of the clinical dyad creates a deep and complex interaction between analyst and client, both consciously and unconsciously, candidates are given extensive didactic and psychodynamic education in the therapeutic encounter. As a cornerstone of training, candidates are obliged to be in analysis throughout the duration of the training process. Candidates' ability to engage safely and effectively in the psychotherapeutic process demands that they explore and understand their own inner dimensions. Not only does this provide direct personal experience of the therapeutic process, it also allows candidates to discover their own unique attributes, work through personal issues that may impact their client work, and develop their own clinical stance and maturity. Training analysis in combination with the Psychiatric Observation Internship/Studies in Psychopathology,



Clinical Supervision (individual and group), self-study, and didactic teachings prepare candidates for their clinical work. Teachings from these various learning environments include the following topics; the impact of complexes and unconsciously manifested material (dreams, fantasies, affect, symptoms, etc.) on ego functioning, relationships and consulting room dynamics; transference-countertransference dynamics; the “therapeutic alliance”; intra-psychic activity including the impact of Shadow, Anima/Animus, Self and the archetypal on the personal unconscious and ego functioning; symbolic thinking and engagement with the subjective and objective dimensions of life; individuation and self-realization.

12. Professional Responsibilities & Ethics

Core CRPO Competencies 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.3, 4.6, 5.1

OAJA has a formal Code of Ethics and Practice that is used in conjunction with OAJA’s Complaints Procedure Code. Prior to seeing their first clients in supervised practice, Candidates attend a mandatory Clinical Orientation seminar with the Director of Training, in which the OAJA Code of Ethics and Practice is presented for discussion. All candidates sign and agree to follow this code that describes in detail their Professional Responsibilities to Analysands, with directions on the terms and conditions of the analysis. Also, the Code of Ethics and Practice highlights the Candidates’ responsibility in reporting to and appearing before the OAJA Ethics Committee. Breach of any of the ethical rules of OAJA constitutes serious misconduct. Non-adherence to the Ethical Code by candidates may result in their removal from the OAJA training program. Candidates develop an appreciation for the application of Ethics, Standards, and their Professional Responsibilities through course work, a mandatory seminar on “Ethics in Practice”, self-study readings, clinical understanding through the Psychiatric Observation Internship/Studies in Psychopathology, their casework, individual supervision, group case supervision, personal analysis, by review and discussion with the Director of Training, and consultation with the Ethics Committee Chair when appropriate.

