



*The Philadelphia Jung Institute*  
**Syllabus for Analysts in Training**  
2021 – 2022

*PAJA supports diversity, pledges equity and fosters inclusivity. We strive for personal and cultural sensitivity in all our endeavors. We encourage students of any race, color, gender, sexual orientation or gender identity and national or ethnic origin to participate in our programs.*

Due to the COVID-19 pandemic the 2021-2022 academic year will be presented by video conference. Analysts in training join the Philadelphia Jung Seminar for the Saturday presentation from 9:00AM to 4:00PM. Refer to the Philadelphia Jung Seminar syllabus for those details.

## Fall Semester 2021

*Didactic Colloquium: 9AM to Noon*

*September 10, October 8, November 12, December 10*

### **Introduction to Jungian Dream Work**

Margaret Klenck, M.Div., LP

*“We are faced with the difficult task of translating  
natural processes into psychical language”*

–C.G. Jung, *Children’s Dream*, p.2

*“The dream is an attempt to make us assimilate things not yet digested.  
It is an attempt at healing.”*

–C.G. Jung, *Dream Seminars*, p.20

### **Course Description**

In this course we will begin our study of Jung’s process of exploring and understanding dreams. We will read Jung and other Jungians on the psychological theory of dreams. In conjunction with this reading, we will come to understand and practice the techniques of amplification, translation, and we will learn how to identify the narrative drama of the dream, and the transference implications. We will learn how to access and explore the different ways we can make use of the analysand’s associations.

### **Course Objective**

At the end of this course, a student will have a basic understanding of the theory and practice of Jungian dream work, and will have a ‘tool box’ filled with the essential techniques for approaching the dreams of their analysands.

### **Syllabus:**

Each seminar I will supply a dream which we will work on together.

### ***September 10, 2021***

Reading: Jung, *Children’s Dreams* pages 1-32

PDF Handouts: 1. The difference between associations and amplification

2. The six layers of a dream
3. The difference between psychological translation and interpretation.

Written Assignment—Research 5 images from the given dream and attempt to amplify them fully.

**October 8, 2021**

Readings: von Franz: Introduction and first chapter, *The Interpretation of Fairy Tales*  
Whitmont and Perera: *Dreams a Portal to the Source*— Introduction and chapters 1-3, pp. 1-25  
Kaufmann: *The Way of the Image*—chapter 1

Written Assignment—Amplify the key images in the given dream and lay out the drama of the dream according to von Franz. Translate the dream into psychological language. Include what you might say first to your analysand, and where you might choose to enter to begin your translation of the dream images.

**November 12, 2021**

Readings: Jung: “A Review of the Complex” Theory, CW Vol 8, pp. 92-104  
Introduction to the *Psychology of the Transference*, CW Vol 16

Written Assignment—I will supply two dreams that are part of a dream series. Utilizing these two dreams: amplify the key images in the dreams; translate the images into psychological language; lay out the drama of the dreams; identify the complexes illuminated by the dreams; and identify the transference implications. Finally, attempt to understand and describe the psychological movement between the 2 dreams in the series.

**December 10, 2021**

Each candidate will present a dream from his or her own practice following the model and template we have been studying.

**Bibliography:**

- Jung, C. G., *Collected Works of C. G. Jung*, Bollingen, Princeton NJ: Princeton University Press.  
Volumes 7, 8, 16
- Jung, C. G., (2008). *Children's Dreams Seminar*, Princeton NJ: Princeton University Press.
- Kaufmann, Y., (2009). *The Way of the Image*, New York: Zahav Books Inc.
- von Franz, Marie-Louise, (1970). *The Interpretation of Fairy Tales*, Boston: Shambala Publications.
- Whitmont, C. and Perera, S. (1989). *Dreams, A Portal to the Source*. New York: Routledge.

*Case Colloquium: 1 PM to 5 PM*

*September, 10, October 8, November 12, December 10*

## **Exploring Relational and Archetypal Dynamics in the Field of the Analytic Couple**

Connie Romero, MEd., LPC

Case colloquium offers the opportunity to discuss the rigors and mysteries of analytic work in an open, compassionate and reflective environment. Working together in a safe space, we will 'lean into' the layers of unconscious communication emanating from our client's material, our own complexes and *the field between the two*.

In *The Psychology of the Transference*, Jung wrote,

*“The patient, by bringing an activated unconscious content to bear upon the doctor, constellates the corresponding unconscious material in him, owing to the inductive effect which always emanates from projections in greater or lesser degree. Doctor and patient thus find themselves in a relationship founded in mutual unconsciousness.”*

CW 16, pp. 163-323

Through supportive group discussion and case presentations, we will work to deepen our understanding of the personal and archetypal dynamics at play in and between an analytic couple.

Case Presentations:

***Please choose a case that is challenging for you. Also, to the best of your ability, please articulate what it is that is challenging and why you have chosen this case. If possible, try and use the same case each meeting so that the movement of psychic energy may be observed.***

In addition to a **Case History** (age, gender, referral source, initial impression, presenting problem, family history, employment & education) *please include your take on each of the following areas in your case write up.*

**Relational Dynamics:** Your impressions of the nature, quality and *capacity for relatedness* between yourself and your client. This would include:

- 1) **Transference and Counter-transference** - What are the feelings, thoughts, sensations and projections that circulate in the field between you and your patient?
- 2) **Defenses against relatedness** - splitting, projective identification, repression, denial, dissociation, etc.
- 3) **Attachment history and style** - secure, avoidant, anxious, disorganized.
- 4) **Trauma History** - Early, ongoing, personal and/or collective trauma can dis-regulate our capacity for relatedness and amplify our defenses. Please include your impressions of the origins and degree of trauma in your patients' psyche. Is this person frequently influenced by instinctual flight, fight, freeze or collapse responses? Do they face ongoing racism and/or other forms of cultural trauma? Is there inter-generational trauma?
- 5) **Character Structure** - Are there borderline, narcissistic or schizoid behaviors that you observe? Do one or more of these relationally defensive styles predominate?
- 6) **Somatic Impressions** - What do you experience in your body when you sit with your client? What type of somatic impressions or symptoms does your client report or display?

**Archetypal Dimensions:**

- 1) **Archetypal Themes** - Mid-Life, The Shadow, The Feminine, The Contrasexual, the Child, the Hero, the Cultural Complex, etc.
- 2) **Dreams** - Please include the initial dream along with dreams that unfold as the work progresses. How do they illuminate the situation in the unconscious? How do they express the movement of psychic energy? Can you see a 'telos' in the progression of dream images? To what extent do you interpret and amplify the dream material? If your client rarely dreams, how do you understand this?
- 3) **Symbolic Capacity** - Is your client able to create and/or utilize symbolic material? Are they able to relate to the imagery in their dreams or other symbolic sources such as myths, fairy tales or art? If not, why and how might you help facilitate this capacity over time?
- 4) **Alchemical Themes** - Does your client's material reflect any Alchemical stages or themes such as nigredo, mortificatio, calcinatio, coniunctio, etc.
- 5) **Individuation and the Relationship to the Self** - Where is the patient in terms of the relationship to the Self? Please identify the presence and action of the Self in your client's material.

**Additional Diagnostic Impressions:**

- 1) **DSM Diagnosis** - Please note any that apply.

- 2) **Condition of the Ego** - Please consider the degree of firmness, flexibility, fragility or level of dissociability of the ego. Is the ego stable enough to work with material from the unconscious? How would you characterize the relationship between the ego and the Self within your patient?
- 3) **'Jungian' Diagnosis** - Identify the primary **complexes** at play in the patient's life. Do you have a sense of the patient's **typology**? What **stage of life** is the patient in?

There will be two case presentations in each four-hour session. Please send your material out to me and the group at least *three days prior* to your presentation. When you are not presenting, please be sure to print out or have access to the case material that is being presented.

I will suggest and supply some readings as we go along. In the meantime, please explore and/or review the following as you are able:

West, Marcus. (2016). *Into the Darkest Places: Early Relational Trauma and Borderline States of Mind*. London: Karnac.

Dougherty, Nancy J. & West, Jacqueline J. (2007). *The Matrix and Meaning of Character: An Archetypal and Developmental Approach*. London & New York: Routledge.  
(Please read the Introduction and consider the diagram of Character Structures)

Kalsched, Donald. (2013). *Trauma and the Soul: A Psychospiritual Approach to Human Development and Its Interruption*. London & New York: Routledge.

Stevens Sullivan, Barbara. (2010). *The Mystery of Analytic Work: Weavings from Jung and Bion*. London & New York: Routledge.

Edinger, Edward, F. (1985). *Anatomy of the Psyche: Alchemical Symbolism in Psychotherapy*. Peru, IL: Open Court.

I very much look forward to working together. Please don't hesitate to contact me if you have any questions or concerns.

Instructor contact information:

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# Spring Semester 2022

*Didactic Colloquium: 9AM to Noon*

*February 11, March 11, April 8, May 13*

## **A Deep Drive into Dream Analysis: Listening to the Unconscious**

Kathleen Wiley, MHDL

*Dream analysis is the central problem of the analytical treatment, because it is the most important technical means of opening up an avenue to the unconscious. The main object in this treatment, as you know, is to get at the message of the unconscious.*

—C.G. Jung, *Seminar on Dream Analysis* (p. 3)

### **Course Description**

Our focus will be on “building a conscious relationship to the unconscious” via dreams presented in our readings and by the participants. We will tend the waking dream of seminar interaction as the container for our exploration of dreams. We will use *Dream Analysis: Notes of the Seminar Given in 1928-1930* as our launching pad for identifying basic principles of dream analysis, clarifying our way of dancing with dreams, and understanding the power of dream in the individuation process.

#### ***February 11, 2022***

We will identify Jung’s basic assumptions about dreams and view how this informs our treatment of dreams. We will clarify our operating principles as we work/play with dreams. We will ground our approach in a brief overview of Jung’s model of the psyche.

**Handouts:** Jung’s Model of the Psyche

#### **Writing Assignment:**

3–4-page paper identifying the basic tenets of dream analysis as you understand them from the reading. Include a short dream where you apply these principles. (The dream can be your own or a client’s.)

Email the paper to me at [wileyjungiananalyst@gmail.com](mailto:wileyjungiananalyst@gmail.com) at least one week prior to the seminar. Be prepared to share your dream and analysis during seminar.

#### **Readings:**

“Lecture 1”, *Dream Analysis: Notes of the Seminar Given in 1928-1930*, pp.3-15.

“General Aspects of Dream Psychology”, *The Structures and Dynamics of the Psyche, CW Vol. 8*, par. 443-529.

### ***March, April, May 2022***

Over the next 3 months, we will consider dreams in light of the following lens:

1. Dream Content—action, thrust, goal
2. Association and Amplification
3. Object Relations
4. Internal Object Relations
5. Transference and Countertransference
6. Mythic and Archetypal
7. Wish Component
8. Reentry—Active Imagination

With these lenses in mind, we will circumambulate the readings, and dreams. The objective is to develop a capacity to view the dream from different angles as a way of opening to the deepest unconscious communication from the dream.

Candidates will take turns presenting a dream or series of dreams (of their own or an analysand's) looking at them through these lenses. The presenting candidate will send dream (s) to all participants prior to the presentation day. We will create a presentation schedule at the first meeting.

Monthly, each candidate will write a 2–3-page reflection paper on how they have applied multiple lens to a dream of their own or an analysand's, noting how the different angles shaped the meaning made of the dream. Email this to me one week prior to the seminar.

Supplemental readings will be suggested based on the candidate group's need for further exploration of the lenses stated above.

### ***March 11, 2022***

#### **Readings:**

“Lectures 2-5”, *Dream Analysis: Notes of the Seminar Given in 1928-1930*, pp.15-68.

### ***April 8, 2022***

#### **Readings:**

“Winter Term: Lectures 1-5”, *Dream Analysis: Notes of the Seminar Given in 1928-1930*, pp. 85-136.

### ***May 13, 2022***

**Readings:** “Winter Term: Lectures VI-VIII”, *Dream Analysis: Notes of the Seminar Given in 1928-1930*, pp. 137-175.

### **Supplemental Reading that will add to your background understanding of Dreaming**

Ogden, Thomas. *Rediscovering Psychoanalysis*, On Talking as Dreaming, pp.14-30.

Ferro, Antonio. *Avoiding Emotions, Living Emotions*, (Concept of the waking dream), pp. 50-2, 59-62, 69-72, 141.

*Case Colloquium: 1PM to 5PM*

*February 11, March 11, April 8, May 13*

## **Making Race and Racism Visible in Our Work**

Jane Margaret Hunt, MSW

As Jungian training institutes begin to come to terms with longstanding institutional racism—clearly evidenced by our nearly all-white communities—we have a reparative opportunity as individual analysts and analysts-in-training to strengthen a related muscle: the conscious capacity to note, feel, hold in mind, process, think, decide, and speak about race and racism on a micro-level, from moment to moment, in sessions with patients.

I use the word “conscious,” because racism lives in the unconscious. Psychoanalysts, trained to work with unconscious contents, are uniquely qualified to contribute to the project of antiracism. Most of us, however, were not trained to attend explicitly to racial complexes, so we are on the same foot, analysts and analysts-in-training, alike, with much to learn.

*How does the analyst make the invisible visible in the work—not negating the collective Shadow of racism while being aware of the analyst’s own personal prejudices, hurts, and ego demands for the patient?*

—Fannie Brewster, *African Americans and Jungian Psychology*, p. 129

Our goals in this case colloquium will be: (1) to build body–mind awareness of racism when it shows up “in the room,” (2) to expand capacity to speak about racism, (3) to slow things down and hold a space for attending to racial complexes, and (4) to formulate a personal hypothesis about how we, as individuals, experience and process race. We will practice these skills by creating a supportive space in which we can learn together through making obvious mistakes, feeling foolish, experiencing fear, and trying anyway. By feeling what we feel, thinking the strange thoughts that arise, and allowing the “new” to appear. By listening carefully and giving each other permission to practice using our voices to speak the previously unconscious and not-yet-voice-able.

At our first meeting, I will provide some background to get us going. Please be prepared to start out with 5 to 10 minutes about a case in which race, racial identity, racism, racial attitudes, racial fantasies or reveries have arisen verbally or nonverbally—inside you, inside the patient, or in the shared energy field in the room. This can be with a patient of color or a white patient. (See the Case Presentation Guidelines, below.)

In the following meetings, please continue the unfolding of the same case through detailed process notes, dreams (your patient’s or yours), or other unconscious material.

If you have questions about choosing a case, feel free to email me at:

[jhuntcaza@gmail.com](mailto:jhuntcaza@gmail.com)



By the end of the semester, please submit a two-page, double-spaced paper on your running hypothesis, built up from your presentations, our discussions, and your reading, about how you are learning to consciously engage with racial dynamics and complexes, your strengths and weaknesses, new ideas, and shifts in perspective. I will provide feedback on your writing.

**Case Presentation Guidelines:** Imagine how you might use these guidelines to add impressions about how the person experiences race and “the other.”

- Presenting problem
- Initial impression
- Diagnoses—Jungian, DSM, and in relation to race—describe the person’s racial complex
- Family history, including learning about race
- Therapy so far—how has race been present or absent in the therapy?
- Transference and countertransference—including what kinds of racial attitudes the patient projects onto you, what gets activated in you in response, how you imagine race lives in the other
- Initial dream, following dreams, or other unconscious material—including how racial themes show up in dreams, acting out, or acting in

**Reading:** Pick two of the following books to read. If you have already read nonfiction books about racism, choose from the fiction side; if you have already read fiction, then choose from the nonfiction list. Be prepared to make linkages between the reading and the material presented in class.

### **Fiction**

Bennett, Brit. (2020). *The Vanishing Half: A Novel*. New York, NY: Riverhead Books.  
Butler, Octavia E. (2004). *Kindred*. Boston, MA: Beacon Press.  
Coates, Ta-Nahisi. (2019). *The Water Dancer: A Novel*. New York, NY: One World.  
Danticat, Edwidge. (1994/2015). *Breath, Eyes, Memory*. New York, NY: Soho Press.  
Jones, Edward P. (2003). *The Known World: A Novel*. New York, NY: HarperCollins.

### **Nonfiction**

DiAngelo, Robin J. (2018). *White Fragility: Why It’s So Hard for White People to Talk About Racism*. Boston, MA: Beacon Press.  
Kendi, Ibram X. (2019). *How to Be an Antiracist*. New York, NY: One World.  
Menakem, Resmaa. (2017). *My Grandmother’s Hands: Racialized Trauma and the Pathway to Mending Our Hearts*. Las Vegas, NV: Central Recovery Press.  
Oluo, Ijeoma. (2018). *So You Want to Talk About Race*. New York, NY: Seal Press.  
Wilkerson, Isabel. (2020). *Caste: The Origins of Our Discontents*. New York, NY: Random House.