



The Philadelphia Jung Institute
Syllabus for Analysts in Training
2025 - 2026

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.

The 2025-2026 academic year will be a combination of **in-person** and **video conference** sessions.

The Friday sessions in September and October 2025, as well as April and May 2026, will meet in person with each other. On most occasions the instructor will also be present. The sessions in November and December 2025 and February and March 2026 will be conducted via 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 2025

Didactic Colloquium: 9AM to Noon

September 12, October 10, November 14, December 12

Collected Works, Volume 7: Two Essays on Analytical Psychology

Jeanne Creekmore, PhD, ATR-BC

This volume of the the *Collected Works* presents some of Jung's earliest ideas on the psychology he was developing and how it was different from Freud's psychoanalysis. In this volume he presents his ideas on the archetypes and the collective unconscious and his first formulations on his theory of types. We will read this volume in chronological order, starting with the essays in the appendix, and then moving through the rest of the volume from the beginning. (The assigned paragraph numbers for each class are given below.)

Assignment:

For each class, you will be asked to complete these two tasks:

First, as you read through this volume, keep your own notes on these three questions:

1. What was problematic?
2. What spoke to you?
3. Did you make any new discoveries?

Please bring your notes to class as these questions will be used for our discussion.

Second, write a short paper (800 - 1,000 words) on any topic of your choice from the assigned reading for that date. This paper will be your reflections on the reading and may be sparked by some topic that grabs you, or something you'd like to understand better. Please submit your paper to me by midnight on the Sunday before we meet. Send it to me at drjcreekmore@comcast.net

Readings:

September 12, 2025

“Prefaces” to this volume, “New Paths in Psychology” (Par 243 – 262) and “The Structure of the Unconscious” (Par 263 – 292).

Papers are due Sunday, Sept 7, 2025.

October 10, 2025

“The Psychology of the Unconscious” (Par 1 – 201)

Papers are due Sunday, October 5, 2025.

November 14, 2025

“The Relations Between the Ego and the Unconscious,” Part One (Par 202 – 265)

Papers are due Sunday, November 9, 2025.

December 12, 2025

“The Relations Between the Ego and the Unconscious,” Part Two (Par 266 - 406)

Papers are due Sunday, December 7, 2025.

Optional Readings:

Jolande J. (1959). *Complex/archetype/symbol in the psychology of C. G. Jung*. Princeton University Press. Chapter 2, Archetype.

Jolande J. (1973). *The psychology of C. G. Jung: An introduction with illustrations*: Yale University Press. Chapter 1, The Nature and Structure of the Psyche.

Stein, M. (1998). *Jung’s map of the soul: An introduction*. Presents basic concepts in clear language.

Young-Eisendrath, P., & Dawson, T. (Eds.) (2008). *The Cambridge companion to Jung*. Cambridge University Press. Chapters 1 – 3. Has a timeline of Jung’s life and works.

Case Colloquium: 1PM to 5PM

September 12, October 10, November 14, December 12

The Two Levels of the Analytic Text: Literal and Symbolic

Cynthia Luft, MA, LMHC

Course Description:

Jung’s symbolic tradition will be applied to clinical case material and teach you how to use this way of thinking and working in your sessions. We will exercise our symbolic capacities as we learn to interpret everything that is brought into session. The operating point of view is: **everything that is said can also always be symbolic**. Much like we look at dreams symbolically, we will learn to engage the rest of the session from a symbolic point of view too. Doing so deepens the work significantly and is foundational to analytic work.

Through direct engagement with lots of clinical vignettes and practice interpreting them, you will gain confidence in the art of working analytically. The format will include role plays, discussion of vignettes, pair

sharing, interpreting brief clinical vignettes of yours and some of mine, reflective writing and some other reflective writing exercises. The class will be active and dynamic. This is an opportunity to practice, to learn, to play to engage and to ask questions.

What you can expect to learn in this class:

1. You should end this class with a recognition that everything in session can be understood both at face value or the consciously intended level and also as an unconscious communication that is a representation of the patient's current inner state, their attitude toward the session and/or sometimes as a transference comment. You will have an initial sense of the possibilities of working this way and, hopefully, be off to a good start or further the advance the skills you already have. This will help you think more clearly about what is going on in sessions and where you want things to go.
2. You will become more comfortable listening for the unconscious communications and gain experience in making sense of those communications by interpreting them.
3. You will have enough practice interpreting them in class to either start or improve at doing in sessions.
4. You will gain experience thinking about what you say, why you say it and what the clinical effect is by the end of our class.

Assignments:

You will be asked to bring in several brief vignettes from sessions along with your clinical questions and struggles to use as part of our class each time we meet. This class is intended to be an environment where you can take risks and ask questions and try some new things.

The final write up will be verbatim notes from a session that includes your subsequent comments on what you were thinking in the session and how that guided your choice of what to say in the session. The length can vary from 4 pages to 8. What's most important is to integrate what you learn in the class and show this in your write up. You will send it to me in advance of our last class. This is intended to give you an opportunity to practice the skills and new ideas you learned. It won't be a formal case write up unless you want the practice of doing one. I'm happy to work that out on an individual basis.

This way you will have the benefit of utilizing the new skills you learn in the course to write up a case. The primary focus of this course is to start to understand and integrate the symbolic level of the analytic text in your sessions routinely. None of you will be experts at this and that is NOT expected.

Readings:

Jung, C. G. (1967). *Two kinds of thinking* (R. F. C. Hull, Trans.). In H. Read, M. Fordham, & G. Adler (Eds.), *The collected works of C. G. Jung: Vol. 5. Symbols of transformation* (2nd ed., pp. 7–33). Princeton University Press. (Original work published 1912)

Ricoeur, P. (1991). *From text to action: Essays in hermeneutics II* (K. Blamey & J. B. Thompson, Trans.). Northwestern University Press.

—Selections from this text will be made available to you by the instructor.

Bollas, C. (2013). *Catch them before they fall: The psychoanalysis of breakdown*. Routledge.

—Selections from this text will be made available by the instructor.

Winborn, M. (2018). *The art of interpretation: Deconstruction and new beginnings in analytical psychology*. Chiron Publications.

—Selections from this text will be made available to you by the instructor.

Possibly other selections to be determined as the course progresses.

Friday, September 12, 2025 (In person)

Before our first meeting, please send me a 1-2 page verbatim of a recent session you've had. Please don't do a verbatim of the full session. I need enough to give me a sense of how you work now.

We will spend time introducing ourselves and I will take some time to lay out my vision for our class. I will introduce the notion of everything is also always symbolic in more depth, the idea that there are two levels to the text and share clinical vignettes of mine to show you how I apply this in my work and allow plenty of time for questions on the hows the whys of this. I may also bring in some case material from other analysts work for us to learn from and discuss.

We will spend some time role playing and possibly doing some pair shares. This is going to be a hands on class with the intention of making sure it clinically useful.

Friday, October 10, 2025 (In person)

We will pick up from where we left off in Sept. If you have any questions or comments from our first class, we will have time to talk about that at the beginning of this one.

You will be asked to bring in several brief selections from your recent clinical work. This week we will focus on the initial comments made in session. One sentence is enough but no more than 3 sentences.

This is a way to think about what the possibilities of what is being said from the second layer of the text, the symbolic layer, with regard to the patient's attitude toward the session, in the transference, with regard to themselves and in relationship to the analytic work overall.

We will use your vignettes to further practice and apply symbolic thinking in practice. We may role play, pair share, exchange vignettes without knowing whose is whose and consider what you might have said or done with the same patient. I will also bring in some pieces to use.

Friday, November 14, 2025 (Zoom) & Friday, December 12, 2025 (Zoom)

We will start with anything that's leftover to discuss or ask about from the prior class. Depending on how we are doing with applying these ideas to clinical work, we may need time for more or less discussion.

Each week you will need to bring in 3-4 short clinical selections from sessions you had since the previous class. Please type them up separately and print 2 copies of each of them. One will be for you to keep and the other will be to use in an exercise in class. I may change what I ask you to bring into class in response to how our time together is developing.

We will take the time we need to get this clear and do lots of practicing in class. The intent is that you will take some risks in your sessions while we are still meeting so that you can get the support in class as you test this out.

Most of the class time will be used to practice in a variety of ways.

Final case will be: As noted above, you are asked to submit a verbatim ranging in length from 4 - 8 pages. The point is to provide enough direct case material to demonstrate your use of what you learned in the course.

This should be from a single session with your added commentary in brackets that discusses your thought process that informed what you said to the patient each time and what you were working to effect. I will read them through and provide comments in writing for you. This will get clearer as our meetings progress.

Spring Semester 2026

Didactic Colloquium: 9AM to Noon

February 13, March 13, April 10, May 8

Transference and Countertransference in Analytical Psychology

Kathrin Hartmann, Ph. D.

February 13, 2025

Seminar One: Foundational Essays on Transference and Countertransference

Jung has described the importance of the mutual influences of doctor and patient in analysis:

... the doctor is as much “in the analysis” as the patient. He is equally part of the psychic process of treatment and therefore equally exposed to the transforming influences.

C.G. Jung

We will use Jung’s seminal essay *Problems of Modern Psychotherapy* originally published in 1931 and again later in the Collected Works, Volume 16, as a springboard to discuss Jung’s theory of transference and countertransference and our understanding of these concepts. We will add in several foundational essays from the earlier generation of Jungian analysts who wrote about the analytic encounter through the lens of what happens between analysand and analyst in the analytical work.

Readings:

Dieckmann, H. (1979/1991). *Methods in analytical psychology: An introduction*. Chapter 11, pp. 149-164. Chiron Publications.

Jacoby, M. (1984). *The analytic encounter: Transference and human relationship*. Inner City Books.

Jung, C.G. (1931/1954). *Problems of Modern Psychotherapy*. CW 16, paragraphs 114-174. Bollingen Foundation.

Writing Assignment:

Write a short reflection paper that outlines your understanding of Jung’s conceptualization of transference and countertransference based on any of Jung’s writing. Include your own take on these major dynamics, and if you so wish, outline your agreements or disagreements with Jung.

March 13, 2025

Seminar Two: Contemporary Essays on Transference

It is probably no exaggeration to say that almost all cases requiring lengthy treatment gravitate round the phenomenon of transference, and that the success and failure of the treatment appears to be bound up with it in a very fundamental way.

C.G. Jung

In this seminar we will discuss how transference shows up and read about different types of transference (e.g., positive and negative transference, mirroring transference, idealizing transference, erotic transference, illusional and delusional transference) based on the views of contemporary analysts.

Readings:

Samuels, A. (2006). Transference/countertransference, 177-195. In: Papadopoulos, R. K. (Ed.). *The handbook of Jungian psychology: Theory, practice and applications*. Psychology Press.

Schaverien, J. E. (2011) Gifts, talismans and tokens in analysis: symbolic enactments or sinister acts? *Journal of Analytical Psychology*, 2011, 56, 160-183.

Ulanov, A.B. (1982/1984). *Transference/Countertransference: A Jungian Perspective*, 68-85. In: Stein, M. (Ed.). *Jungian Analysis*, Shambhala Publications.

Wiener, J. (2010). *Working in and with transference*, 81-93. In: Stein, M. (Ed.). *Jungian psychoanalysis: Working in the spirit of CG Jung*. Open Court Publishing.

Presentation Assignment:

Please prepare a presentation based on one of the following papers for further discussion in our seminar, and I will further talk about this with you at the end of our first seminar.

April 10, 2025

Seminar Three: Contemporary Essays on Countertransference

The demand made by the stage of transformation, namely that the doctor must change himself if he is to become capable of changing his patient, is, as may well be imagined, a rather unpopular one.... He may in his self-investigations, discover some inferiority which brings him uncomfortably close to his patients...

C.G. Jung

In this seminar we will look at countertransference from the viewpoint of asking what the analyst brings to the table: how is countertransference influenced by the conscious and unconscious processes of the analyst in the room and are they or can they be brought out into the analytical work?

Readings:

Machtiger, H.G. (1982/1984). Countertransference/transference, 86-110. In: Stein, M. (Ed.). *Jungian Analysis*, Shambhala Publications.

Maroda, K.J. (2022). *The analyst's vulnerability: Impact on theory and practice*. Routledge.

Sedgwick, D. (1994). *The wounded healer: Countertransference from a Jungian perspective*. Routledge.

Personal Reflection Assignment:

Please write about one of your own experiences of countertransference from your self-observations in your analytical work as analyst and please be prepared to talk about it during our seminar discussion.

May 8, 2025

Seminar Four: Challenges to transference and countertransference over the course of the analysis

Jung has described the importance of the mutual influences of doctor and patient in analysis:

...we have learned to place in the foreground the personality of the doctor himself as a curative or harmful factor...

C.G. Jung

In this seminar, we will look at whether the transference and countertransference dynamics between analysand and analyst help or hinder the analytical process and how so. We will look at issues related to the analyst's own background and how it influences the analytical strategies we might favor over others, for example, avoiding conflict, or being overly warm or confrontational. We will discuss the flow of beginnings and endings in the analytic work based on our readings and clinical experience.

Readings:

Cambray, J. (2001). Enactments and amplification. In: *Journal of Analytical Psychology*, 2001, 46, 275-303.

Goodheart, W. (1984). Successful and unsuccessful interventions in Jungian Analysis: The construction and destruction of the spellbinding circle, 89-117. In: Schwartz-Salant, N. and Stein, M. (Editors). *Transference countertransference*. Chiron Publications.

Machtiger, H.G. (1984). Reflections on the transference/countertransference process with borderline patients, 119-145. In: Schwartz-Salant, N. and Stein, M. (Editors). *Transference countertransference*. Chiron Publications.

Wheelwright, J.B. (1982/1984). Termination, 111-119. In: Stein, M. (Ed.). *Jungian Analysis*, Shambhala Publications.

Writing Assignment:

Please reflect and write about your observations based on the readings and/or from your own work how you have seen the transference/countertransference dance move successfully or unsuccessfully? How open can we be with our clients and how and when do we choose to bring our own vulnerabilities into the analytical dialogue?

Case Colloquium: 1PM to 5PM
February 13, March 13, April 10, May 8

Infancy and Symbol Formation

Renée Cunningham, MFT

The world of the infant is at once mystical, magical, exciting, and defined by the unknown. Each day is filled with first experiences, something adults can no longer comprehend. Indeed, the world of the infant is a return to the cosmic self, where an integration of the self occurs every waking moment, all through the holding and containing by the mother. We will explore this amazing relationship and the emergence of the self from the couple's dynamic relationship.

According to Elizabeth Urban,

Jung's work and interests were the adult mind, and his thinking and concepts apply accordingly. Initially Fordham accepted that theory did not pertain to his childhood patients, but by the mid-1940's he had acquired clinical evidence that put 'back very much earlier than Jung's view had supposed the capacity of the to have a "centrum."

Fordham, 1947, p. 271.

Indeed, current psychological research demonstrates that Fordham was correct. The archetypal Self is ready for its constellation through the infant's encounters between its inner and outer worlds, all mediated by caregivers, particularly the mother. The child is not born *tabula rasa*. As the child and mother navigate the archetypal forces within themselves, the holding environment provided by the mother facilitates the emergence of the symbolic life (self) within the baby. We will explore this amazing cosmic universe in case presentations. Our discussions will compare, contrast, and amplify various attachment theorists. These will include Donald Winnicott, Wilfred Bion, Melanie Klein, Jung, Michael Fordham and Mara Sidoli.

Case Presentations:

The Sunday before before the colloquium please send your case write-ups and any verbatim to me and your cohorts.

Case Write-Up Format:

Please include the following in your case write-ups:

Name:

Age:

Identification (Sexual, Gender):

Presenting Issues: (description of the issues presented, length of time and the developmental narrative of the issues presented, addiction history)

Background Information: (cultural identification, family of origin, #of marriages, etc).

Course of Treatment: (length of treatment, frame of treatment, number of weekly sessions, Total number of sessions treated)

Transference/Countertransference: In this process it is important to pay attention to the psyche/soma connection, in terms of the both the immediate experience, and the historical information the patient may be communicating through trauma in the body. Since we will be working within the paradigm of early psychic life, please pay particular attention to the patient's capacity to hold and attend to immediate experience as informed through the T/CT process. In working with attachment in the T/CT, it is common, particularly in early trauma, to experience frightening transferences which may have roots in nonrepresentational states; i.e. pre-symbolic experience. Do your best to describe and define these experiences through verbatim, amplification or image.

Archetypal Material: Include dreams, complexes, myths, fairy tales, or other archetypal experiences emerging in the work. All archetypal material offers clues to the foundations of character structure and psychological development, providing a launching pad into the imaginal realm of the patient's world. Utilizing art, film, music, poetry, and literature, we can work together, infusing vibrancy and life into the emergent elements of the analysis.

Readings:

Book: Urban, Elizabeth (Routledge, 2022). Understanding Infants Psychoanalytically. Chapters 1, 5, 6, 7.

Articles: Theoretical papers written on/by Winnicott, Bion, Fordham and Sidoli, will be provided to you by January 1 at the latest.

Objectives:

1. Students will be able to define the archetypal Self and its central role in the development of the infant's personality.
2. Students will be able to identify at least two theorists who were influenced by Jung's psychology and how.
3. Students will understand how symbolic life unfolds (emergence of the self) through the mother/infant paradigmatic relationship.