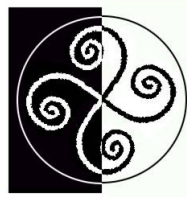




West Midlands Institute of Psychotherapy

The Training in Jungian Analytical Psychotherapy



Prospectus

Entry: SEPTEMBER 2018

West Midlands Institute of Psychotherapy is a Company Limited by Guarantee
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Member U.K. Council for Psychotherapy
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ETHOS AND AIMS

The Jungian Training in Analytical Psychotherapy was founded in 1990. It aims to provide an experience of learning from which its graduates will qualify as competent and responsible practitioners of Jungian analytical psychotherapy. In support of this aim, the Training Committee supports and encourages the ongoing development of a lively, open-minded and well-informed culture of Jungian psychotherapy in the Midlands through the provision of an annual series of public lectures.

The course recognises that good practice in analytical psychotherapy is rooted not only in a sound understanding of the theory and practice of the profession, but also in the authenticity and creativity of the practitioner's self-knowledge and participation in analytic process. The training aims to encourage the development of personal authority in the trainees that will enable them to manage creatively the diversity of the profession of analytical psychotherapy.

In this aim, we remain true to Jung's philosophy regarding the ongoing development of autonomous individuals who belong to a culture, not to an orthodoxy of analytical theory and practice. While the teaching programme is grounded by the theories of C. G. Jung and their development by post-Jungians, subjects or theories are taught by specialists in their own field as well as specialists from the Jungian culture; together they represent the diversity and richness of the analytic experience.

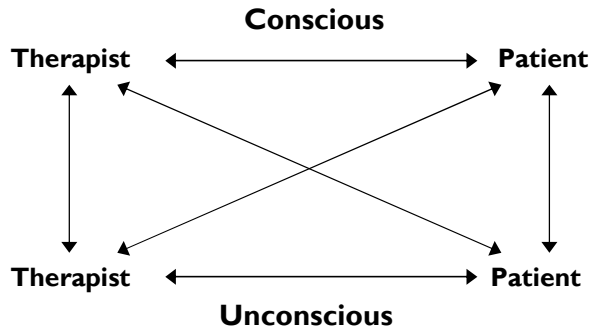
Fundamental to the ethos of the training is the understanding that the activity of learning is a function of the self and of the process of individuation, as conceived by Jung and developed in post-Jungian thinking. Learning is recognised as a spontaneous function of healthy relatedness. It requires a sustained effort of movement between conscious and unconscious life, cycles of regression and progression, as well as tolerance of an ongoing dialectic of identification with, and separation from, others and their thinking.

Consciously or unconsciously, it is the trainee who knows most about his/her own learning process, even though its nature and progress will find shape and meaning in reflection with others – the training therapist, supervisors, the tutor, teachers, and the Training Committee. Each of these relationships has its boundaries and limitations; the only person who is involved in all the activities of the training is the trainee. With this in mind, the agency of its trainees in the assessment of their own learning is given a crucial role in the training.

Learning is a developmental and relational experience that requires clear boundaries which define the responsibilities and limitations of the different relationships which make up the training. We consider that the process of holding these boundaries is always a mutual responsibility which needs the understanding best maintained in the course of relationship. The Training Committee, however, has a final responsibility to maintain the boundaries of the course.

We hold in mind the human tendency to retreat into an unthinking mode in the face of otherness and difference and thus become susceptible to defensive, projective mechanisms. This is particularly prevalent in areas of experience such as gender, sexuality and race. These dynamics also can operate in relation to differing schools of thought or even different perspectives within one school of thought. These have often caused hiatuses in our profession's ability to think. As part of the process of maintaining the analytical attitude in ourselves, and of encouraging it in our trainees, we aim to be alert to such areas of experience, particularly as they impact on the training, both in its content and its administration.

Central to the dynamic concept of analytical psychotherapy is that its healing potential is contained in the process of relationship. This process, as it occurs in the consulting room, is illustrated in the following diagram, each arrow representing potential communication:



The therapist is, of course, more skilled along some of the lines of communication than the patient and this is the skill he or she offers. The diagram represents the reality that intra-psychic and inter-personal communication are dynamically linked, and that the personal insight of the therapist can give rise to understanding of the patient. For the analytic relationship, the diagram also represents Jung's recognition of the value of the therapist's subjective experience in the analytic process, and the consequent need for analysis as part of a training.

For the process of training, the diagram represents our commitment to promote throughout the learning process a dynamic linking of personal insight, well-grounded academic study and practices of observation. The capacity to link insight, observation and theory is the kernel of good practice; its education is the purpose of this training.

THE CONTENTS OF THE COURSE

The Training is in two stages.

Foundation (Pre-Clinical) Stage

This is the pre-clinical stage of the training and normally lasts one year, (but may, in special circumstances, take trainees two years to complete). The foundation stage can be undertaken as a stand-alone component for those who do not wish to continue on to the clinical stage of the training.

Clinical Stage

Once the Foundation Stage has been completed and its requirements successfully fulfilled, a trainee progresses to the Clinical Stage of the Training. This comprises a further three years of the seminar programme.

Seminar and Lecture Programme for both Stages

The formal teaching, reading seminars and Public Lecture Programme will take place on Saturdays usually between 10.15 a.m. – 3.15 p.m., in up to three one and a quarter hour seminars. During years two and three of the training the teaching will usually include an Infant Observation Seminar which takes place during the week, on an occasional basis. The trainees who are required to undertake the infant observation¹ must also allocate time in these two years to conduct their observation of an infant within a family setting (see page 6 of the Infant Observation Prospectus).

A psychiatric placement must also be undertaken and its timing is agreed between the trainee, their tutor and the training committee.

Components of the Training

The Training will comprise:

1. Personal Jungian analytical psychotherapy
2. Lectures and seminars
3. Clinical seminars
4. Clinical work *
5. Supervision of clinical work *
6. Infant observation seminars *
7. Bi-annual Essay, 6 monthly clinical reports *, Infant Observation Essay *, Final Clinical Paper *
8. Trainee's Annual Assessment of Learning
9. Clinical experience in a psychiatric setting

(* In the Clinical Stage only)

¹ Some trainees may have already completed an approved Infant Observation prior to starting the training, in which case they will be exempt from this requirement.

1. Personal Jungian Analytical Psychotherapy

The trainee's experience of his/her own therapy is the foundation of the training. The applicant should have been in individual psychotherapy, at least twice-weekly, for at least one year before applying for the Course. For the duration of the training, the trainee is required to have three sessions a week, until qualification, with an Analytical Psychologist, or a Jungian Analytical Psychotherapist with a qualification from an organisation accredited by the British Psychoanalytic Council (BPC) or the CPJA Section of United Kingdom Council for Psychotherapy (UKCP). Potential training therapists are requested to apply to the Jungian Training Committee for approval. (See 'Guidelines For Therapists and Supervisors', page 10).

2. Lectures and Seminars

To be of value, the seminar material needs to be assimilated by the individual in terms of his or her own experience. Just as Freud and Jung developed their theories out of their personal lives and their work, so each person coming into the profession has to digest these theories and make them their own. The theories of the profession are taught in the historical and personal context of the lives of their authors, and by analysts/therapists who are mindful of the integrity of their own theoretical framework and personal experience.

We consider that the learning experience is creatively facilitated through the exploration of difference. It will be a theme of the seminar programme to encourage the development of critical thinking, to foster discourse between the variety of approaches to analytic theory and practice within the training, and to maintain their dialogue with its core commitment to a Jungian frame.

Lectures and seminars will be illustrated with clinical examples, and trainees will be encouraged to discuss their own case material. Although the themes of the lectures and seminars are presented here in a linear form, and will indeed form the focus of the syllabus at particular times, in practice all of them will recur in various combinations throughout the Course. The image of the spiral – where one comes round full circle, but to a different place – is appropriate to learning processes. The subjects of the lectures and seminars will include the following themes:-

- **The theories of C G Jung** and their development by post-Jungians will form the ground and the ongoing point of reference for the four years of lectures and seminars. Jung's theories of the self and the individuation process will be developed as the conceptual frame of the training, alongside such core themes as the psychology of the transference, the collective unconscious, archetypes, the transcendent function and the development of personality.
- **Analytic theory and practice as developed by the major non-Jungian theoreticians** – Freud, Klein, Winnicott, Bion, Stern and others – will be introduced and elaborated throughout the course. Their relationship to Jungian thought and practice, as well as to each other, will be an ongoing concern of the syllabus.
- **The fundamentals of the practice** of analytical psychotherapy will be considered, giving central recognition to the relationship between patient and therapist as the mutative context of the analytic process. Subjects of seminars will include, but not be limited to: transference and countertransference; defences; acting in and acting out; interpretation and working through; and reconstruction.

- **Symbolic life** For Jung, the symbol is the medium of psychic life and its transcendent potential. We can think of the symbolic in terms of the infant's developing relationship with the world, as reflected by the acquisition of language and thinking in the making of the mind, or in terms of the imagery of transference, dream, myth, fairy tale, literature and the visual arts. The symbolic life will be studied within the Jungian framework of a dialectic of archetypal and interpersonal psychology.
- **Psychopathology** will be considered within a perspective which understands the meaning of the patient's illness simultaneously in terms of the aetiology of past psychological development, and as the purposeful struggle for individuation. Analytic attitudes to psychopathology will be studied along with its links with the development of personality. Seminars will include, but not be limited to, psychopathology and individuation, neurosis, narcissism, the borderline and the schizoid personalities, depression, hysteria, sexual perversion, and the negative therapeutic reaction.
- **Seminars on psychiatry** will be linked with the experience of a psychiatric placement.
- **The socio-cultural context for psychotherapy**
Issues of gender, race, class, age, sexuality, and politics, for example, are considered as the highly complex meeting of the collective and the individual within the analytic relationship, and the bringing into relationship of the dynamics of sameness and difference. An introduction to the theories and uses of academic research in psychotherapy is offered.
- **Management of practice** will include seminars on issues related to creating and maintaining a practice, such as assessment, therapeutic frame, legal, ethical and financial issues.
- **Well-being of the therapist** Seminars are designed to address issues related to maintaining a healthy enough state in the therapist while practising a craft which is necessarily complex. The seminars consider such areas as beginnings, the creative act of setting up a practice, the analytic life, the personality of the therapist, professional identity and the politics of the profession.
- **Public Lectures** The teaching seminars are augmented by an Annual Public Lecture Programme (usually five per year). These lectures are considered to be integral to the course, they are part of the syllabus, and they are included in the course fee. They are designed as a forum for listening to formal presentations concerning contemporary issues relevant to the development of theory and clinical practice. They also provide opportunities for meeting graduates of the training, fellow trainees and other colleagues who contribute to the Jungian culture in the Midlands.

3. Clinical Seminars

Clinical seminars offer trainees the opportunity to present and discuss clinical issues arising out of their work with patients. These seminars will be facilitated, usually by the teacher of the day.

4. Clinical Work

While trainees are required to maintain themselves in therapy for three sessions per week until qualification, the training also recognises that the success of a therapy or training, in developing a culture of consciousness, depends on many factors in the therapist-patient relationship more subtle than the number of sessions per week. For this reason, trainees will experience the characteristics of one, two and three times weekly psychotherapy within the clinical stages of the training programme.

Trainees will be required, for the purposes of their training, to see, under supervision, one patient three times weekly over eighteen months, one patient twice weekly over eighteen months, and one patient once weekly over twelve months. In doing so, we acknowledge the often overlooked intricacies and difficulties of holding a patient in once a week therapy.

Responsibility for approving that a trainee is ready to begin clinical work under supervision will be taken by the Training Committee in consultation with the tutor and supervisor. It is anticipated that such work will usually commence in the second year of the course, once a trainee has completed the Foundation Stage. (see Handbook Section 4, page 5).

5. Supervision of Clinical Work

Trainees who are involved in clinical work prior to admission to the training, or during the training, are expected to maintain themselves appropriately in supervision for that clinical work, in accordance with the WMIP Codes of Ethics and Practice.

For the purposes of the training, trainees are normally required to have individual, face-to-face supervision with a Jungian Analyst or a Jungian Analytical Psychotherapist (see page 10, 'Guidelines for Training Therapists and Supervisors') on a weekly basis from the beginning of Year 2 (Clinical Stage) of the Training. Trainees are required to work with at least two supervisors over the course of the training, preferably with a male and a female supervisor.

Training Case Supervision

Once a trainee begins work with training patients, each of their cases must have a dedicated session of supervision each week. In the case of the twice and three times weekly training patients, weekly supervision must continue for each patient until qualification or the termination of the work with that patient.

Even if training patients have ended therapy, all trainees are required to remain in weekly supervision for the entire duration of their training, until they have met all the requirements of the course.

6. Infant Observation Seminars

Observation of a baby in his or her family setting will take place over a two-year period, usually during the second and third years of the training. There will be regular visits to the family and attendance at seminars where the observations are discussed. Infant observation seminars are held in addition to the Saturday schedule of teaching.

All participants are required to submit a paper focusing on their infant observation within one year of the ending of the observation experience

This component of the Training has its own selection process whereby trainees are required to complete an application and attend an interview with the Infant Observation Seminar Leaders. The purpose of the interview is to determine the readiness of individual trainees to begin the Infant Observation Seminars.

The Infant Observation Programme may be undertaken as a free-standing course prior to applying to the Jungian Training. In this case, a trainee would thus be exempt from the Infant Observation part of the Training.

7. Bi-annual Paper

The paper that is written in the foundation stage is expected to bring together something that the trainee has gained for himself or herself from the material of the course with some aspect of theory. The papers of the subsequent alternate years are clinical presentations showing integration of clinical observation, theory and personal insight.

7.5 Six monthly Clinical Reports

Once a trainee has begun clinical work, s/he is required to submit a clinical report to their tutor and supervisor on their current training patient(s) every six months.

These clinical reports should illustrate the therapeutic relationship and the development of the therapy. They should also be a useful summary of the key points of the patient's history together with the issues central to the work and how these are being approached analytically and should give a detailed account of a trainee's supervised clinical work and its development over time.

8. Trainee's Annual Assessment of Learning

The assessment process of the course rests on the fact that the trainee is responsible for his or her learning. At the end of each year every trainee is required to write an assessment of his or her own work and learning during the previous year in relation to his or her development as a psychotherapist. The trainee writes an assessment having had the opportunity to think about the assessment of his or her work made by others.

This does not mean that the trainee is able to control, for instance, the supervisor's report, but that this material is known and can be discussed. The purpose is to establish a model of the therapist reflecting on practice in which nothing is done to remove responsibility from the therapist for learning and thinking. This does not diminish the responsibility of the Training Committee.

The tutor will make a response to the trainee's assessment of learning, and the trainee's progress and development will be discussed in a tutorial prior to the Annual Assessment Meeting of the Jungian Training Committee. At this meeting, decisions about a trainee's progression to the next year or stage of the training are made.

9. Clinical Experience in a Psychiatric Setting

Trainees without psychiatric clinical experience will be required to undertake a psychiatric placement of a minimum of six months' duration. The timing of the placement is agreed between the trainee, their tutor and the training committee, and is usually undertaken in the first year of the training.

PRE-REQUISITES

Entrance Requirements

Applicants are expected to have established themselves soundly and creatively in a profession relating to psychotherapy, or a related discipline. They will usually hold a degree and must be able to demonstrate a capacity to function at a postgraduate level in relation to academic study, written work, and the capacity to communicate effectively. Applicants must show evidence of sustained learning as well as evidence of having been able to use that learning in a creative way.

Applicants will usually have had some experience of working in a clinical setting. Those wishing to apply who have not had clinical experience may wish to discuss with a member of the Training Committee ways of gaining adequate experience before making application to the Training.

Applicants should have been in individual analytical psychotherapy, at least twice weekly, for at least a year prior to and at the time they are applying for the Course. The Training Committee welcomes applicants for training whose previous experience of personal therapy or supervision has been in a Contemporary Psychoanalytic or Kleinian framework. However, because this is a Jungian Training, training therapists and supervisors must be either Analytical Psychologists or Jungian Analytical Psychotherapists (see overleaf) and it is expected that an applicant will be established in this therapeutic relationship at the time of applying to the training.

Guidelines For Training Therapists and Supervisors

The Training is specifically Jungian, therefore training therapists and supervisors will be either Analytical Psychologists or Jungian Analytical Psychotherapists/Analysts whose own training analysis was of a minimum frequency of three times weekly, throughout their own training.

The title 'Analytical Psychologist' refers to those whose qualification is recognised by the International Association of Analytical Psychology (IAAP). The title 'Jungian Analytical Psychotherapist' is used here to refer to the subsequent generations of analysands and supervisees of Analytical Psychologists who also have a qualification from a training body with membership of the BPC or the CPJA Section of the UKCP and who maintain themselves knowledgeably and participate in contemporary Jungian culture.

All training therapists and supervisors should therefore be qualified members of an organisation accredited by the BPC or the CPJA Section of UKCP. The Committee expects training therapists and supervisors to be experienced, with a minimum of five years post qualification clinical experience, and to spend the majority of their working week engaged in the practice of analytical psychotherapy. Training therapists are expected to have themselves trained in a model of developmental Jungian psychotherapy with experience of at least 3 times weekly work, as this is one of the Committee's Training requirements.

Prospective training therapists and supervisors will be expected to participate in an appointment process approved by WMIP. The Committee is committed to fostering and maintaining constructive and creative relations with other training organisations and respects the judgement of individual organisations in their qualifying procedures for therapists and supervisors.

METHOD OF APPLICATION

I. Applicants for the Full Training in Jungian Analytical Psychotherapy leading to BPC Registration

Application forms may be obtained from Mrs Sue Harford, Administrator, Jungian Training Committee, Unit 1A, West Stockwith Park, Stockwith Road, Misterton, Nottinghamshire DN10 4ES. There is an application fee to cover the cost of interviews and administration (see Application Fee, page 13).

Applicants are asked to provide details of: the name and professional membership of their therapist or analyst; the frequency and duration of their personal psychotherapy; two referees, including one supervisor (if currently working in a clinical setting this should be the current supervisor). They are also asked to write about the important events in their lives and about why they wish to do a Jungian training and to give details of their clinical experience. After considering all this information, the Training Committee will then either ask the applicant to be interviewed or will decline the application.

Selected applicants for the training have two individual interviews with experienced analytical psychotherapists or analysts. In order to widen the thinking about the applicants, interviewers are not members of the Training Committee. The assessment policy of the Training Committee is to ask the interviewers to consider the suitability of the applicant in accordance with the statement of our ethos and aims, and, in a report, to make an explicit recommendation on the basis of their experience of the interview.

The Training Committee considers the interviewers' reports and recommendations, and on the basis of these may invite an applicant to attend a group selection activity at which members of the Jungian Training Committee will be present.

The individual interviewers' reports, the application forms and references and the outcome of the group activity are considered by the Training Committee who make the final selection decision.

Any member of the Training Committee who has a patient applying to the course is not present for any part of the discussion of that application and does not receive copies of the application documents. This applies also if the applicant is known to a training committee member in another capacity which might present a boundary conflict.

Applicants for the Foundation Course ONLY

The information above applies to candidates who wish to be considered for the Foundation Course.

Should a Foundation Course candidate subsequently wish to progress to the Clinical Stage of the Training, this decision is made in conjunction with the tutor and the thinking about this forms a crucial part of the assessment of learning. Thus such decisions should begin to be made by the middle of the second term in order to give both the trainee and the tutor sufficient time to consider this process. A trainee will usually be required to attend an additional assessment interview to assess their readiness to progress to the clinical stage.

2. Clinical Stage of Training

To progress from the Foundation Stage to the Clinical Stage, trainees must:

- a) pass their Foundation Year paper, and complete the Foundation Stage Assessment of Learning
- b) have begun to establish themselves in meaningful clinical practice (such as private practice or an approved placement) and arranged supervision with an approved supervisor.

A dialogue between the tutor and supervisor will help to establish readiness to commence training case work.

Should a trainee not achieve these prerequisites, he or she may remain in the Foundation stage (pre clinical) for one more year.

(A candidate who was initially accepted on to the Foundation Stage **only**, may transfer to the full clinical training, subject to the above requirements).

Candidates who wish to transfer must inform the committee by February 15th of the academic year in question.

COST OF TRAINING

Training is self-financed and non-profit making. The fees are therefore the cost of providing teaching and administration divided by the number of trainees, less any other income. The trainee's therapy and supervision costs are negotiated with the therapist concerned and are over and above the costs of the training fees.

1. Application Fees

An Application Fee of £230 should be enclosed with the application form. The fee covers the cost of the application and selection process, which includes two assessment interviews and a group selection activity. The cost of travel for interview is the responsibility of the applicant.

In the event of an applicant not being selected for interview, £100 of this fee is refunded.

2. Course Fees

The Course fee during the Foundation stage and years 2 to 4 of the training covers the cost of teaching seminars, public lectures, tutor and essay reader fees and administration.

It is not unusual for the training to continue beyond the four year seminar programme in order to complete the clinical requirements. In the fifth and any subsequent years the per term fee will be reduced by the cost of the teaching seminars.

The Infant Observation fee is separate from the Course fee.

The Course fee, and when applicable, the Infant Observation fee, are payable per term in advance.

As a guideline, in the year 2017/2018, trainees will pay a fee of £980 per term. Those trainees continuing into year 5 of their training pay a fee of £400 per term.

The Infant Observation fee, in the year 2017/2018 will be set at £230 per term. A DBS check is required for this component of the training, and a trainee is required to pay for this to be carried out via our Administrator (approximately £35.00).

MEMBERSHIP OF WMIP

The Jungian Training in Analytical Psychotherapy is one of the analytic trainings affiliated with the West Midlands Institute of Psychotherapy.

The Institute functions in accord with the following Statement of Intention.

“The West Midlands Institute of Psychotherapy is committed to equal opportunities and welcomes everyone without discrimination on the grounds of race, class, culture, gender, marital status, physical disability, religion or sexual orientation.”

Trainees who are not already members of WMIP are required to apply to WMIP for Student Membership, for which there will be an annual subscription.

Trainees are required to abide by the WMIP Codes of Ethics and Practice.

Student Members can attend WMIP members' meetings, and will receive the WMIP Journal and the Institute's newsletter News and Views, and may subscribe to the British Journal of Psychotherapy at group rates.

QUALIFICATION

On successful completion of the Foundation Year, a trainee will be awarded a Foundation Certificate in Jungian Analytical Psychotherapy (Pre-Clinical), validated by the West Midlands Institute of Psychotherapy. This is by no means a licence to practise analytical psychotherapy, but it is a recognition of the trainee's achievement in completing a pre-clinical theoretical course of 150 hours' duration. This may count towards Continuing Professional Development hours for related professions such as counselling.

When a trainee has satisfactorily completed the full Course in Jungian Analytical Psychotherapy (minimum four years' duration), the Training Committee will recommend to the Council of WMIP that a Qualifying Certificate in Analytical Psychotherapy be conferred. The Jungian Training is recognised by the BPC (British Psychoanalytic Council) and graduates are entitled to register with the BPC as Jungian Psychotherapists.

Following completion of the Training in Jungian Analytical Psychotherapy the Training Committee will also recommend to Council and the Electoral Committee that the graduate is awarded Professional Membership of the West Midlands Institute of Psychotherapy.

Jungian Training Committee

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