



C.G. JUNG INSTITUTE OF LOS ANGELES

ADVANCED ANALYTICAL PSYCHOLOGY COURSE FOR PRACTITIONERS

This course extends over a nine-month period beginning in September 2010 and ending in May 2011. It is structured around seminar courses on **Mondays from 7:00pm to 8:30pm**, each focused on a different aspect of the principles and/or techniques of Analytical Psychology.

Clinical case consultation will precede each weekly seminar from **5:30pm to 6:45pm** to allow for more practical integration of the material presented. Case conferences will be run by a team of faculty analysts so that participants have an opportunity to witness the variety of clinical perspectives within the Jungian community.

The class is intended for licensed professionals: psychiatrists, psychologists, social workers, and marriage and family therapists.

The Institute is a CE provider. Our courses are also accepted by the APA for MCEP credits. **90 CE credits are available for the complete course, 3 per class.**

A complete list of learning objectives will be provided to participants at the first session.

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CALENDAR

September 20, 2010	The Red Book and Jung's Psychology Michele Daniel, Ph.D.
October 4, 2010	Early Influences in Jung's Philosophical and Clinical Outlook Charles Zeltzer, Ph.D.
October 11, 2010	Complexes Nancy Furlotti, M.A.
October 18, 2010	The Shadow Paula Smith-Marder, Ph.D.
October 25, 2010	The Body in Analysis Wendy Wyman-McGinty, Ph.D., A.D.T.R.
November 1, 8, 15, 22, 2010	Archetypes in Clinical Practice J. Gordon Nelson, Ph.D.
November 29, 2010 December 6, 13, 2010	Sandplay Harriet Friedman, M.A., and Sachiko Taki-Reece, M.F.T., Ed.D
January 3, 10, 2011	Typology Steven Galipeau, M.A., M.Div.
January 17, 24, 2011	Development across the Lifespan JoAnn Culbert-Koehn, L.C.S.W.
January 31, 2011 February 7, 2011	Alchemy in Clinical Practice J. Gordon Nelson, Ph.D.
February 21, 28, 2011 March 7, 14, and 21, 2011	Dreams Robert Moradi, M.D.
April 11, 2011	Experiencing God: The Religious Dimension of the Psyche Michael Gellert, L.C.S.W.
April 18, 2011	Techniques in Analytical Psychology: How We Work, part I Barry Miller, Ph.D.
April 25, 2011	Techniques in Analytical Psychology: How We Work, part II Pamela Power, Ph.D.
May 2, 9, 16, 23, 2011	Transference and Countertransference Steven Galipeau, M.A., M.Div., and Tia Galipeau, M.A.

CLASS SCHEDULE



The Red Book and Jung's Psychology

Presented by Michele Daniel, Ph.D.

Monday, September 20, 2010; 7:00-8:30pm

Close reading of the Red Book and of the Collected Works together reveals the extent to which Jung's experience with the unconscious, as documented by his writings, correlates with his later theoretical writings. In this seminar, we will consider the history of the Red Book, as well as some of these correlations, through a comparative examination of selected dialogs and concepts developed in *Two Essays in Analytical Psychology*.

Learning objectives:

- Describe the personal and collective context from which the *Red Book* emerged;
- Describe the relationship between certain dialogs in the *Red Book* and theoretical concepts set forth in *Two Essays in Analytical Psychology*.

Michele Daniel, Ph.D., is a Jungian analyst and past President of the C.G. Jung Institute of Los Angeles. A former Associate Professor of counseling psychology at California State University, Bakersfield, she is currently on the faculty of the graduate programs in Consciousness Studies and Transformational Psychology at the University of Philosophical Research. Michele holds an additional graduate degree in Buddhist studies.



Early Influences in Jung's Philosophical and Clinical Outlook

Presented by Charles Zeltzer, Ph.D.

Monday, October 4, 2010; 7:00-8:30pm

This lecture will examine the development of Jung's theory and practice of analytical psychology from an historical as well as personal perspective.

Learning objectives:

- Identify two factors in Jung's life which contributed to his theory of analytical psychology;
- Describe Jung's view of the psyche.

Charles Zeltzer, Ph.D., is a Jungian analyst practicing in Brentwood and Ventura. A former Director of Training of the C.G. Jung Institute of Los Angeles, Charles has lectured both nationally and internationally on various issues related to the religious function of the psyche and alchemy.



Complexes

Presented by Nancy Furlotti, M.A.

Monday, October 11, 2010; 7:00-8:30pm

This lecture will define what is meant by a complex and its interrelationship with archetypes, symbols, and instincts. We will address some of the ways in which complexes are acted out through affect. Drawing from clinical work, we will clarify how complexes originate, how they are manifested in inter and intrapersonal relationships, and ways to work with them in treatment.

Learning objectives:

- Describe what is meant by a complex, how a complex manifests, and give three examples of how to work with a complex in a clinical situation;
- Describe the relationship between complexes, archetypes, and instincts.

Nancy Furlotti, M.A., is a Jungian analyst in private practice in West Los Angeles. She teaches in the Analyst Training Program at the C.G. Jung Institute of Los Angeles, where she was also past President of the Board of Directors. Nancy is on the national board of the Archive for Research of Archetypal Symbolism (ARAS) and is interested in the exploration of the psyche via myth and symbol. She is, also, the Co-President of the Philemon Foundation, where she works hard to support the preparation and publication of all of C.G. Jung's unpublished writings.



The Shadow

Presented by Paula Smith-Marder, Ph.D.

Monday, October 18, 2010; 7:00-8:30pm

This lecture will describe Jung's concept of the shadow and how it manifests in the context of the analytic process.

Learning objectives:

- Describe Jung's concept of the shadow and give three examples of how one might discover his/her shadow;
- Distinguish between the personal and archetypal shadow.

Paula Smith-Marder, Ph.D., is a Jungian analyst and clinical psychologist in private practice in Westwood. She is on the faculties of the C.G. Jung Institute of Los Angeles and the UCLA Department of Psychiatry and Behavioral Sciences. She is currently Co-Director of Training at the C.G. Jung Institute of Los Angeles and she lectures frequently on women's dreams and animal imagery in dreams.



The Body in Analysis

Presented by Wendy Wyman-McGinty, Ph.D., A.D.T.R.

Monday, October 25, 2010; 7:00-8:30pm

Authentic movement as a form of active imagination is often utilized as part of the analytic process as a means of amplifying unconscious material. In this case presentation we will explore how this technique can be helpful with patients who have experienced dissociation due to trauma.

Learning objectives:

- Describe the process of authentic movement;
- Describe how authentic movement can be utilized in cases of trauma.

Wendy Wyman-McGinty, Ph.D., A.D.T.R., is a Jungian analyst, clinical psychologist, and dance therapist in private practice in West Los Angeles, with an interest in the somatic aspect of analysis, and its relationship to the development of a symbolic process. Her work has appeared in *Spring journal*, *The Journal of Analytical Psychology*, *Authentic Movement, Vol. II*, and *Supervision in Dance/Movement Psychotherapy*.



Archetypes in Clinical Practice

Presented by J. Gordon Nelson, Ph.D.

Monday, November 1, 8, 15 and 22, 2010; 7:00-8:30pm

Archetypal images are “symbolic expressions of the inner unconscious drama of the psyche which become accessible to man’s consciousness by way of projection—that is mirrored in nature,” wrote C. G. Jung. In *The Archetypes and the Collective Unconscious*, of which we will read excerpts, Jung describes some central archetypes that are basic to clinical work and individuation. We will discuss images such as: the shadow (“the apprentice piece” in our individuation), the anima or soul (“the master work” in our life plan), the mother, our inner opposite-gendered partner (anima or animus), the trickster, and how these intersect our clinical work.

Course objectives:

- Evaluate the archetypal quality of a specific cultural or personal image in an understandable manner and describe its energy;
- Demonstrate the relationship between a personal complex and an archetype;
- Describe an example of the healing potential in a specific instance of archetypal imagery that arises from the individual's personal experience;
- Utilize the description of the archetype to diagram the relationship of a mother and a child who is now an adult;
- Demonstrate with a behavioral description the transition from son to father;

- Describe the image of the inner agent as it effects behavior;
- Describe the contents of an ethical action as compared with an automatic action;
- Evaluate an experience of the self and compare this with the relationship to the concept of the self.

J. Gordon Nelson, Ph.D., is a Jungian analyst and a psychotherapist in Santa Monica. He has taught the complete Collected Works Reading Program several times as well as individual courses on clinical applications of analytical psychology. He has served as the President of the C.G. Jung Institute of Los Angeles, Chair of the Certifying Board, and teaches candidates in analytical training.



Sandplay

Presented by Harriet Friedman, M.A., and Sachiko Taki-Reece, M.F.T., Ed.D

Monday, November 29, 2010, December 6 and 13, 2010; 7:00-8:30pm

Sandplay is a powerful therapeutic tool that facilitates the psyche's natural capacity for healing through the tangible emergence of personal and archetypal symbols in a "free and protected" space. Each session will focus on both theoretical and practical issues of sandplay for those new to the technique and for those who desire more in-depth training.

Course objectives:

- Describe the technique of Sandplay Therapy;
- Discuss the relationship between Jungian theory and the practice of Sandplay Therapy;
- Discuss how the non-verbal method of sandplay and the verbal interaction in analytic treatment enhance each other;
- Demonstrate how Sandplay Therapy contributes to affect regulation;
- Recognize healing process in a trauma case study;
- Describe various stages of development that can be seen in a Sandplay Therapy

Harriet Friedman, M.A. is a Jungian analyst in private practice in West Los Angeles. She is a founding member of Sandplay Therapists of America, a member of the International Society of Sandplay Therapy, and a former Director of the Hilde Kirsch Children's Center. Co-author of *Sandplay: Past, Present, and Future* and author of *Supervision of Sandplay Therapy*, she lectures frequently on Sandplay and Jungian psychology.

Sachiko Taki-Reece, M.F.T., Ed.D., is a Jungian analyst and faculty member of the C.G. Jung Institute of Los Angeles and a teaching member of the International Society of Sandplay Therapy. Sachiko has published Sandplay research articles and book chapters in English and Japanese.



Typology

Presented by Steven Galipeau, M.A., M.Div.

Monday, January 3 and 10, 2011; 7:00-8:30pm

Beginning with his relationship with Freud, Jung began formulating his ideas concerning psychological types. For instance, why would only one member of a family be negatively impacted by the family psychology? Jung's creative work in this area resulted in the publication of *Psychological Types*, now Volume 6 of the *Collected Works*. We will examine Jung's theory of typology, the Myers-Briggs Type Indicator based on Jung's ideas, and the work of Jungian analyst John Giannini who has found parallels to Jung's typology in such diverse fields as developmental psychology, brain research, and theories of organization development.

Course objectives:

- Identify the two attitude types and the four functions of consciousness;
- Explain how the Myers-Briggs Type Indicator identifies individual typology;
- Assess the role of typology in interpersonal relationships;
- Compare typology to other theories of human differences.

Steven Galipeau, M.A., M.Div. is a Jungian analyst in private practice in Calabasas and Executive Director of Coldwater Counseling Center in Studio City. The author of *The Journey of Luke Skywalker: An Analysis of Modern Myth and Symbol* and *Transforming Body and Soul: Therapeutic Wisdom in the Gospel Healing Stories*, Steve has lectured nationally and internationally on a variety of topics related to analytical psychology.



Development Across the Lifespan

Presented by JoAnn Culbert-Koehn, L.C.S.W.

Monday, January 17 and 24, 2011; 7:00-8:30pm

This seminar will focus on how Jung viewed development over the lifespan. We will learn what promotes growth and what blocks growth from a Jungian perspective. We will begin with prenatal life and end with old age.

Course objectives:

- Describe how Jung defines the tasks of the first half of life;
- Describe how Jung defines the tasks of the second half of life;
- Describe the passage of menopause from a Jungian perspective.

JoAnn Culbert-Koehn, L.C.S.W., is a Jungian analyst in private practice with adults and children in Beverly Hills. A past President of the C.G. Jung Institute of Los Angeles, she has also served as Director of Training and Co-Director of the Hilde Kirsch Children's Center. She has published and lectured in the U.S., Mexico, and Europe on issues of separation and birth trauma. Currently U.S. deputy editor of the *Journal of Analytical Psychology*, she serves as a board member of the Frances Tustin Memorial Trust and is a member of the Executive Committee of the International Association for Analytical Psychology (IAAP).



Alchemy in Clinical Practice

Presented by J. Gordon Nelson, Ph.D.

Monday, January 31, February 7, 2011; 7:00-8:30pm

Jung describes individuation as an alchemical process, and tells us that in alchemy he found the historical counterpart of his psychology of the unconscious. Alchemy asserts that the real nature of matter, or for that matter consciousness, is unknown, and must be worked on. It calls to us. Raising the base processes, the disowned material, the lead in our boots, to the highest and the brightest, and most valued gold in our lives involves stratagems and actions that not only change us but that also changes the world around us. Alchemical images describe, reflect and contain the seemingly unexplainable emotional and mental blocks and developments encountered in psychotherapy as well as in depth engagement with all unconscious material.

Course objectives:

- Describe in action images the difference between “fools gold” and “the gold of the philosophers” as a psychological facts in a mental dialogue..
- Evaluate simple alchemical images as personal psychological descriptions that may or may not carry meaning and value in the human transformative process.
- Describe in action terms the principle: “As above, so below; as within, so without” as a bridging action between behavior and cognition.
- Give an example of the actions of alchemy as natural images for describing the what psychotherapy observes as ethical or cognitive actions



Dreams

Presented by Robert Moradi, M.D.

Monday, February 21, 28, 2011, March 7, 14, and 21, 2011; 7:00-8:30pm

Patients' dreams can be of value in helping make decisions about the course of treatment. Some examples include: the need for treatment; the frequency of sessions; whether medications should be utilized; and the correct attitude towards the patient's problems. This assistance from the

unconscious can serve to balance the one-sidedness born out of the limitations of the conscious mind. Using clinical vignettes, we will discuss the application of these ideas in clinical practice.

Course objectives:

- Demonstrate how a dream can be a reaction to a current life situation;
- Demonstrate how a dream can reflect an underlying unconscious conflict;
- Analyze how a dream can contain diagnostic information;
- Demonstrate the symbolic nature of dreams;
- Describe amplification of dreams;
- Compare personal and collective dreams;
- Recognize the value of initial dreams;
- Identify the images in dreams that symbolize wholeness in the psyche of the dreamer;
- Identify dreams that point to the choice of treatment or to a change required in the treatment process;
- Analyze the therapist's dreams about a patient.

Robert Moradi, M.D., is a Jungian analyst, board certified in psychiatry and child psychiatry. He is an associate clinical professor of psychiatry at the UCLA School of Medicine, teaching at several training institutions. He directed training in child and adolescent psychiatry at Cedars Sinai Medical Center from 1981 to 1994. He teaches a yearlong course on the interpretation of dreams at Reiss-Davis Child Study Center. Dr. Moradi has published and presented extensively on the treatment of adults, children and their families.



Experiencing God: The Religious Dimension of the Psyche

Presented by Michael Gellert, L.C.S.W.

Monday, April 11, 2011; 7:00-8:30pm

In this talk we will explore what the human experience of God tells us about the nature of God. We will examine some of the changes that the Western God-image has undergone over the last 3000 years and the direction it appears to be evolving in at present. Special attention will be given to how a new God-image is beginning to erupt in the dreams of individuals and in our culture.

Course objectives:

- Discuss how Jung introduced a Copernican revolution in psychology and how this reflects a newly emerging religious attitude for modern times.
- Review the seminal insights of Jung, Erich Neumann, and Edward Edinger on the evolution of consciousness;
- Examine what “big” dreams and other visionary phenomena tell us about the evolution of Western consciousness in particular.

Michael Gellert, L.C.S.W., is a Jungian analyst in private practice in Los Angeles and Pasadena, and former Director of Training of the C.G. Jung Institute of Los Angeles. He is the author of *Modern Mysticism*, *The Fate of America*, and *The Way of the Small*.



Techniques in Analytical Psychology: How We Work, Part I

Presented by Barry Miller, Ph.D.

Monday, April 18, 2011; 7:00-8:30pm

Psychological orientation generally implies a specific way of working in the therapeutic encounter. Analytical psychology, by contrast, stresses the uniqueness of the individual. However, the question rises as to whether there are techniques and procedures that seem specifically related to analytical psychology and those which seem contrary to an analytic orientation.

Course objectives:

- Describe some of the differences between Analytical Psychology and current trends in psychodynamic psychotherapy;
- Demonstrate two therapeutic strategies based on the principles of Analytical Psychology.

Barry Miller, Ph.D., is a Jungian analyst and clinical psychologist in West Hollywood. In addition to serving as faculty at the C.G. Jung Institute of Los Angeles, he lectures frequently on dreams, sexuality, and transference and counter-transference issues.



Techniques in Analytical Psychology: How We Work, Part II

Presented by Pamela Power, Ph.D.

Monday, April 25, 2011; 7:00-8:30pm

Approaches to the psyche have evolved since Jung's death. We will explore developments in analytical thinking in the context of the therapeutic relationship.

Course objectives:

- Identify what contributes to an analytic attitude;
- Describe how the analyst's subjective experience affects the transference;
- Identify current developments within Jungian analysis.

Pamela Power, Ph.D., is a clinical psychologist and Jungian analyst with a private practice in Santa Monica. She is a past Clinic Director and a past Training Director at the C.G. Jung Institute of Los Angeles.



Transference and Countertransference

Presented by Steven Galipeau, M.A., M.Div. and Tia Galipeau, M.A.

Monday, May 2, 9, 16, and 23, 2010; 7:00-8:30pm

These classes will offer an overview of Jung's approach to transference and countertransference. Participants will learn to identify the primary ways transference and countertransference manifests in psychotherapy and analysis and learn how to work with them. Ethical challenges of transference and countertransference will be identified and the therapist's responsibility in the therapeutic alliance outlined.

Course objectives:

- Review Jung's approach to transference and countertransference;
- Describe the inductive effective of the transference and countertransference;
- Compare post Jungian developments in transference/countertransference;
- Identify ways transference is manifest in the therapeutic relationship;
- Differentiate between personal and archetypal aspects of the transference;
- Identify ethical challenges countertransference reactions create for the therapist;
- Discuss specific writings of Jung on the transference.

Steven Galipeau, M.A., M.Div., see above.

Tia Galipeau, M.A., is a Jungian analyst in private practice in Woodland Hills and Clinic Director of Coldwater Counseling Center in Studio City. Reading and teaching Jung's essay on the psychology of the transference is one of her two great professional passions; the other is the spiritual and psychological meaning of the symbol of the Tree.

LEARNING OBJECTIVES FOR CASE CONSULTATION

- Describe how Jungian analysis differs from other analytic schools of thought.

The Relationship of the Ego to the Unconscious

- Describe what is meant by the role of symbol formation in analysis, what contributes and what inhibits this process;
- Describe what is meant by the ego-Self axis and give an example from clinical practice;
- Identify factors which contribute to the development of a symbolic process;
- Describe what is meant by a complex and give an example from clinical practice;
- Describe what is meant by the shadow, and give an example from clinical practice;
- Describe what is meant by the Anima/Animus, and give an example from clinical practice;
- Describe what is meant by an archetype, and give an example from clinical practice;
- Give an example of a complex having an archetypal core;
- Give an example of the sacred and profane aspect of the archetype in clinical practice;
- Describe how to use imagery from a myth or fairy tale as a means of amplifying a psychological experience;
- Describe the defensive nature of a complex and its function in the formation of the personality;
- Explain how typology affects the development of the personality using a clinical example;
- Explain how defense mechanisms function from an intra-psychic and inter-personal perspective;
- Describe what is meant by projection and give an example from clinical practice;
- Describe projective identification, and how it functions within the context of the transference;
- Describe splitting as a means of avoiding psychic pain using a clinical example;
- Differentiate between inter-personal and intra-psychic envy in clinical practice;
- Discuss the effect of primitive mental states on the integration of the personality;
- Describe what is meant by a symbolic attitude towards gender identity;
- Describe active imagination and how to work with it in clinical practice.

The Body in Analysis

- Describe Jung's ideas about the body as a manifestation of unconscious experience;
- Describe how a patient may use somatization as a means of dealing with psychological pain;
- Give an example of how to work with the body using active imagination;
- Describe how to work with the somatic countertransference in clinical practice.

Dreams

- Discuss the difference between a reductive vs an amplification approach to working with dreams using a clinical example;
- Describe what is meant by the ego-self axis, and give a clinical example using a patient's dream or clinical material;
- Give an example of how the transference can manifest in a patient's dream using a clinical example;
- Give an example of how an archetypal theme manifests in dreams;
- Give examples of how to work with projection, projective identification, splitting, envy in clinical practice;
- Discuss the effect of primitive mental states on the integration of the personality;
- Identify some ways in which primitive mental states affect the transference/countertransference relationship;

- Describe the personal and archetypal aspects of the transference;
- Describe how the therapist's typology can affect one's work with patients using a clinical example;

CONTINUING EDUCATION

The C.G. Jung Institute of Los Angeles Institute is **CE, APA** approved.

Psychologists: The C.G. Jung Institute of Los Angeles is approved by the **American Psychological Association** to sponsor continuing education for psychologists. The C.G. Jung Institute maintains responsibility for this program and its content. Please see the individual program for the number of CE credits awarded for each course. Full attendance is required for psychologists to receive credit. In accordance with APA guidelines, partial credit will not be awarded. Psychologists report directly to the MCEP using the certificates of attendance awarded at the completion of the course.

Clinical Social Workers and MFTs: The C.G. Jung Institute of Los Angeles is an accredited provider for continuing education credits for LCSWs and MFCCs/MFTs (provider # PCE 318). Please see the individual program for the number of CE credits awarded for each course. These courses meet the qualifications for continuing education credit for MFTs and/or LCSWs as required by the California Board of Behavioral Sciences. Only the actual number of hours spent in the educational activity may be claimed for credit.

Nursing: The C.G. Jung Institute of Los Angeles is an accredited provider approved by the California Board of Registered Nursing (Provider #07986). Registered Nurses may claim only the actual number of hours spent in the educational activity for credit.