

# **Exam Regulations**

## **Curriculum Psychoanalysis**



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## **Preliminary Note<sup>1</sup>**

The following examination regulations are divided into two parts.

“A. Formal Conditions” defines responsibilities and describes the process of exams as an addition to the requirements mentioned in the respective further education and further training programs.

“B. Content of the Examinations” contains the core knowledge of individual subjects along with a reading list.

Regardless of this content, examiners<sup>2</sup> are free to test students on other specialized content. It is, therefore, necessary for students to begin the process of contacting their preferred examiners on time in order to discuss the required knowledge and to prepare for any additional reading.

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<sup>1</sup> Regarding translations of this document: The original German version remains binding.

<sup>2</sup> In order to facilitate readability, the subsequent text uses the masculine gender in designating the examiner, student or analyst and so forth, whether male or female or non-binary.

## B. FORMAL CONDITIONS

### 1. Responsibilities

#### a. Oral and written exams in Intermediate and Diploma Examinations

Examiners	are chosen by the board of the training sector for a particular subject and are mentioned in the list of examiners.
Examiners	for the "Individual Case Examination" all supervisors (LAS, AKJS) as well as supervisor candidates (LAS*, AKJS*) are authorized ex-officio.
Co-examiners	are chosen by the board of the training sector and get assigned by the administration of studies. Co-examiners are not subject-specific.

An examiner (Curriculum Psychoanalysis) may be selected for one Intermediate Exam and for one Diploma Exam. Exceptionally, the same examiner can be selected twice in both the Intermediate Exams and Diploma Exams (including thesis). Thus, an examiner can test up to four times.

Examiners and co-examiners discuss the mark with the deciding vote being determined by the examiner.

#### b. Written papers

Case reports	the reader has to be a supervisor candidate (LAS*, AKJS*) or a supervisor (LAS, AKJS)
Seminar paper about symbolic material (LAS, AKJS)	advisor has to be an examiner, a training analyst, a supervisor candidate (LAS*, AKJS*) or a supervisor
Anamnesis report	advisor has to be an examiner, a supervisor candidate (AKJS*), or a supervisor of the academic field "Analytical Psychotherapy for Children and Adolescents" (AKJS)
Seminar paper about projective test field	advisor has to be an examiner, a supervisor candidate (AKJS*) or a supervisor of the academic "Analytical Psychotherapy for Children and Adolescents" (AKJS)
Interaction within family field	advisor has to be an examiner, a supervisor the candidate (AKJS*) or a supervisor of the academic "Analytical Psychotherapy for Children and Adolescents" (AKJS)
Word-Association Test	the supervision is carried out by the seminar leader

c. Thesis

Thesis advisor                      examiner, training analyst, supervisor candidate, supervisor

Thesis co-advisor                  accredited analyst or approved external expert

**2. Process of exams**

a. General

Exams are conducted by an examiner and co-examiner; the "Individual Case Examination" is conducted by one examiner and two co-examiners. The individual supervisor of the examined case cannot be examiner nor co-examiner.

To ensure that the examinations run as smoothly as possible and that the standard period of study can be adhered to, the following points must be taken into account: Before the registration deadline for the exams, students select their examiner, obtain his consent to take the exam and send the form "Registration Intermediate Examination" or the form "Registration Diploma Examination" to the Administration of Studies.

Examiner is unavailable

Should a designated examiner be prevented from attending on short notice, the exam as a rule cannot be taken. If, exceptionally, a substitute examiner is available to whom the student in question agrees in writing to the substitution, the examination may take place. Specifically, the following agreement must be signed by the student: "I agree that the exam will be conducted by the substitute examiner Mr/Ms ..., and I am aware that the content of the exam can differ from the one originally agreed upon."

Co-examiner is unavailable

Should a co-examiner be prevented from attending at short notice, the exam can only be conducted if a substitute co-examiner can be found, or if the student agrees in writing to taking the exam without a co-examiner.

Exam material

Any materials needed for an oral exam will be provided by the examiner, except for the "Individual Case Examination". Material for the preparation of the oral exam can be collected at the Front Office one hour before the start of the exam.

The following Diploma Examinations usually provide material: "Clinical Psychiatry, Diagnosis and Therapy", "Clinical Psychiatry, Diagnosis and Therapy for Children and Adolescents", "Myths and Fairy Tales from the Perspective of Depth Psychology", "The Understanding of Pictures or Sandplay Processes in Adults / Children and Adolescents from the Perspective of Depth Psychology and Clinical Practice".

Material can be provided in the following Intermediate Exams: "Myths and Fairy Tales from the Perspective of Depth Psychology" and "Dreams in Adults (or in Children or Adolescents) from the Perspective of Depth Psychology".

Written Exam

The "Fairytale Exam" at the diploma level (Curriculum Psychoanalysis) can be taken either as a written exam at the Institute or as a term paper written at home. The written exam lasts a maximum of six hours. 48 hours are given for the term paper,

starting from Friday 4 pm to Sunday 4 pm. Material for the written exam and the term paper will be provided at the beginning of the exam.

On the day of the written exam, the student has to come to the Front Office to check in for the exam. A computer will be provided by the Institute as it is not permitted to use one's personal computer, unless the student wishes to write the exam by hand. After six hours, the exam is to be submitted to the Front Office. While it is possible to take a copy of the exam home to type into the computer, the typed copy must not differ in content from the original exam and must be sent to the Administration of Studies within 1-2 days. The library will provide some reference materials for the written exam (see page 45); personal notes and other texts are not permitted.

On the day of the term paper, the Administration of Studies will send the fairy tale to the student by e-mail. After 48 hours at the latest, the term paper must be sent to the Administration of Studies, to the examiner and the co-examiner by e-mail.

Selection  
of the examiner

To ensure that the examination process runs as smoothly as possible while maintaining the standard period of study, the following points should be taken into account:

Prior to the exam registration deadline, the student must choose an examiner, get his consent, and send the corresponding documents "Choice of Examiners" and "Exam Registration Form" to the Administration of Studies.

Paper

If an examiner requires a paper for the Intermediate Exams (Curriculum Psychoanalysis, chapter 9, Art. 36, 3), he needs to inform the student about this at the latest 8 weeks before the examination period. Completed papers of 5 pages (maximum 10 000 characters including spaces) must be sent to the examiner at least 4 weeks prior to the exam date; the examiner will then inform the student at least two weeks before the exam date whether the paper is accepted. If a paper is not accepted, the student can revise it. Accepted papers must be sent by the student to the co-examiner at least one week before the exam date.

The exam, however, may not solely focus on the content of the paper.

Duties of examiners

Examiners are required to promptly answer e-mails or other messages from students. The content of the exam and any required reading should be announced by the examiner upon the student's selection of examiner.

It is expected that both examiner and student meet the requirements agreed upon.

Grading sheet

Students will receive a document stating the results of the exam after the Intermediate and the Diploma Exams, respectively.

Rating

An examination is assessed as follows:

"Excellent" (1), if the performance exceeds the requirements

"Good" (2), if the performance is in accordance with the requirements

“Satisfactory” (3), if the performance shows deficiencies, but is in accordance with the requirements overall

“Unsatisfactory” (4), if the performance isn’t in accordance with the requirements and shows deficiencies that have to be resolved

Half marks can be given, though every mark that exceeds 3 is “unsatisfactory”.

The “Individual Case Examination” and the Thesis Discussion are not graded, but be assessed as “passed” or “failed”.

b. Thesis and Thesis Discussion

Thesis

It is recommended that a thesis advisor is sought out right at the beginning of the work on the thesis. The choice of the thesis advisor as well as the thesis topic as agreed upon between the advisor and student must be approved by the Director of Studies. For this, a one to two page work plan (incl. table of contents as well as the most important literature) as well as the names of the thesis advisor and two co-advisors must be handed in.

Students can choose the thesis advisor and also the two thesis co-advisors. As thesis advisor all main-examiners, training analysts (LA), supervisor candidates (LAS\*, AKJS\*) and supervisors (LAS, AKJS) are possible. All accredited analysts can be chosen as co-advisors. Current and former training-analysts as well as members of one’s individual Admissions Committee, however, cannot be thesis advisors nor thesis co-advisors. An external thesis co-advisor can be called in when this is relevant to the topic and he is sufficiently qualified for this task.

The thesis has to be submitted to the thesis advisor and the two thesis co-advisors 8 weeks prior to the thesis discussion at the latest.

After the thesis has been accepted by the thesis advisor, students themselves arrange the date (within the examination period) and the location for the thesis discussion with the thesis advisor and the two thesis co-advisors. The discussion of the thesis serves to deal with the content of the work.

The aim of this exam is to discuss the thesis, during which will be decided whether the thesis is going to be approved or not. The thesis advisor will send an evaluation form to the Administration of Studies. Any changes that need to be revised must be completed prior to the exam conference in order to receive the diploma. The thesis advisor is required to assess the student’s short-term changes until the exam conference. Therefore, it is recommended to arrange time for a possible revision while scheduling.

Before handing out the diploma one bound copy and an electronic version of the accepted thesis for the C.G. Jung Institute’s library must be delivered to the Administration of Studies. Personal data of clients are to be changed so as to ensure the client’s anonymity.

#### Topic of thesis

The topic of the thesis can be from any field of knowledge that can be related to Analytical Psychology and psychotherapy, for example: medicine, psychology, psychotherapy and research in psychotherapy, cultural, religious and intellectual history, symbolic research, natural sciences, technology, economics, politics, etc.

The chosen topic needs to contribute to the field of Analytical Psychology, and vice versa. There needs to be reflection in the light of the theory and practice of Analytical Psychology.

The chosen topic should go beyond any personal relevance; it should be relevant in general and consider not only personal but collective aspects as well.

Thoughts about the relevance of the topic for therapeutic work are desirable.

The scope of the thesis is between 60 to 100 pages (120 000 to 200 000 characters including spaces).

The criteria of assessing the paper include the scientific quality of the thesis and the candidate's overall understanding of Analytical Psychology.

### **3. Deadlines**

#### Deadlines

Decisions regarding the promotion and graduation are made at the exam conference, which will take place at the end of each semester and is, therefore, the overall deadline.

Requirements that have not been completed or accepted by the date of this conference cannot be accepted retroactively but will be postponed to the following semester.

### **4. Fees**

Examiners, experts, thesis advisors, thesis co-advisors, readers and advisors of seminar papers are being paid by the Institute. Additional demands for fees paid by the student are only permitted in exceptional cases; these, however, must be approved by the Director of Studies in advance.

## 5. Written Papers

### a. Seminar papers on symbolic material

Seminar paper

Seminar papers on symbolic material serve as a written analysis of a freely chosen topic that is influenced by own thoughts and other sources that are clearly indicated. Crucial is the interpretation of the material from a psychological point of view and the symbolic thinking. The second seminar paper, written after the intermediate exams, includes experiences of the therapeutic practice.

The topic can be chosen at will after consulting the advisor.

While consultation with an advisor is required, the topic of the paper is not restricted and can be related to: archetypal images, myths, fairytales, dreams, literary works, music and fine arts, social and political events, fields of economics, science, or technology, or natural phenomena.

Required as part of the paper is a description of one's personal interest in the symbol or topic, which may include a related experience or a dream, and, whenever possible, references to original works by C.G. Jung on the chosen symbol. Moreover, a description of the specific, perceived aspect of the symbol/topic, as well as a reflection on the metaphoric meaning, e.g. personal associations (spontaneous feelings or impressions), and/or on cultural amplifications (compared with sociocultural relations). Furthermore, consulting term papers on the psychological meaning and expression of the symbol, and independent interpreting of the chosen symbol/topic.

The scope of the paper is between 10 to 20 pages (20 000 to 40 000 characters including spaces).

The criteria of assessing the paper include the quality of the psychological understanding of the symbol, and the ability to formulate a clear, comprehensible and fluent discussion/analysis, using scientific citation methods.

The advisor needs to be an examiner, training analyst (except for one's personal analyst), supervisor candidate or supervisor.

The advisor sends the evaluation of the paper to the Administration of Studies.

### b. Seminar paper on a projective test

Projective test

The seminar paper on projective testing allows for a theoretical and practical analysis with a freely chosen projective test. The data for the test can be obtained by the student with one of his clients or provided by the advisor.

The paper should give a theoretical background of the selected projective test and analyze the test results. The final interpretation should include information such as the client's issues, the anamnesis, and the therapeutic process prior to the test, and, if possible, include other projective tests that have been used or may be relevant.

The scope of the paper is between 8 to 12 pages (16 000 to 24 000 characters including spaces).

The criteria of assessing the paper include the quality of the formal evaluation and its resulting interpreted hypothesis, the quality of the psychological understanding of the test results and of the symbolic material arising from the test, the presentation of the

hypothesis analyzed and the assessment of the patient's/client's psychodynamics, and the ability to formulate a clear, comprehensible and fluent discussion/analysis, using scientific citation methods.

The advisor needs to be either an examiner from the academic field of Analytical Psychotherapy for Children and Adolescents, a supervisor candidate (AKJS\*) or supervisor for the Analytical Therapy with Children and Adolescents (AKJS). The advisor sends the evaluation of the paper to the Administration of Studies.

c. Seminar paper on interaction in families

Interaction in families

Purpose and aim of the paper are as follows:

- to develop or deepen one's theoretical knowledge of at least one therapeutic concept of working with families
- to apply this theoretical knowledge to one's practical therapeutic work with a child or adolescent and their persons of reference
- to link this approach to Analytical Psychology: where do they meet, where do they correspond, where do they differ?

This means that for the paper, the theoretical hypotheses have to be discussed and applied to an actual case.

The scope of the paper is between 8 to 12 pages (16 000 to 24 000 characters including spaces).

The criteria of assessing the paper include the theoretical knowledge of the chosen family therapeutic concept and its implementation in the practical therapeutic work with a specific case study, the elaboration in relation to analytical psychology, and the ability to formulate a clear, comprehensible and fluent discussion/analysis, using scientific citation methods.

Advisors can be examiners from the academic field of Analytical Psychotherapy for Children and Adolescents, supervisor candidates (AKJS\*) and supervisors of Analytical Psychotherapy for Children and Adolescents (AKJS). The advisor sends the evaluation of the paper to the Administration of Studies.

d. Anamnesis report

Anamnesis report

The report should be written during or after the therapy with a child or adolescent and be based on a thorough anamnesis with the child's/adolescent's person of reference. The report must include both one's own thoughts about the clinical work with the child or adolescent and his persons of reference, and an interpretation of the material from the viewpoint of analytical psychology.

The scope of the paper is between 8 to 12 pages (16 000 to 24 000 characters including spaces).

The criteria of assessing the report include the psychological understanding of the child's/adolescent's development in relation to the symptoms shown and his own personality and relational system, as well as the conclusion for the diagnosis and therapeutic work, and the student's ability to formulate a clear, comprehensible and fluent discussion/analysis, using scientific citation methods.

Advisors can be examiners from the academic field of Analytical Psychotherapy for Children and Adolescents, supervisor candidates (AKJS\*) and supervisors of Analytical Psychotherapy for Children and Adolescents (AKJS). The advisor sends the evaluation of the paper to the Administration of Studies.

e. Word-Association Test

Word-Association Test

The test must be conducted in a professional setting, meaning either in therapy or in a counseling service.

The written paper should include the following information:

- Minutes and context of the association
- Formal evaluation including reaction time (short, long), what kind of complex features are particularly frequent, recovery after a complex trigger (perseveration), kind of association (objective, egocentric, complex-constellation/predicate type, along with any striking personal associations)
- Interpreted hypothesis based only on the formal evaluation
- Short anamnesis
- An interpretation that depicts the complexes and must be deduced from the context. Hints and references to the course of therapy and the psychodynamics of the case, while helpful for a deeper understanding of the material, should not be used for the initial deduction.
- A summary of the interpretation
- A diagnosis made in terms of the depth-psychological terminology, and one according to DSM or ICD classifications

The final paper should not be longer than 15 pages (30 000 characters including spaces), with the minutes and the context not included in the page count.

The criteria of assessing the paper include the precision of the quantitative evaluation of the minutes, the significance of the deducted hypotheses, the quality of the psychological understanding of the context evaluation, the transparency of the recorded psychodynamics and diagnosis of the client, the clear, comprehensible and fluent discussion/analysis regarding the resulting therapeutic focus.

Advisors are the respective lecturers of the "Word-Association Test: Examination Seminar". The advisor will send the evaluation to the Administration of Studies.

## 6. Case Reports

Case reports

**The cover page of each case report contains the following information:**

- Diploma candidate: name and first name

- client's details: case number, year of birth, gender, civil status, children (school grade), occupation
- Date beginning and ending of the case
- Number of case hours with the client
- Supervisor: name and first name
- Number of supervisor hours

A detailed long case report consists of 10 to 20 pages (20,000 to 40,000 characters including spaces); short case reports consist of 2 to 3 pages (4,000 to 6,000 characters including spaces).

a. Long Case Report

3 detailed long case reports must be submitted in each of Programs E and K, and 4 in Program C.

**Structure:**

1. **Reason for registration**
  - Referral or registration on own initiative
  - Complaints and Discomforts, triggering situation
2. **Personal history and anamnesis**
  - Family history: origin, fate, diseases in the family.
  - Personal history: early childhood, siblings, relationships in the family and with peers, formative experiences, complex episodes and conflicts, educational and professional development, somatic diseases, resources, coping with transitions, peer group, sexual development, partnerships, marriage.
  - Subjective distress and current life situation, previous therapies, possible history from others.
3. **First impressions**  
How do I perceive the patient, contradictions in appearance and behavior.  
Counter-transference: feelings, fantasies, internal images.
4. **Objective findings:** psycho-status, HoNOS, HoNOSCA, BSCL (SDQ until age of 16), assessment of defense mechanisms, relationship behavior, expectations. Development of a therapy setting.
5. **Reflections on the complex diagnosis according to Jung and psychodynamics**
6. **Clinical diagnosis** according to ICD 10/11 or DSM 5
7. **Medication**
8. **Course of therapy:** Which topics does the patient bring to therapy, which not? What changes, what does not? What does this mean? Description of the course of therapy on the external and on the internal level on the basis of the following points
  - a. Considering and analyzing the central symbols and symbolic material in dreams, pictures, sand play, etc.
  - b. With special consideration of the transference and counter-transference process. Observation of one's own reactions.
  - c. Considering the development of the complexes and including the Word-Association Test.

- d. Turnaround points during therapy. Has it been possible to apply acquired insights in reality?
- e. Reflections on self-regulation of the psyche and prospective aspects of the process. Potential for development.

9. **Further treatment design and prognosis**

b. Short Case Report

In each of Program E and K, maximum 7 short case reports must be submitted; 6 in Program C. The short case report consists of 2 to 3 pages.

**Structure:**

It is advisable to write the short case report according to the same structure as the long case report, but to tighten it up a lot and to limit yourself to one focus (see below).

**Specified components of the short case report** (for explanations, see large case report):

1. **Reason for registration**
2. **Personal history and anamnesis:** Family anamnesis, personal anamnesis, subjective sufferings and current situation, possibly external medical history, physical diseases
3. **First impressions**
4. **Objective findings:** psycho-status, HoNOS, HoNOSCA, BSCL (SDQ until age of 16), assessment of defense mechanisms, therapy setting
5. **Complex diagnosis according to Jung**
6. **Clinical diagnosis** according to ICD 10/11 or DSM 5
7. **Medication**
8. **Course of therapy:** with a self-selected focus: e.g. psychodynamics and/or dreaming and/or imagery and/or sandplay with consideration of transference and counter-transference
9. **Further treatment design and prognosis**

c. Submission and Evaluation of Case Reports

1. Reading

A single reader evaluates all case reports submitted by the student. He is a supervisor candidate (LAS\*, AKJS\*) or a supervisor (LAS, AKJS) with Federal Recognition and is selected by the Administration of Studies. He is entitled to request changes or to reject the reports.

One year after the start of the case work the student writes one long and one short case report for the attention of the reader chosen by the Administration of Studies. The reader gives feedback typically during an hour-long conversation, concerning strengths and weaknesses of the report. This feedback needs to be taken into consideration by the student when writing the remaining case reports at a later stage.

When registering for the diploma examinations, a copy of each of the two long case reports must be handed in to the Administration of Studies.

## 2. Reading

In addition, the student submits a copy of each of the two long case reports to the main examiner of the “Individual Case Examination” at least 6 weeks before the exam takes place. Note that the first long case report written one year after the intermediate exams, must be updated before submission to reflect the current status. One of these two long case reports will be selected for the examination. As soon as the examiner has made this selection, the student sends a copy of that case report to each of the two co-examiners.

These and the remaining eight (for the Program E and K) or six (for the Program C) short case reports must be submitted to the reader at least 3 months before the examination conference at which the decision on the diploma is to be made. The reader then conducts a further one hour discussion with the student about the case reports.

The two meetings with the reader are mandatory and free of charge.

The reader sends an evaluation form to the Administration of Studies.

## 7. Formal Guideline for the written Work

### Formal guidelines for the written work

The texts should be written in Arial 11 with a line spacing of 1.15.

Citation of the bibliography:

Monograph: Mustermann, A. (year). *Title. Subtitle.* (x. ed.) Place: Publisher.

Contribution in an editor's work: Mustermann, A., (year). Title. In: Mustermann, B., Mustermann, C. (Ed.), *Title.* (x. Ed.) Place: Publisher

Journal: Mustermann, A. (year): Title. Subtitle. *Journal, No.,* page(s).

Internet: Mustermann, A. (year): Title. Subtitle. Accessed on (date) www:

Jung, C.G. (year): Title. In: *Title.* CW. Vol. 11 (x. Ed.). Place: Publisher.

Text citations:

(Jung, CW Vol. X, § X)

(Author, year, p. X)

## B. CONTENT OF EXAMS

### 1. Intermediate Exams

#### a. Fundamentals of Analytical Psychology (Examination E 100)

The student should have knowledge of the following contents:

- Nature of the psyche
- Knowledge of central terminology of Jungian psychology such as:
- Ego, Shadow, Persona, Animus/Anima, Self, Ego-Self Axis (Neumann)
- Conscious, Unconscious, models of the psyche, Personal and Collective Unconscious
- Nature and function of the Archetypes; development of the term "Archetype"
- Relation archetype/biology/spirit and mind (instinct and brain structure)
- Definition and function of the "symbol". Contrast to the sign
- Complexes as *via regia* to the Unconscious and their relative autonomy
- Effects of complexes
- Connection between emotion, affect and somatization
- Imaginative processes
- Typology: introversion/extraversion, functions: thinking, feeling, intuition, sensation. Typology tests. Attitude types and function types as key for a better understanding and better therapeutic work
- Psychic energy, regression, progression, libido, defense mechanism such as "projection" etc.
- The psyche as a self-regulating system, law of opposition, the Transcendent Function
- Enantiodromia

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b. Myths and Fairy Tales from the Perspective of Depth Psychology  
(Examination E 200)

The student should have knowledge of the following contents:

- Origin, prevalence, and structure of myths and fairy tales
- Differentiation of the literary genres: fairy tales, myths, sagas, and legends
- Fairy tale language as an international human language
- Connection between individual psychology and historical content
- Values of a given culture, expressed through myths, fairytales as briefest, simplest and most precise description of archetypes and human elemental conflicts as well as maturity stages and solutions, which are valid “beyond space and time”
- Archetypal motifs such as heroes battle, night sea journey, trickster, hard-to-gain treasure etc.
- Knowledge of interpretation methods
- Method of amplification

**Literature**

Segal, R.A. (2021). *Myth Analysed: Theories of Myth*. London and New York: Routledge.

Stein, M. and Corbett, L. (1991; 1992; 1995). *Psyche's Stories. Modern Jungian Interpretations of Fairy Tales*. (3 Volumes) Wilmette: Chiron.

Tatar, M. (2003). *The Hard Facts of Grimms' Fairy Tales*. (2nd ed.) Princeton and Oxford: Princeton University Press.

Ulanov, A. and B. (2012). *Cinderella and her sisters, the Envied and the Envyng*. Einsiedeln: Daimon Verlag.

Von Franz, M.L. (1996), *The Interpretation of Fairy Tales*. (Revised ed.) Boston and London: Shambhala.

Walker, S.F. (2002). *Jung and the Jungians on Myth. An Introduction*. London and New York: Routledge.

Zipes, J. (1983). *Fairy Tales and the Art of Subversion*: London and New York: Routledge.

Zipes, J. 2012). *The Irresistible Fairy Tale: The Cultural and Social History of a Genre*. Princeton: Princeton University Press.

Jung, C.G. (1967). The Spirit Mercurius. In: *Alchemical Studies*. CW 13, §239-303. Princeton: Princeton University Press.

Jung, C.G. (1959). Archetypes of the Collective Unconscious. In: *The Archetypes and the Collective Unconscious*. CW 9/1, §1-86. Princeton: Princeton University Press.

Jung, C.G. (1959). The Phenomenology of the Spirit in Fairytales. In: *The Archetypes and the Collective Unconscious*. CW 9/1, §384-455. Princeton: Princeton University Press.

Jung, C.G. (1959). On the Psychology of the Trickster-Figure. In: *The Archetypes and the Collective Unconscious*. CW 9/1. §456-488. Princeton: Princeton University Press.

Jung, C.G. / Kerényi, K. (1949). *Essays on a Science of Mythology. The Myth of the Divine Child and the Mysteries of Eleusis*. New York: Bollingen Foundation.

Birkhäuser-Oeri, S. (1988). *The Mother: Archetypal Image in Fairy Tales*. Toronto: Inner City.

Dieckmann, H. (1986). *Twice-Told Tales: The Psychological Use of Fairy Tales*. Wilmette: Chiron.

References

Grimm Brothers (1944). *The Complete Grimm's Fairy Tales*. New York: Pantheon.

Kerenyi, K. (1951). *Myth and Man. The Gods of the Greeks*. London: Thames and Hudson.

Ranke-Graves, R. v. (1957). *The Greek Myths*. New York: George Braziller.

Ronnberg/Martin (2010). *The Book of Symbols: Reflections of Archetypal Symbolism*. Köln: Taschen GmbH.

### c. Dreams in Adults from the Perspective of Depth Psychology (Examination E 300)

The student should have knowledge of the following contents:

- Historical overview
- Interpretation of dreams in the Epic of Gilgamesh, in ancient Egypt, Greece, the Bible and the Romantic period
- Scientific study of dreams
- What is a dream?
- Function of dreams
- Neurology and neuroscience including modern dreamwork
- Interpretation of dreams: the dream concepts of Freud and Jung in comparison (differences)
- Potentials for conflict resolution through dreams
- Knowledge of symbols and of symbolization
- Fundamentals of dream interpretation in Jung
- Dream structure/dramaturgy with exposition, entanglement, culmination, and lysis
- Complexes and compensation in dreams
- Meaning of symbols
- Dream-Ego, Awake-Ego, objective level, and subjective level
- Causality and finality
- Association and amplification
- Self-regulation of the psyche

#### **Literature**

Daniel, R. (2016). *Taking the Fear Out of the Night. Coping with Nightmares*. Einsiedeln: Daimon.

Hillman, J. (1979). *The Dream and the Underworld*. Toronto: Harper Collins

Nell, Renée (2005). *The Use of Dreams in Couple Counseling. A Jungian Perspective*. Toronto: Inner City.

Roesler, C. (2018a). *Jungian dream interpretation and empirical dream research*. In: Roesler, C. (ed.): *Research in Analytical Psychology*. London. Routledge.

Roesler, C. (2018b). *Structural Dream Analysis: a narrative research method for investigating the meaning of dream series in analytical psychotherapies*. *International Journal of Dream Research*, 11 (1), 21-29. Heidelberg: Universitäts-Bibliothek Heidelberg.

Roesler, C. (2018c). *Dream content corresponds with dreamer's psychological problems and personality structure and with improvement in psychotherapy. A typology of dream patterns in dream series of patients in analytical psychotherapy*. *Dreaming*, 28 (4), 303-321. Somerville: Harvard Medical Annex.

Roesler, C. (2020). *The structural approach to the empirical investigation of the meaning of dreams - Findings from the research project "Structural Dream Analysis"*. *International Journal of Dream Research* 13, (1), 46-55. Heidelberg: Universitäts-Bibliothek Heidelberg.

West, M. (2011). *Understanding Dreams in Clinical Practice*. London: Karnac.

Jung, C.G. (1960). *General Aspects of Dream Psychology*. In: *The Structure and Dynamics of the Psyche*. CW 8. §443-529. Princeton: Princeton University Press.

Jung, C.G. (1960). *On the Nature of Dreams*. In: *The Structure and Dynamics of the Psyche*. CW 8. §530-569. Princeton: Princeton University Press.

Jung, C.G. (1953). *Individual Dream Symbolism in Relation to Alchemy*. In: *Psychology and Alchemy*. CW 12. §44-331. Princeton: Princeton University Press.

Jung, C.G. (1984). *Dream Analysis. Notes of the Seminar given in 1928-1930 by C.G. Jung.* Princeton: Princeton University Press.

d. Dreams in Children or Adolescents from the Perspective of Depth Psychology (Examination K 310)

For the examination, the following knowledge is required:

- Historical overview
- Interpretation of dreams in the Epic of Gilgamesh, ancient Egypt, ancient Greece, the Bible and in the Romantic period,
- General psychology of the dream with focus on its manifestation in childhood and adolescence,
- Functions of dreams,
- Neurology and neuroscience including modern dream-work,
- Interpretation of dreams: the concepts of Freud, differences between Freud and Jung,
- Comparison of dreams of adults and children (motifs, development phases, dream recall and display),
- Fundamentals of dream interpretations in Jung: dream structure/dramaturgy with exposition, entanglement, culmination and lysis,
- Complexes and compensation in dreams,
- Meaning of symbols,
- Dream-Ego, Awake-Ego,
- Orientation of the ego-function in dreams,
- Objective and subjective level,
- Causality and finality,
- Context, association, and amplification,
- Self-regulation of the psyche in dreams,
- Conflict-solving potentials of dreams,
- Age-specific dream manifestations,
- Access to dreams and understanding their relation to other material which a child brings into therapy,

**Literature (in addition to “Dreams in Adults from the Perspective of Depth Psychology, B.2.b.)**

Axline, Virginia M. (2011). *Play Therapy – The Inner Dynamics of Childhood*. Read Books.

Frey-Rohn, L. (1980). The Dream as Symptom (Freud) and the Dream as Symbol (Jung). In: *From Freud to Jung. Comparative Studies of the psychology of the unconscious*. Boston: Shambala.

Furth, Gregg M. (2002). *The Secret World of Drawing: A Jungian Approach to Healing through Art*. (2. Ed). Toronto: Inner City Books.

Kiepenheuer, Kaspar (1996). *Cross the Bridge: A Jungian Approach to Adolescence*. La Salle, Illinois: Open Court Publishing Company.

Sidoli, Mara (1989) *The Unfolding Self: Separation and Individuation*. Santa Monica : Sigo Press.

#### e. Comparative Developmental Psychology (examination E 400)

For the exam, the following knowledge is required: Knowledge of several developmental psychological concepts as a foundation for the understanding of the age-typical, phase-specific deviations and disorders in the development of human beings (Freud, Winnicott, Neumann, Stern, Spritz, Erikson).

#### Pregnancy and Birth

Fetal development, pregnancy and birth/complications

#### Infancy and Early Childhood

Adaptation sleep/wake rhythm; food intake, psycho-motor development, mother-child-dyad, development of attachment and relationship, the three organizers according to Spitz, the four stages of development of self, intersubjectivity (Stern). Language development, intelligence, game, transition object and intermediate sphere (Winnicott). Toilet training, growing need for autonomy, defiance, identification with parents and siblings.

Cognition: phantasy, understanding of symbols, real alongside imaginary consciousness.

#### Middle Childhood

First shape-changing, dentition change, phase of concrete thinking (Piaget).

Formation of the heteronomous conscience (Freud: superego, Jung: moral conscience). Extension of the social environment.

#### Young age: Puberty and Adolescence

Second shape-changing, physical growth and sexual maturation.

Central and psychological questions: identity, sexuality, authority.

Groups and couple formation, detachment from parents, individual vs. group.

Perception of own sexual needs, onset of sexual behavior, emotional destabilization.

Phase of formal (verbal) thinking (Piaget), logical and hypothesis testing thinking.

Questions of personal identity, idealism: heroes and idols (archetype of the hero).

Formation of the autonomous (Jung: ethic) conscience. Distinct moral valuating.

#### Adulthood

Unfolding and development of the own personality.

Search for cultural, social and personal identity in career, partnership, parenthood.

Adaption to social norms, initiation into the outer reality (C.G. Jung).

#### Middle Years and Turning Point

Maturation and development of the own individuality.

Emancipation of collective norms, initiation into the inner reality (C.G. Jung). Re-evaluation of values.

Creative generativity.

## Late Adulthood

Dealing with getting older and the approximating death.

Challenges and resilience factors, fragile age: transition of the third into the fourth phase of life, selection, optimization, compensation.

Handling of irreversible changes and illnesses.

Question of the meaning of life, encountering self, "Birth of Death" (C.G. Jung)

## **Literature**

Jung, C.G. (1954): Psychic Conflicts in a Child. In: The Development of Personality. CW 17. §1-79. Princeton University Press, Princeton.

Jung, C.G. (1954): The Development of Personality. In: The Development of Personality. CW 17. §284-323. Princeton University Press, Princeton.

Jung, C.G. (1960): The Stages of Life. In: The Structure and Dynamics of the Psyche. CW 8. §749-795. Princeton University Press, Princeton.

Brisch, Karl H. (2012): Treating Attachment Disorders. From Theory to Therapy. Guilford, New York.

Blos, Peter (1962): On Adolescence. Free, New York.

Erikson, Erik H. (1968): Identity, youth and crisis. (Chap. 3, 4, 7) Norton, New York.

Neumann, Erich (1973): The Child. Structure and Dynamics of the Nascent Personality. Putnam, New York.

Stern, Daniel (1985): The Interpersonal World of the Infant. Basic, New York.

Symington, Joan (1996): The Clinical Thinking of Wilfred Bion. New York: Ruteledge.

Winnicott, D.W. (1977): The Maturation Processes and the Facilitating Environment. (Chap. 1, 4, 6, 8, 12). IUP, New York.

Winnicott, D.W. (1965): The Family and Individual Development. (Chap. 1, 2, 10). Routledge, London.

Main, S. (2008): Childhood re-imagined. Images and Narratives of Development in Analytical Psychology. Rotledge, London.

f. Fundamentals of Psychiatry and Psychopathology (Examination E 500)

For the exam, the following knowledge is required:

- Definition of Psychopathology: description of abnormal experience, feeling and behavior.
- Definition, description and monitoring of the different psychopathological phenomena according to the AMDP-System.
- Progression of symptoms, distinction between the following psychological phenomena: acute symptoms; long-term, ongoing problems; personality drives vs. personality disorders.
- Notion and definition of illness: what is normal? What is pathological?
- Self-healing power: resilience; salutogenesis; resources.
- Distinction and definition of the following terms: symptom; syndrome, diagnosis.
- Recording of the psychopathology: disease anamnesis; impression of the investigator; symptoms which were noticed by the patient/investigator.
- Diagnosis based on the bio-psycho-social results of the anamnestic examination, symptoms, objective statement and the psychological test procedures.
- Classification of mental illnesses and knowledge of the two classification systems ICD-10 and DSM-V.

**Literature**

Jung, C.G. (1960): The Psychogenesis of Mental Disease. CW 3. Princeton University Press, Princeton.

Jung, C.G. (1966): On the Psychology and Pathology of So-called Occult Phenomena. In: Psychiatric Studies. CW 1. §1-150. Princeton University Press, Princeton.

AMDP (1982): The AMDP-System: Manual for the Assessment and Documentation of Psychopathology. Springer, Berlin.

Bash, K. (1983): Introduction to General Clinical Psychopathology. Bern, Huber.

Gelder, M. et al. (1996): Oxford Textbook of Psychiatry 3rd ed., Oxford, Oxford University Press.

Kaplan/Saddock (1994): Synopsis of Psychiatry. Baltimore, Williams and Wilkins.

Katona, C. (2012): Psychiatry at a Glance 5th ed. Wiley-Blackwell, Chichester.

Scharfetter, Christian (1980): General Psychopathology. Cambridge University Press, Cambridge.

World Health Organization (1992): The ICD-10 Classification of Mental and Behavioural Disorders: Clinical Descriptions and Diagnostic Guidelines. WHO, Geneva.

g. Fundamentals of Psychiatry and Psychopathology: Children and Adolescents (Examination K 510)

For the exam, the following knowledge is required:

Definition of Psychopathology

Description of abnormal experience, condition and behaviour. Understanding of the terms and symptoms (definition of delusion, hallucination, disorders of thinking, consciousness, etc.)

Self-healing powers

- Definition of resilience: psychical resistivity, psychical self-healing powers;
- Definition of salutogenesis according to Antonovsky.

Definition of illness

What is ill, what is healthy?

- Aspects of the normality problem;
- Bio-psychosocial disease model (health and illness are defined as dynamic event between the different system levels).

Distinction and definition of the following terms

Symptom: single phenomena

Syndrome: typical combinations of different symptoms

Diagnosis: assignment of phenomena to different illness categories

Definition, description and recording of different psychopathological phenomena and risk factors in the course of children's development with inclusion of bio-psycho-social factors

- Pregnancy: prenatal risk factors for children's development
- Birth and neonatal phase: perinatal developmental hazard before, during and after birth
- The first year of life: development risks during babyhood
- Infancy: development risks during infancy
- The kindergarten-age: development risks during kindergarten-age
- The school age: impairments during school age
- Middle childhood: impairments latency period and pre-puberty
- Puberty: puberty crises, cultural and class influences, sociosion, dissolution and delinquency

Disease progression types (according to J. H. van der Berg)

Episode, phase, insidious phase, reversible step, irreversible step, progressive process

The psycho-social development of the child in interaction of different social systems

The psycho-social space model according to Bronfenbrenner: Micro- meso- exo- and macrosystems

### Gathering of psychopathologic data

Initial interview: What information do I get about the child, what information does the child give me? What do I observe?

Personal anamnesis/third-party anamnesis/family anamnesis

Examination: projective test procedures, Sandplay, drawings, questionnaires (depression questionnaires, self-value questionnaires etc.), dreams

Diagnosis on the basis of bio-psycho-social results of the anamnestic examination, test procedures and psychopathology

### **Literature**

Jung, C.G. (1960): General Aspects of Dream Psychology. In: The Structure and Dynamics of the Psyche. CW 8. §443-529. Princeton University Press, Princeton.

Jung, C.G. (1960): On the Nature of Dreams. In: The Structure and Dynamics of the Psyche. CW 8. §530-569. Princeton University Press, Princeton.

Bronfenbrenner, U. (1981): The Ecology of Human Development: Experiments by Nature and Design. Harvard University Press, Cambridge.

Kalsched, D. (2013): Trauma and the Soul. A psycho-spiritual approach to human development and its interruption. Routledge, London.

Main, S. (2008): Childhood re-imagined. Images and Narratives of Development in Analytical Psychology. Rotledge, London.

World Health Organization (1992): The ICD-10 Classification of Mental and Behavioural Disorders: Clinical Descriptions and Diagnostic Guidelines. WHO, Geneva.

#### h. Psychodynamic Concepts of Mental Disorders (Examination E 600)

Students should have knowledge of the following topics:

- Profound knowledge of Jung's notion of neurosis;
- Knowledge/understanding of the most important ideas of current scientific knowledge and terms of other psychodynamic concepts (Freud, Adler, Kohut, Kernberg, Stern, Mentzos, Rudolf, OPD-2).
- Competence to express oneself terminologically in front of representatives of other schools and insurers respectively.

#### Psychoanalysis'history of origins, development of psychoanalytical theories and historical aspects of the research on neurosis in Freud, Adler, Jung

##### General theoretical concepts about psychodynamics and OPD-2-concepts

- Current psychodynamic concepts: there no longer exists neurosis in the traditional sense. The concrete case should rather be examined, understood and classified in at least 3 dimensions/criteria:
- The nature of the underlying conflict: psychoanalytic understanding of the conflict and structure model (id, ego and super-ego)
- The structural nature of the 'ego': emotion regulation; self-regulation; bonding; self- and object recognition
- Defense-, compensatory satisfaction and reparation mechanisms (mode of conflict processing)
- Psychodynamic understanding of attachment
- Significance of early objects for the development of disease
- Internalization (incorporation, introjection, identification)
- Re-externalization (excorporation, projection, projective identification)
- Psychical development: see document „Developmental Psychology“
- Understanding of the current conflict
  - o In the therapeutic relationship
  - o In interpersonal relationships
  - o In the context of ego-structural regulation problems
- Transference/counter-transference
- Symptoms and symptom formation
- Modes of conflict processing – diagnosis – classification

##### Concept of Jungian pathology

- Libido theory and life energy
- The incompatible, emotional complex and the separability of the psyche
- Self-regulation of the psyche and final development trend towards individuation
- The archetypal dimension as background of psychical development and illness
- The final, creative sense of neurosis and its symptoms

## Literature

Jung, C.G. (1960): On Psychic Energy. In: The Structure and Dynamics of the Psyche. CW 8. §1-130. Princeton University Press, Princeton.

Jung, C.G. (1960): The Transcendent Function. In: The Structure and Dynamics of the Psyche. CW 8. §131-193. Princeton University Press, Princeton.

Jung, C.G. (1960): A Review of the Complex Theory. In: The Structure and Dynamics of the Psyche. CW 8. §194-219. Princeton University Press, Princeton.

Jung, C.G. (1956): Introduction. In.: Symbols of Transformation. CW 5. § 1- 3, Princeton University Press, Princeton.

Jung, C.G. (1974): General Description of the Types. In: Psychological Types. CW 6. §556-671. Princeton University Press, Princeton.

Jung, C.G. (1959): The Psychology of the Child Archetype. In: The Archetypes and the Collective Unconscious. CW 9/1. §259-305. Princeton University Press, Princeton.

Jung, C.G. (1954): The Psychology of the Transference. In.: The Practice of Psychotherapy. CW 16. §353-539. Princeton University Press, Princeton.

APA (2013): DSM-5 Clinical Cases (ed. J. Barnhill), APA, Washington.

Ellenberger, Henry F. (1970): The Discovery of the Unconscious. Chapter 7, 8, 9. Basic, New York.

Oyebode, F. (2008): Sim's Symptoms in the the Mind: An Introduction to Descriptive Psychopathology, 4th ed. Saunders Elsevier, Edinburgh.

OPD Task Force (eds.) (2007): Operationalized Psychodynamic Diagnosis OPD-2. Manual of Diagnosis and Treatment Planning. Hogrefe & Huber, Toronto.

Ribi, A. (1990): Demons of the inner world: Understanding our hidden complexes. Shambala, Boston.

Frey-Rohn, L. (1990): From Freud to Jung. A Comparative Study of the Psychology of the Unconscious. Shambala, Boston.

### i. Comparative Religion (Examination E 800)

The subject “Comparative Religion” is an important discipline in the study of Analytical Psychology, as the symbols, rituals, divine realms and spiritual teachings can be read in the context of C.G. Jung’s theory of archetypes and therefore i.e. belong inalienably to the collective unconscious of the history of mankind. Knowledge of these far-reaching fields can e.g. be helpful in order to decode dream imagery.

The field of religious studies can be seen as humanities or cultural studies which analyze the religions empirically, historically and systematically. It focuses mainly on the great world religions, yet also smaller religious communities and religious organizations such as tribal religions, religious covenants, nature religions etc. and altogether with the manifold manifestations of the phenomenon of religion and religious behaviour.

#### Prerequisites for the exam

- General knowledge of the definition of comparative religious studies;
- Selection of a topic, which can be applied to at least two religions and compared to each other (e.g. death rituals in Hinduism vs. Christianity);
- Basic knowledge of C.G. Jung’s view on psychology and religion;
- Application of the Jungian psychology to the chosen subject, e.g.
  - o Symbolic language
  - o Theory of archetypes
  - o Theory of ritual

#### **General**

When choosing the special field Comparative Religion, the candidate should make sure that the topic arouses personal interest.

The primary aim of the exam preparations is to process and reflect the chosen topic scientifically. The anchoring in religious studies is fundamental and working with historical texts is requested. It is advisable to conduct a study of sources (mythical and other religious texts, religious wisdom literature), as it brings religious views of a certain age to life and facilitates their comprehension.

The candidate should establish contact with the examiner as soon as possible, in order to discuss together the topic chosen. For the preparation for the examination, it is recommended to submit a thesis paper, including the list of the books, you used for preparation.

#### **Literature**

Jung C.G. (1959): The Archetypes and the Collective Unconscious. CW 9/1. Princeton University Press, Princeton.

Jung, C.G. (1958): Psychology and Religion: West and East. CW 11. Princeton University Press, Princeton.

Jung, C.G. (1953): Introduction to the Religious and Psychological Problems of Alchemy. In: Psychology and Alchemy. CW 12. §1-43. Princeton University Press, Princeton.

## References

- Betz, H.D. u.a. (Hg.) (2007): Religion Past and Present: Encyclopedia of Theology and Religion. Brill Academic, Boston.
- Bowker, John (Hg.) (1997): The Oxford Dictionary of World Religions. Oxford University Press, Oxford.
- Davidson, H. (1975): Gods and Myths of Northern Europe. London, Penguin.
- Edinger, E. (1994): The Eternal Drama: The Inner Meaning of Greek Mythology. Boston, Shambhala.
- Edinger, E. (1999): The Psyche in Antiquity: Gnosticism and Early Christianity. Toronto, Inner City Books.
- Eliade, M. (1985): From Muhammad to the Age of Reforms. In.: A history of religious ideas. Vol 3. University of Chicago Press, Chicago.
- Jones, Lindsay (2005): Encyclopedia of Religion. 15 volumes. References Books, New York.
- Kerényi, K. (1962): The Religions of the Greeks and Romans. London, Thames & Hudson.
- Dourley, J.P. (2008): Paul Tillich, Carl Jung and the Recovery of Religion. Routledge, London.

## 2. Diploma Exams

### a. Individual Case Examination of an Adult including the Understanding of Dreams from the Perspective of Depth Psychology (Examination E 1000)

The oral exam can take place as soon as the main examiner has selected and accepted one of the two submitted long case reports and the student sent the accepted case report to both co-examiners.

The examination consists of two modules:

- I. Discussion and submission of the written case report (according to A.6. page 11 ff.). All relevant topics should be elaborated in the report.
- II In-depth reflection of the therapeutic process, description and discussion of questions and viewpoints of the examining lecturers about the case.  
The exam is counted as passed if both parts are passed.

Regarding the depth psychological work with dreams, the following knowledge is required:

- Working with dreams in the therapeutical practice.
- Working with dreams in the case of ego-weakness.
- Questioning techniques.
- Interpretation methods and "creative" use of dreams: imagination and painting.
- Forms of resistance: resistance within the dream itself / resistance to face one 's own dreams.
- Ego strengthening by paying attention to dreams.
- Dreamlessness versus flooding by dreams.
- Dream types: initial dreams/transference and countertransference dreams.
- Erotic transference and "negative" transference in dreams.
- Psychic structure level of dreams.
- Complex constellations in dreams.
- Interpretation of dreams as a dialectical process.

## Literature

APA Diagnostic and Statistical Manual of Mental Disorders (2013). DSM-5. Arlington, Virginia: The American Psychiatric Publishing.

Carlat, D. (2012). *The Psychiatric Interview*. Philadelphia: Lippincott Williams & Wilkins.

Cowen, P. Harrison, P. Burns & T. Shorter (2012). *Oxford Textbook of Psychiatry* (6th ed.) Oxford: Oxford University Press.

Fonagy, P. (2007). *Affect Regulation, Mentalization and the Development of the Self*. London: Karnac.

Gabbard, G.O. (2005). *Psychodynamic Psychiatry in Clinical Practice*. (4th ed.) Washington, DC and London: American Psychiatric Publishing, Inc.

Kalsched D. (2013). *Trauma and the Soul. A psycho-spiritual approach to human development and its interruption*. Hove: Routledge.

Katona, C., Cooper, Cl. & Robertson, M. (2015). *Psychiatry at a Glance* (6th ed.) Chichester: Wiley-Blackwell.

Levenson, J.L. (2011). *American Textbook of Psychosomatic Medicine: Psychiatric Care of the Medically Ill*. (2nd Ed.) Arlington, Virginia: The American Psychiatric Publishing.

Lingiardi, V. & McWilliams, N. (2017). *Psychodynamic Diagnostic Manual, PDM-2*. (2nd. Ed.). Guilford: New York.

Dogra, N., Lunn, B. Cooper, St. (2017). *Psychiatry by Ten Teachers*. ((2nd. Ed.)) Boca Raton: CRC Press.

Toy, E.C. & Klamen, D. (2009). *Case Files: Psychiatry*. New York: McGraw-Hill.

b. Individual Case Examination of a Child or Adolescent, including the Understanding of Dreams from the Perspective of Depth Psychology (Examination K 1100)

The oral exam can take place as soon as the main examiner has selected and accepted one of the two submitted long case reports and the student sent the accepted case report to both co-examiners.

The examination consists of two modules:

- I. Discussion and submission of the written case report (according to A.6. page 11 ff.). All relevant topics should be elaborated in the report
- II In-depth reflection of the therapeutic processes, description and discussion of questions and viewpoints of the examining lecturers about the case.

The exam is counted as passed if both parts are passed.

Regarding the depth psychological work with dreams, the following knowledge is required:

- Creative use of dreams in therapy with children and adolescents (painting, role play, sand play, conversation).
- Knowledge of symbols.
- Understanding types of resistance.
- Ego strengthening by paying attention to dreams.
- Transference and counter-transference.
- Recurrent dreams.
- Complex constellation in dreams.
- Flow of the Libido in dreams.
- Diagnosis and psychopathology in a dream.

**Literature (in addition to the exam “Individual Case Examination of an Adult, including the Understanding of Dreams from the Perspective of Depth Psychology” B.2.a.)**

Beebe, B. & Lachman, F.M. (2005). *Infant Research and Adult Treatment: Co-constructing Interactions*. New York: The Analytic Press.

Berlin, L.J. et al. (2005). *Enhancing Early Attachments*. New York: The Guildford Press.

Fordham, M. u.a. (2002). *Technique in Jungian Analysis*. London: Karnak.

Grossmann, E., Grossmann, K., & Waters, E. (2006). *Attachment from Infancy to Adulthood*. New York: The Guildford Press.

Jacoby, M. (2015). *Jungian Psychotherapy and Contemporary Infant Research: Basic Patterns of Emotional Exchange*. London: Routledge.

Lambert, K. (2002). *Analysis, Repair, and Individuation*. London: Karnak.

Lichtenberg, J. (1983). *Psychoanalysis and Infant Research*. Hillsdale: Analytic Press.

Kiepenheuer, K. (1996). *Cross the Bridge: A Jungian Approach to Adolescence*. Open Court Pub Co

Sidoli, M.(1989) : *The Unfolding Self: Separation and Individuation*. Sigo Press

c. The Understanding of Pictures or Sandplay Processes in Adults from the Perspective of Depth Psychology and Clinical Practice (Examination E 2000)

The student should have knowledge of the following contents:

- Knowledge of the symbolism of forms, colors, numbers, contents and spatial symbolism on a two-dimensional basis.
- Understanding of the relationship of complexes and the symbolism of the completed picture.
- Diagnostic and prognostic considerations.
- Phenomena of transference and countertransference in the completed picture.
- Contents of regression and progression.
- Composition, dynamics and structure of the picture.
- Creative discussion between the Conscious and the Unconscious.
- Understanding of symbols and its application to the completed picture.
- Conception of man.
- Interpretation of a series of pictures.
- Psychodynamics and the completed picture.

### **Literature**

Abt, T. (2005). *Introduction to Picture Interpretation*. Zürich: Living Human Heritage Pub.

Ammann, R. (1991). *Healing and Transformation*. La Salle: Open Court.

Bach, S. (1990). *Life Paints Its Own Span (2 Vols.)*. Einsiedeln: Daimon.

Hong, G.L. (2007). *Sandplay Therapy. Research and Practice*. London: Routledge.

Pattis Zoja, E. (2011). *Sandplay Therapy in vulnerable communities. A Jungian Approach*. London: Routledge.

Roesler, C. (2019). *Sandplay Therapy: theory, applications, and evidence base*. The Arts in Psychotherapy, (63). 84-94. Amsterdam: Elsevier Ltd.

Rosen, D.M. (2002). *Transforming Depression: Healing the Soul through Creativity*. Newbury Port, MA: Nicolas Hays.

Pennington, N. & Staples, L. (2017). *Our Creative Fingerprint*. Cheyenne, WY: Fisher King.

Schaverian, J. (1999). *The Revealing Image: Analytical Art Psychotherapy in Theory and Practice*. London: Jessica Kingsley.

Jung, C.G. (1960). *The Transcendent Function*. In.: The Structure and Dynamics of the Psyche. CW 8. §131-193. Princeton: Princeton University Press.

Jung C.G. (1959). A Study in the Process of Individuation. In.: *The Archetypes and the Collective Unconscious*. CW 9/1. §525-626. Princeton: Princeton University Press.

Jung C.G. (1959). Concerning Mandala Symbolism. In.: *The Archetypes and the Collective Unconscious*. CW 9/1. §627-712. Princeton: Princeton University Press.

Jung, C.G. (1975). *Letters II*. Princeton: Princeton University Press.

Rowland, S. (2008). *Psyche and the Arts. Jungian Approaches to Music, Architecture, Literature, Painting and Film*. London: Routledge.

d. The Understanding of Pictures or Sandplay Processes in Children or Adolescents from the Perspective of Depth Psychology and Clinical Practice (Examination K 2100)

The following knowledge is required:

- Knowledge of the symbolism of shapes, colors, numbers, contents, and the space symbolism of the two-dimensional surface
- Understanding the relationship of complexes and the symbolism of the completed picture
- Diagnostic and prognostic considerations
- Transference and countertransference phenomena in the completed picture
- Regression and progression content
- Composition, dynamics and structure of the picture
- Creative encounter between Consciousness and the Unconscious
- Understanding of symbols and applying it to the designed image
- Conception of man
- Interpretation of a series of pictures
- Psychodynamics and the completed picture

**Literature (in addition to “Understanding Pictures or Sandplay Processes in Adults from the Perspective of Depth Psychology and Clinical Practice”, B.2.b.)**

Axline, Virginia M. (2011): *Play Therapy – The Inner Dynamics of Childhood*. Read Books

Furth, Gregg M. (2002): *The Secret World of Drawing: A Jungian Approach to Healing Through Art*. Inner city Books 2. Ed.

e. In Writing or as a Term Paper: Understanding of a Myth or Fairy Tale from the Perspective of Depth Psychology (Examination E 3000)

The student should have knowledge of the following contents:

- Application in therapeutic practice;
- Careful transfer of the pictorial language of symbols and the archetypal psychological processes in developmental-psychological possibilities for nowadays' individuum;
- Recognizing motifs of fairytales and myths in the patient's dream;
- Study of resources, potentials and approaches in fairytales and the transference to the therapeutic process;
- Recognizing specific problems (e.g. rejected, abandoned or talented child, parent complexes, dealing with power and powerlessness etc.).

### **Literature**

Jung, C.G. (1967): The Spirit Mercurius. In.: Alchemical Studies. CW 13. §239-303. Princeton University Press, Princeton.

Jung, C.G. (1959): Archetypes of the Collective Unconscious. In.: The Archetypes and the Collective Unconscious. CW 9/1. §1-86. Princeton University Press, Princeton.

Jung, C.G. (1959): The Phenomenology of the Spirit in Fairytales. In.: The Archetypes and the Collective Unconscious. CW 9/1. §384-455. Princeton University Press, Princeton.

Jung, C.G. (1959): On the Psychology of the Trickster-Figure. In.: The Archetypes and the Collective Unconscious. CW 9/1. §456-488. Princeton University Press, Princeton.

Jung, C.G. / Kerényi, K. (1949): Essays on a Science of Mythology. The Myth of the Divine Child and the Mysteries of Eleusis. Bollingen Foundation, New York.

Edinger, E. (1985): Anatomy of the Psyche. La Salle, Open Court.

Franz, M.-L.v. (1972). Problems of the Feminine in Fairy Tales. Spring, New York.

Franz, M.-L.v. (1974). Shadow and Evil in Fairy Tales. Spring, Zürich.

Franz, M.-L.v. (1977). Individuation in Fairy Tales. Spring, Zürich.

Franz, M.-L.v. (1972). The Psychological Meaning of Redemption Motifs in Fairy Tales. Inner City, Toronto.

Jacoby/Kast/Riedel (1992): Witches, Ogres and the Devil's Daughter. Shambhala, Boston

Kast, V. (1995): Folktales as Therapy. Fromm, New York.

### **References**

Grimm Brothers (1944): The Complete Grimm's Fairy Tales. Pantheon, New York.

Kerényi, K. (1951): Myth and Man. The Gods of the Greeks. Thames and Hudson, London.

Ranke-Graves, R. v. (1957): The Greek Myths. George Braziller,

f. The Individuation Process and its Symbols (Examination E 4000)

The student should have knowledge of the following contents:

- Understanding of the individuation process as a process of maturation and quest for meaning;
- Individuation as a process of integration and differentiation of the personality;
- How to integrate fragmentation within symbolic experience;
- Perception and symbolization of the phases of life;
- Life transitions;
- Understanding existential breakdowns as individuation tasks;
- Search for meaning in dreams, imaginations and pictures;
- Finding of identity in a life-long development;
- Process of age-appropriate detachment from the parent complexes and gaining of an age-appropriate ability for relationship;
- Autonomy and dependency;
- The problem between body and soul;
- The transcendent function, special symbols of the individuation process
- Synchronicity;
- Alchemy and its symbols

**Literature**

Jung, C.G. (1960): The Stages of Life. In: The Structure and Dynamics of the Psyche. CW 8. §749-795. Princeton University Press, Princeton.

Jung, C.G. (1960): The Soul and Death. In: The Structure and Dynamics of the Psyche. CW 8. §796-815. Princeton University Press, Princeton.

Jung C.G. (1959): A Study in the Process of Individuation. In: The Archetypes and the Collective Unconscious. CW 9/1. §525-626. Princeton University Press, Princeton.

Jung C.G. (1959): Concerning Mandala Symbolism. In: The Archetypes and the Collective Unconscious. CW 9/1. §627-712. Princeton University Press, Princeton.

Jung, C.G. (1953): Psychology and Alchemy. CW 12. Princeton University Press, Princeton.

Jung, C.G. (1963): *Mysterium Coniunctionis*. CW 14. Princeton University Press, Princeton.

Jung, C.G. (1954): The Psychology of the Transference. In: The Practice of Psychotherapy. CW 16. §353-539. Princeton University Press, Princeton.

Edinger, E. (1984): *The Creation of Consciousness*. Inner City, Toronto.

Edinger, E. (1985): *Anatomy of the Psyche. Alchemical Symbolism in Psychotherapy*. Open Court, Illinois.

v. Franz, M.-L. (1968): The process of individuation. In: *Man and his Symbols*. Doubleday, New York.

v. Franz, M.-L. (1990): *Individuation in Fairy Tales*. Shambala, Boston.

Jacoby, M. (1990): *Individuation and Narcissism*. Routledge, London.

Jaffé, A. (1970): *The Myth of Meaning in the Work of C.G. Jung*. Hodder and Stoughton, London.

Jung, C.G. / Wilhelm, R. (1965): *The Secret of the Golden Flower. A Chinese Book of Life*. Routledge & Kegan Paul, London.

Harding, E. (1935): *Women's Mysteries*. Putnam, New York.

Kalsched, D. (1996): *The Inner world of Trauma. Archetypal Defenses of the Personal Spirit*. Routledge, London.

Kalsched, D. (2013): *Trauma and the Soul. A psycho-spiritual approach to human development and its interruption*. Routledge, London.

g. Clinical Psychiatry, Diagnosis and Therapy (Examination E 5000)

For the exam, the following knowledge is required:

- Psychiatric classification according to ICD-10/11 or DSM 5;
- Psychiatric etiology, pathogenesis of the different psychic illnesses (multifactorial genesis: genetic factors, somatic factors, neurotransmitter, environmental factors, and psychodynamic factors);
- Psychopharmacology, indication, effects and side effects;
- Psychiatric emergencies and danger of suicide;
- Social psychiatric treatment facilities (facilities to improve rehabilitation (night clinics, day clinics); facilities for long-term care for patients suffering from chronic current of process with social handicap (outpatient clinics, residences, sheltered workshops and workplaces); facilities for overcome of crisis (short-term hospitalization, open crisis intervention stations, part-time programs, treatment centers for suicide-prone patients);
- Psychiatry and the law: Swiss Civil Code (Zivilgesetzbuch ZGB): judgement, guardianship measures, marriage law, penal code (Strafgesetzbuch StGB): accountability, securing and improving measures of unspecified duration; juvenile law; psychiatric hospitalization and patient rights;
- Diagnostic testing: projective test procedures; other test procedures, e.g. OPD, SCL-90-R; HoNOS, HoNOSCA, BSCL, SDQ
- Definition, methodology, indications and goals of psychotherapy and diagnosis-specific psychotherapy: psychosis, structural disorders, conflict-related disorders, trauma-related disorders;
- Theory and practice of the therapeutical relationship: e.g. transference/counter-transference, regression, psychodynamic processes with primary focus on self-healing powers.

**Literature**

Jung, C.G. (1960): The Psychogenesis of Mental Disease. CW 3. Princeton University Press, Princeton.

Jung, C.G. (1966): On the Psychology and Pathology of So-called Occult Phenomena. In: Psychiatric Studies. CW 1. §1-150. Princeton University Press, Princeton.

APA (2013): DSM-5 Clinical Cases (ed. J. Barnhill), APA, Washington.

APA (2013): Diagnostic and Statistical Manual of Mental Disorders, DSM-V , APA, Washington.

AMDP (1982): The AMDP-System: Manual for the Assessment and Documentation of Psychopathology. Springer, Berlin.

Katona, C. (2012): Psychiatry at a Glance 5th ed. Wiley-Blackwell, Chichester.

Murry, R. (1997): The Essentials of Postgraduate Psychiatry. Cambridge University Press, Cambridge.

Oyebode, F. (2008): Sim's Symptoms in the the Mind: An Introduction to Descriptive Psychopathology, 4th ed. Saunders Elsevier, Edinburgh.

Scharfetter, Christian (1980): General Psychopathology. Cambridge University Press, Cambridge.

Kalsched, D. (1996): The Inner world of Trauma. Archetypal Defenses of the Personal Spirit. Routledge, London

Jones, R.A. (2011): Body Mind and Healing after Jung. A Space of Questions. Routledge, London.

World Health Organization (1992): The ICD-10 Classification of Mental and Behavioural Disorders: Clinical Descriptions and Diagnostic Guidelines. WHO, Geneva.

#### h. Clinical Psychiatry, Diagnosis and Therapy for Children and Adolescents (Examination K 5100)

Multi-axial classification scheme for psychological disorders of childhood and adolescence according to ICD-10 of the WHO.

First axis: clinical-psychiatric syndrome

Second axis: circumscribed developmental disorders

Third axis: level of intelligence

Fourth axis: physical symptoms

Fifth axis: actual abnormal psychosocial circumstances

Sixth axis: Global evaluation of the psychosocial adaptation

#### Disease-nonspecific topics

- Psychiatric etiology, pathogenesis of the different psychical illnesses according to the biopsychosocial disease model (health and illness are defined as a dynamic event between different system levels: genetic factors, somatic factors, neurotransmitter, environmental factors, social background, psychodynamic factors);
- Definition, methods, indication and aims of child and adolescent psychiatry and psychotherapy;
- Work with the system: school, parent's house, guardianship authority, social centers;
- Dialogue;
- Psychopharmacology, indication, effects and side-effects;
- Psychiatric emergencies;
- Dealing with endangerment of the child's welfare;
- Dealing with suicidal tendencies;
- Children's rights and child protection;
- Professional discretion.

#### Diagnostic test procedures

Knowledge of different test procedures: projective test procedures (artistic: BZT, MZT, FZT, WZT, AZ; linguistic: completing sentences, projective questions, Düss, SF, CAT, TAT; action levels: scenario), HoNOSCA, SDQ, Sandplay, questionnaires (depression questionnaire, self-value questionnaire, trauma questionnaire etc.)

Significance of different methods of testing for diagnostics and therapy.

#### Diagnosis-specific psychiatry and psychotherapy with e.g.:

- ADHD, ADS;
- Anxiety disorder;
- Autism spectrum disorder;
- Attachment disorder;
- Depression;
- Enuresis, encopresis;
- Eating disorder;
- Psychoses;

- Self-injurious behaviour;
- Suicidal tendency;
- Trauma;
- Procedures for: role of Scapegoat, school failure, behavioral disorder, mobbing, divorce, death.

#### Therapy and practice of the therapeutic relationship

- Transference and countertransference
- Regression / progression
- Psychodynamic processes with primary focus on self-healing powers

#### **Literature**

OPD Task Force (eds.) (2007): Operationalized Psychodynamic Diagnosis OPD-2. Manual of Diagnosis and Treatment Planning. Hogrefe & Huber, Toronto.

Tsiantis, J. / Trowell, J. (eds.) (2010): Assessing Change in Psychoanalytic Psychotherapy of Children and Adolescents: Today's Challenge (EFPP Series (European Federation for Psychoanalytic Psychotherapy)). Karnac, London.

Goldrick / Gerson (1986): Genograms in Family Assessment. Norton, NewYork.

Minuchin, S.u.a. Family Therapy Techniques

Minuchin, S.u.a. Working with Families of the Poor

Minuchin, S.u.a. Assessing Families and Couples: From Symptom to System

WHO (1997): Multiaxial Classification of Child and Adolescent Psychiatric Disorders: The ICD-10 Classification of Mental and Behavioural Disorders in Children and Adolescents. Cambridge University Press, Cambridge.

i. Symbolism of Child's Play with regard to Socialization/Individualization and Individuation (Examination K 9000)

For the examination, the following knowledge is demanded:

- General and in-depth knowledge of the symbolic language and how they are revealed in play, myths, fairytales, literature, art and religion. Psychological understanding of symbols.
- Knowledge of developmental psychological background of child's play;
- Recognizing and understanding symbolism in the psychotherapeutical process, as well as supporting their effects;
- Symbols as manifestation of the transcendent function in child's play;
- Compensatory and healing function of symbols in child's play;
- Diagnostical pointers in symbols;
- Symbols and symptoms;
- Relationship aspects in symbolic language;
- Symbols in connection with the outer life of a child;
- Symbols in connection with the child's development.

**Literature**

Jung C. G. (1954): The Development of Personality. In: The Development of Personality. CW 17. §284-323. Princeton University Press, Princeton.

Axline V. M. (1969): Play Therapy. The Groundbreaking book that has become a vital tool in the growth and development of children. Ballantine books.

Fordham M. (1947): The Life of Childhood. A Contribution to Analytical Psychology. Kegan Paul, London.

Kalff D. (2003): Sandplay. A Psychotherapeutic Approach tot he Psyche. Temenos, California.

Huizinga J. (1971): Homo Ludens: A Study of the Play-Element in Culture. Beacon,

Winnicott D. W. (1971): Playing and Reality. Routledge, London.

### **3. Written diploma examination**

For the written diploma exam "Understanding of a Myth or Fairy Tale from the Perspective of Depth Psychology" according to the Curriculum Analyst International, the library will provide the following literature by appointment:

Aarne/Thompson (1964): The types of the folktale. Helsinki, Suomalainen Tiedakatemia

Ashliman, D.L (1987): A guide to folktales in the English language. New York, Greenwood

Becker, U. (1994): The element encyclopedia of symbols. Shaftesbury, Element

Biedermann, H. (1994): Dictionary of symbolism. New York, Meridian

Campbell, J. (1976): Masks of God. 4 vols. London, Penguin

Campbell, J. (1988-1989): Historical atlas of world mythology. 3 vols. New York, Harper & Row.

Chavalier/Gheerbrant (1996): Dictionary of symbols. London, Penguin

Cirlot, J. (1962): A dictionary of symbols. London, Routledge & Kegan.

Cooper, J. (1978): An illustrated encyclopaedia of traditional symbols. London, Thames & Hudson.

Frazer, J.G. (1936): The golden bough.

Frazer, J.G. (1919): Folklore in the Old Testament. 3 vols. London, Macmillan

Funk & Wagnalls (1972): Standard dictionary of folklore, mythology and legend. New York, Funk and Wagnall

Grimm, J. (1976): Teutonic mythology. 4 vols. Gloucester, Peter Smith

Grzimek's (1972-1975): Animal encyclopedia. 13 vols. New York, Van Nostrand

Herder (1986): Symbol Dictionary. Wilmette, Chiron

Larousse (1959): Encyclopedia of mythology. New York, Prometheus

Onians, R. (1951): The origins of European thought. New York, Arno

Thompson, S. (1955-58): Motif-index of folk-literature. Rev.ed., 6 vols. Bloomington, Indiana University Press

### **4. Coming into Force**

The "Exam Regulations" came into force with the resolution of the Board of the Training Sector and approval by the Curatorium on 01.04.2014 and were revised on 16.09.2016, 01.10.2018 and 01.10.2023.