

Texas Seminar of the Inter-Regional Society of Jungian Analysts

2019-2020 SYLLABUS Seminar Schedule

FRIDAY SEMINARS *The Psychology of Transference in the Transformative or Intersubjective Field*
Nancy Dougherty, LCSW - Wimberley

SATURDAY SEMINARS

September 7, 2019 *The Matrix and the Meaning of Character: An Archetypal and Developmental Approach*
Saturday 9-4
Nancy Dougherty, LCSW - Wimberley

October 4-5, 2019 *Early Philosophical, Clinical, and Religious Influences on Jung's Conception of the Psyche*
Friday 1-5
Saturday 9-4
Charles T. Zeltzer, PhD - Wimberley

November 9, 2019 *The Frame of Analysis: Contrasting Psychotherapy and Depth Psychology*
Saturday 9-1
Mary Burke, LCSW - Austin

December 7, 2019 *Jung's Theory in the 21st Century: The Political Psyche in the Collective*
Saturday 9-4
Carolyn M. Bates, PhD - Wimberley

January 4, 2020 *The Religious Function*
Saturday 9-4
Wynette Barton, MS, D.Div. – Kyle

February 8, 2020 *Exploring Metaphor in Life, Psychological Theory, Clinical Practice*
Saturday 9-1
Marga Speicher, PhD, LCSW – Austin - TBA

March 7, 2020 *The Multiphase Treatment of Trauma*
Saturday 9-4
Donna Cozort, PhD - Dallas

April 6, 2020 *Image, Symbolism and the Unconscious*
Saturday 9-4
Barbara Woods Barnes, LMHC - Wimberley

May 2, 2020 *Clinical Writing with Focus on Transference/Countertransference*
Saturday 9-4
Gretchen Heyer, MA, M.Div., PhD - Houston

Friday Seminar

The Psychology of Transference in the Transformative or Intersubjective Field

Faculty	Nancy Dougherty, LCSW, Jungian Analyst Nancydoughertyatx@gmail.com
Contact	239-404-3251
Location	Shultz Ranch, 300 Double M Drive, Wimberley, TX 78676
Date/Time	Monthly, 12-4, on the first Friday of each month starting Friday September 6, 2019 through Friday May 8, 2020.

This year the four hours with me will be intermingled with discussions of your responses to the assigned reading based on your short papers, the material itself, and clinical material you bring in based on your association to the material you are reading. More formal case presentations will be rotated as the year proceeds. As we move through the year, we will be considering the intersubjective field that develops with our patients' as well as with each other.

The intent is both to deepen ability to do therapy/analysis and to develop trust, respect and empathy for each other as therapists. This will not be a therapy group nor a "T" (process) group, but honest sharing will be encouraged.

In the readings, we will do a close reading of Carl Jung's "The Psychology of the Transference," which is an article in *Vol. 16 of the CW*. In the first session, you will need to read "The Introduction", through page 49. We will also read on the the topic through reading articles by other Jungian analysts.

Each month you will be asked to write a 2, but no more than three, page paper sharing your personal responses to the reading. Please include, what you found the most interesting in the reading? Did it raise questions that you'd like to explore further? Was there material that you did not agree with or did not understand? Was there material that touched you? I am asking for personal reflections, not a summary. Also, while reading, notice if certain cases come to mind that you can share.

Required Reading

Jung, C.G., "The Psychology of the Transference" in *CW, Vol 16*, Princeton Univ Press, 1966.

Schwartz-Salant N., and Stein M. (Eds.), *Transference Countertransference*, Chiron Publications, Asheville North Carolina, 1984, 1992, 2015.

Sedgwick, D., *The Wounded Healer: Countertransference from a Jungian Perspective*, Routledge. London, 1994, 2015.

Recommended Reading

Samuels, A., Shorter, B., Plaut F. editors, *A Critical Dictionary of Jungian Analysis*, Routledge, London, 1986, 1996.

Young-Eisendrath, P., *Hags and Heroes: A Feminist Approach to Jungian Psychotherapy with Couples*, Inner City Books, Toronto, 1984.

September 7, 2019

**The Matrix and the Meaning of Character:
An Archetypal and Developmental Approach**

Faculty	Nancy Dougherty, LCSW, Jungian Analyst
Contact	239-404-3251 or nancydoughertyatx@gmail.com
Location	Shultz Ranch, 300 Double M Drive, Wimberley, TX 78676
Time	9 am - 4 pm, Saturday

Identifying and Finding Meaning in Character Structure

Character structure to character disorder is a continuum that underlies everyone's personality. Mixtures of archetypal reality, personal history, numinous energy and early wounds evolve into identifiable structures that can support or bind consciousness. Every character structure is a defensive development, as well as an adaptive and prospective profile that emerges from an archetypal wellspring. Thus, our woundedness and our gifts are not unrelated.

Viewing slides of classic and contemporary art, we will explore how transformation happens through our ingrained behavioral patterns, not in spite of them. While our consciousness may become increasingly flexible and fluent, the thumbprint of our character, with all its archetypal depth, remains the same. It is through our woundedness, that we can access our deepest healing and creative energies and awaken the process of individuation.

In preparation for the seminar, I would encourage participants to reflect about their own habitual relational style and character. Considering these dynamics can increase our self-acceptance, identify our shadow tendencies and improve our relatedness with others.

Required Reading

The Meaning and Matrix of Character: An Archetypal and Developmental Approach, Looking for the Wellsprings of Spirit by Nancy Dougherty and Jacqueline Jean West, Routledge, 2007.

In preparation for this seminar, please write a 2-3 page paper on your personal reflections while reading this book and bring it to class to read, I am asking for your reflections, not just a summary. Please bring a copy to read from and a copy for me.

October 4-5, 2019 **Early Philosophical, Clinical, and Religious Influences on Jung's Conception of the Psyche**

Faculty	Charles T. Zeltzer, Ph.D., Jungian Analyst
Location	Shultz Ranch, 300 Double M Drive, Wimberley, TX 78676
Date/Time	Friday Oct 4 th 1-5 pm and Saturday Oct 5 th 9 am - 4 pm

Jung's rich and complex childhood was immersed in religious and scholarly pursuits, and intense inner experiences. As a young psychiatrist he pursued study and training in all of the current thinking in European psychology and clinical practice. These presentations focus on some of the most formative influences on Jung's approach to the psyche. In addition to examining how romantic philosophy shaped Jung's worldview, we will review his early clinical experiences. The thinking of such seminal psychologists as Janet, Bleuler and Freud, among others, will be examined for their influence on how Jung conceptualized the structure of the psyche, psychological dynamics, complex theory, and the process of individuation. Age-old misunderstandings of these influences will be corrected. Jung's early dreams and visions, the influence of his father, and his pursuits of both Eastern and Western religious philosophy will be examined in order to understand his perspective on the relationship between religion and psychology.

Objectives:

1. List three ideas characteristic of romantic philosophy that influenced Jung's understanding of the psyche.
2. Describe how the word association test influenced Jung's therapeutic technique.
3. Describe what Jung means by, "the religious function of the psyche."

Seminal Influences on Jung's Philosophical, Clinical, and Religious Outlook Required Reading:

1. Philosophy

Memories, Dreams, Reflections. Jung/Jaffe (*MDR*) pp. 3–6, 68–72, 170–199

Jung and the Making of Modern Psychology: The Dream of a Science. Sonu Shamdasani. pp. 163-180, 192-202

2. Religion

MDR. pp. 9(bottom)-17, 26(bottom)-27, 36 – 43, 45(bottom)-48, 52-63

"Psychology and Religion", *CW* 11, pp.5-33 (paragraphs 1-55).

(The entire essay, about 100 pages, is very much worth reading, however I didn't want to overburden you with required reading.)

Jung: His Life and Work, A Biographical Memoir, Chapter 12: "Indian Intermezzo".
Barbara Hannah. pp. 240-253. (Intersects with Philosophy)

3. Psychology/Clinical

Bühler and Heim. "General Introduction to the Psychotherapy of Pierre Janet."
(Article to be provided.)

Jung and the Making of Modern Psychology... Shamdasini. pp. 11-22, 31-37, 57-63.

Bleuler, Jung, and the Creation of the Schizophrenias. Michael Escamilla. Pp. 11-91.

"A Review of Complex Theory", CW 8. Jung

"Conscious, Unconscious, and Individuation", CW 9.1. Jung
(This article, in particular, overlaps with Philosophy.)

Further, Not Required, Reading:

(This is not an exhaustive list, but rather a few suggestions to expand and deepen your understanding of these subjects, and perhaps even entertain you.)

The Discovery of the Unconscious. Henri F. Ellenberger. In particular, chapters 6 and 7, on Janet and Freud.

The remainder of Escamilla's book, *Bleuler, Jung, and the Creations of the Schizophrenias* is a good read.

Jung and the Making of Modern Psychology. Shamdasini. The entirety of section 3, "Body and Soul", from which the required philosophy readings in this book are taken, is very informative.

From India to the Planet Mars. Theodore Flournoy

**November 9, 2019
Depth Psychology**

The Frame of Analysis: Contrasting Psychotherapy and

Faculty	Mary Burke, LCSW, Jungian Analyst
Location	1102 Elm Street, Austin TX 78703
Contact	512-762-1408 or mbburke51@gmail.com
Time	9 am – 1 pm, Saturday

Only what is really oneself has the power to heal.

C.G. Jung (CW7, ¶1258)

I might have put Miss X on the wrong path from sheer helpfulness.

C.G. Jung (CW9i, ¶1530)

We will examine theory and attitudes toward depth psychology from a Jungian perspective. What frameworks hold us, organize us, lead us, in the experience of being in and providing “Jungian analysis?”

Reading Assignment:

Please read all of the required assigned essays on the Reading List below. In the late summer I will provide PDF files for several, denoted by an *. I apologize in advance for any marginal quality of the PDF files, but it will save you purchasing the book unless you want to do so.

Writing Assignment:

For every assigned article or essay, write down at least one question or comment you would like to use as a basis for discussion. Please bring your written list with you to the seminar. Each of you will lead the discussion of one or more essays, using your questions or comments as the starting points. Things to consider: What caught your interest? What did you understand, or not, about the material? What other ideas or questions did the material provoke?

Objectives:

1. A basic understanding of the “analytic attitude.”
2. Jung’s perspective on the purpose of analysis.
3. Jung’s ideas regarding 4 stages of treatment.

Required Reading

*Goodheart, W. B. (1984). *Successful and unsuccessful interventions in Jungian analysis: The construction and destruction of the spellbinding circle*, pp. 89-117. Chiron: A review of Jungian analysis. Wilmette, IL: Chiron Publications.

Jung, C. G. (1982). The Collected Works, Volume 16: The practice of psychotherapy. Princeton, New Jersey: Princeton University Press.

- Principles of Practical Psychotherapy*, ¶¶1-27.
- What is Psychotherapy?*, ¶¶28-45.
- Some Aspects of Modern Psychotherapy*, ¶¶46-65.
- The Aims of Psychotherapy*, ¶¶66-113.
- The Problems of Modern Psychotherapy*, ¶¶114-174.
- The Realities of Practical Psychotherapy*, ¶¶540-564.

*Luke, H. (1992/1995). The way of woman: Awakening the perennial feminine. *Suffering*, pp. 56-62. New York: Image Books Doubleday.

*Schwartz-Salant, N. & Stein, M. (Eds.). (1987) Archetypal processes in psychotherapy, *The Archetypal Foundation of the Therapeutic Process*, pp. 27-50, Willmette, IL: Chiron.
(Sullivan, B. S.)

December 7, 2019

**Jung's Theory in the 21st Century:
The Political Psyche in the Collective**

Faculty	Carolyn M. Bates, PhD, Jungian Analyst
Contact	512-346-3788 or drbatesaustin@gmail.com
Location	Shultz Ranch, 300 Double M Drive, Wimberley, TX 78676
Time	9 am - 4 pm, Saturday

“What is then meant by “good”? Good for him? Good for me? Good for his relatives? Good for society? Our judgment becomes so hopelessly caught in a tangle of subsidiary considerations and relationships that, unless circumstances compel us to cut through the Gordian knot, we would do better to leave it alone, or content ourselves with offering the sufferer what modest help we can in unraveling the threads.”

- C. G. Jung, 1949, CW 18, par. 1408

And yet....

When a criminal simulates insanity, that is a comparatively convenient and simple means of getting transferred to an asylum, from which he can escape ore easily. Here the means are adapted to the ends. But when an hysterical girl tortures herself in order to appear interesting, both means and ends are the outcome of some morbid mental activity. An hysterical haemorrhage of the lung is something simulated, “faked,” but that does not make the patient a simulant; she really is ill, only not ill with consumption. If the doctor calls her a simulant, he does so merely because he has not understood the symptom properly, i.e., has not recognized it as hysterical.”

- C. G. Jung, 1957, CW 1, par. 353

Allphin, Claire (2005.) An ethical attitude in the analytic relationship. In *Journal of Analytical*

Psychology, V. 50, pp. 451-468.

Samuels, A. (2001.) Politics on the Couch: Citizenship and the Internal Life. Jung, C.G. (1966.) CW 10, par 825-857.

Required Viewing

Lars and the Real Girl. (2007.) Craig Gillespie, Director: Kimmel Distribution. DVD available on Netflix and Blockbusters. Please also view the “Behind the Scenes” interview with the cast.

The Protagonist. (2007.) Jessica Yu, Director and writer. Red Envelope production. DVD available of Netflix or may be rented or purchased through Amazon Prime:

https://www.amazon.com/Protagonist-Hans-Joachim-Klein/dp/B00B99IL7A/ref=sr_1_2?gclid=EAlaIQobChMIpfWL6LCe4gIVkrfsCh1JpwmHEAA YASAAEgL4SfD_BwE&hvadid=256389968600&hvdev=c&hvlocphy=9028321&hvnetw=s&hvpos=1t1&hvqmt=e&hvrnd=826948144540502961&hvtargid=kwd-305695520292&hydadcr=17043_9871065&keywords=the+protagonists&qid=1557952368&s=movies-tv&sr=1-2. Don't let the puppets dissuade you....

January 4, 2020

The Religious Function

Faculty	Wynette Barton, MS, DDiv, Jungian Analyst
Contact	wbarton2@austin.rr.com
Location	1717 N. Burluson St., in Kyle
Time	9 am - 4 pm, Saturday

Required Reading

(These are all very short. Please read them thoroughly.)

Jung, CW 15, "Picasso" (pp 135-141).

Jung, CW 15, Chapters 1 and 2 on Paracelsus (pp 3 -30).

Jung CW 11, Section V, Psychoanalysis and the Cure of Souls (pp 327-354)

Jung CW 11, "The History and Psychology of a Natural Symbol" (pp. 64-111)

Supplemental: Go through Volume 11 and read sections or partial sections as your interest leads you. I also suggest that you search for a little book by Eric Neumann, Depth Psychology and a New Ethic. It's worth the next 10 books you'll read on Depth Psychology.

WRITING ASSIGNMENT:

Please write a paper of no less than three and no more than eight pages, differentiating the meanings of the terms religious, spiritual, superstition, and spiritualism and discussing briefly how they play out in human life. Use references if you quote others, but mainly I'd like to hear your own ideas, ponderings and questions inspired by the assigned readings. Email papers to me no later than Wednesday, January 1, and be sure these are in a document that is easy to open: wbarton2@austin.rr.com.

The religious function of the psyche is difficult to understand and impossible to explain in rational terms. It manifests in many ways, but it is unquestionably a vital part of every individual and society. Even the term "atheist" acknowledges our propensities for attempting to connect with infinite powers, asserting that no such power exists. Our January seminar will focus on the subtle and overt ways the religious function manifests, the pathologies that develop around it, and its role in the individual process. The reading assignment (above) is short, considering how much Jung wrote on the subject, so read it carefully, and supplement this with sections of your choice from Volume 11.

We will meet at my home, 1717 N. Burluson St., in Kyle, at 9:00 (promptly) and work until 4:00 P.M. My house is at the end of the driveway. Turn in and keep going until you get to a circular drive around a big tree. Bring your lunch (a sandwich or whatever you choose) and we can eat together and continue an informal discussion through lunch. I'll have drinks and snacks here.

February 8, 2020 Exploring Metaphor in Life, Psychological Theory, Clinical Practice

Faculty Marga Speicher, PhD, LCSW. Jungian Analyst
 Contact 210-541-8441, 210 274-6708 or marga16speicher@gmail.com
 Location Austin - TBA
 Time 9 am - 4 pm

Metaphors are an integral aspect of human expressions in living, thinking, theorizing; plentiful in clinical theory and ever present in clinical practice; abundant in poems, song lyrics, stories, & dreams.

The language of image and metaphor has been called the “picture language of the soul.” These pictures contribute to understanding in their illustration of one aspect of a phenomenon (‘time is a river’ highlights one aspect of the abstract concept ‘time’) while dropping all other dimensions of “time” into the background. In their simplification they can do damage and mislead whenever *one* metaphor dominates living (be that “time is a river” or “time is money” or any other).

Seminar explorations will walk around multiple areas: How do metaphors enrich understanding & exploration; how do they limit it? What are the metaphors we carry in us about phenomena of daily life, of the psychoanalytic-therapeutic process, of the inner world, of intrapsychic & interpersonal dynamics? How does the therapist relate to metaphors that emerge in clinical process? How can anyone of us become deepened by relating to & engaging with the metaphorical dimensions of inner experience?

C.G. Jung (writing about art which is largely metaphoric & symbolic) sees metaphor and image as: . . . *a language pregnant with meanings, and images that are true symbols because they are the best possible expressions for something unknown – bridges thrown toward an unseen shore.* **CW**, Vol. 15, # 116.

Seminar explorations will aim at

- Raising awareness of metaphors’ presence, influence, function in living, psychological theory and clinical practice
- Increasing capacity for personal, psychological-emotional-spiritual growth
- Increasing capacity for clinical practice through
- Fuller understanding of multiple levels of psychological-emotional-spiritual experiences
- Working with images & metaphors that appear in therapeutic encounters

The Seminar will contain a presentation of basic theory & illustrations of working with metaphor but will be mostly discussion based, follow participants’ questions, comments; examples brought by instructor & participants.

Readings

Below find selections marked as required for basic understanding and optional ones. Read from the optional selections as much as you can.

Required

C.G. Jung, *Psychology and Literature*, **C. W.** Vol.15, ## 133-162. 1930

Optional

C.G. Jung, *The Relation of Analytical Psychology to Poetry*, **C. W.** Vol. 15, ## 97-132. 1922

Volume 15 is available in paperback under the title *The Spirit of Man in Art and Literature*. C.G. Jung, *The Transcendent Function*, **C. W.** Vol. 8, ## 131-193.

Writings about clinical process

Required

Selections from Ellen Y. Siegelman, *Metaphor and Meaning in Psychotherapy*, New York: The Guilford Press, 1990. Siegelman, Jungian Psychoanalyst, San Francisco, explores salient metaphors in depth psychology and the use & misuse of metaphor in psychotherapeutic theory & practice. Useful illustrations. Peruse the Siegelman text. **Required:** Preface; opening paragraph of each chapter; one chapter in full; then: select one illustration to contribute to seminar discussion

Selections from Richard R. Kopp, *Metaphor Therapy: Using Client-Generated Metaphors in Psychotherapy*, New York, NY: Brunner-Mazel, 1995. A detailed, solid overview of perspectives on metaphor in psychotherapy through the lens of diverse theoretical approaches with useful contributions to integration of metaphoric thinking, theoretical thinking, clinical practice; chapter 7 is on Jungian thinking & metaphor. Peruse the Kopp text. **Required:** introduction to book, introduction to Part 1 & to Part 2, chapters

Optional Reading

Marga Speicher, *Theory, Metatheory, Metaphor*, *Clinical Social Work Journal*, Spring 1997, Vol. 25, No. 1, pp. 7- 9. Introduction to a panel presentation at a conference in 1995 with good papers on developments in depth psychotherapy by D. Phillips & by J. Sanville and a significant paper *Metaphors in Psychoanalytic Theory and Practice* by Michael Vannoy Adams. *Clinical Social Work Journal*, Spring 1997, Vol.25, No. 1, pp. 27-39.

I will provide copies of these essays. Optional reading

Marga Speicher, *Jungian Thinking and Practice: Emphasis on an Adolescent's Search for Her Guatemalan Cultural Roots*. In R. A. Dorfman, P. Meyer, M. L. Morgan (Eds.), *Paradigms of Clinical Social Work: Vol. 4. Emphasis on Diversity* (pp. 35-58). New York: Taylor & Francis, 2004. Chapter in a text about theoretical underpinnings to therapeutic process. It outlines major concepts in Jungian Thinking and Practice, gives clinical application and has a section on working with the metaphoric dimension. Optional reading

Mary C. Earle, Broken Body, Healing Spirit: Lectio Divina & Living with Illness, Harrisburg, PA: Moore Publishing House, 2003. Earle, retired Episcopal priest, writer, workshop & retreat leader, speaks of living with chronic illness. She explores the practice of reading “the text of our illnesses” alongside scriptural reading toward deepening of the spiritual life as spiritual practice in addition to the everyday encounters with the physical dimensions of illness. For those who are interested in deepening spiritual living. Earle clearly holds the two dimensions of physical illness: one requiring medical treatment and the other a diving into metaphor & symbol that can enrich the inner world, esp., the spiritual dimension. Optional reading

About basic metaphor theory

Optional

George Lakoff & Mark Johnson, Metaphors We Live By, Chicago: University of Chicago Press, 1980. Basic text re thinking about metaphor. Easy to read & useful re metaphors in life, their impact on shaping thinking & actions, their contributions and limitations. – To get a good sense of the views: peruse the text; read the short, opening chapters 1, 2, 3, 4 (pp 3-21); select a chapter that interests you to read in full. Optional reading

Assignments

- Read the required sections in required texts and then as widely as you have time & energy. Make note of questions, reactions, further thoughts that arise for you & bring those to the seminar.
- Select an image or metaphor out of a dream, a poem or story or song lyrics; be prepared to contribute that image to discussion, telling about the image, how you understood it at the time of its appearance, further reflections.
- After the seminar, write a short summary (2 to 3 pages) of what ‘hit’ you in discussions and what you take with you into life & practice. We will discuss this assignment when we meet.

Contact me with questions as needed: Marga Speicher, PhD, LCSW, 1438 Grey Oak Drive, San Antonio, TX 78213-1603 – H & O 210 541-8441 – Cell 210 274-6708 – e-mail marga16speicher@gmail.com

Goals

Students will gain increased understanding of and capacity for working with

- The nature, presence, function of metaphor in language, human communication, psychological life
- the influence of metaphor in building, shaping psychological theorizing & clinical practice
- Ways of understanding & working with metaphors that appear in personal life and in client’s experiences of outer & inner life

March 7, 2020

The Multiphase Treatment of Trauma

Faculty	Donna Cozort, PhD, Jungian Analyst
Contact	214-891-0925 or donnacoort@sbcglobal.net
Location	Dallas, TX - TBA
Time	9 am - 4 pm, Saturday

This seminar will be focused on trauma and its various forms and manifestations in various populations. The physiological and genetic, the psychological, and the spiritual effects, timing and blocks to healing, treatment options, and phases of healing will be identified. As analysts we will consider the place of a Jungian perspective in healing trauma including dream content and the progression of dreams with a primary emphasis circling around the archetypal potential for transformation.

Your seminar leader will present her experience working with a former Naval nurse who served during the Viet Nam war and developed PTSD (presented at the IAAP International Convention, Copenhagen, Denmark).

Each student will be asked to present a specific trauma experienced personally or worked through with a client, friend, or family member. Attention should be focused on premorbid history, initial and long term manifestations of the trauma, physiological, psychological and spiritual changes, rationale for treatment decisions, resistances or blocks to healing, dream progression, and dynamic archetypal undertones.

From this rich experience, students should walk away with a comprehensive understanding of the devastation of trauma, the manifestations and identification of victims, and the phases and options of healing including those framed from a dynamic archetypal perspective.

References suggested;

C.G Jung, CW, vol. 9i, pp.3-42. Archetypes & the Collected Unconscious)
 C.G Jung, CW, vol. 16 (Psychology the Transference)

Kalshed, D., The Inner World of Trauma

Cozort, D., Out of the Whirlwind, Jain, Shaili, The Unspeakable Mind

Speier, Jacki. Undaunted: Surviving Jonestown

References of your choice.

Objectives:

1. Identify the signs & symptoms of trauma including PTSD
2. Learn the current research on trauma
3. Understand the psychological blocks to healing
4. Identify major phases of healing (behavioral, cognitive, psychological, & spiritual)
5. Understand the psychological valence of archetypal healing

April 4, 2020

Image, Symbolism and the Unconscious

Faculty	Barbara Woods Barnes, LMHC, Jungian Analyst
Contact	904-607-8899 or BarbaraSWoods@me.com
Location	Shultz Ranch, 300 Double M Drive, Wimberley, TX 78676
Time	9 am - 4 pm, Saturday

We will explore our personal and collective experience of images while exploring the archetypes and symbolism found in them. I will have examples in class for us to experience together and discuss. To the level you are comfortable in sharing with the group, we can explore how there are many collective and personal responses to the images presented.

Food For Thought

What is your initial reaction to the image?
 What is your felt sense of the image?
 What are the archetypes you discovered in the image? Is the image numinous? Expose shadow? Did you have an instinctual response? Experience a defense?
 Are the symbols shocking? Numinous? Calming? Engaging?
 How do I recognize the numinous archetypal symbols lighting the way?
 How do I engage the darker archetypes that the image may engender?
 As you spend time with the image

Reading Assignment

Jung, C.G. (1955) The Collected Works, Volume 18, Princeton, NJ: Princeton University Press. ... par. 444 – 607.

Recommended Reading

Jacobi, J. (1959) Complex Archetype Symbol in the Psychology of

C.G. Jung. New York, NY: Princeton University Press pp. 31-73

Jung, C.G. (1955) The Collected Works, Volume 9:I, Princeton, NJ: Princeton University Press. ... Archetypes of the Collective Unconscious

Writing Assignment for April

Choose and engage an image (or two) Explore the symbolism, notice the felt sense of your response, being aware of what might be coming up from the unconscious, personal or the collective.

What archetypes and symbols may be represented in the image? What is your emotional response to the image?

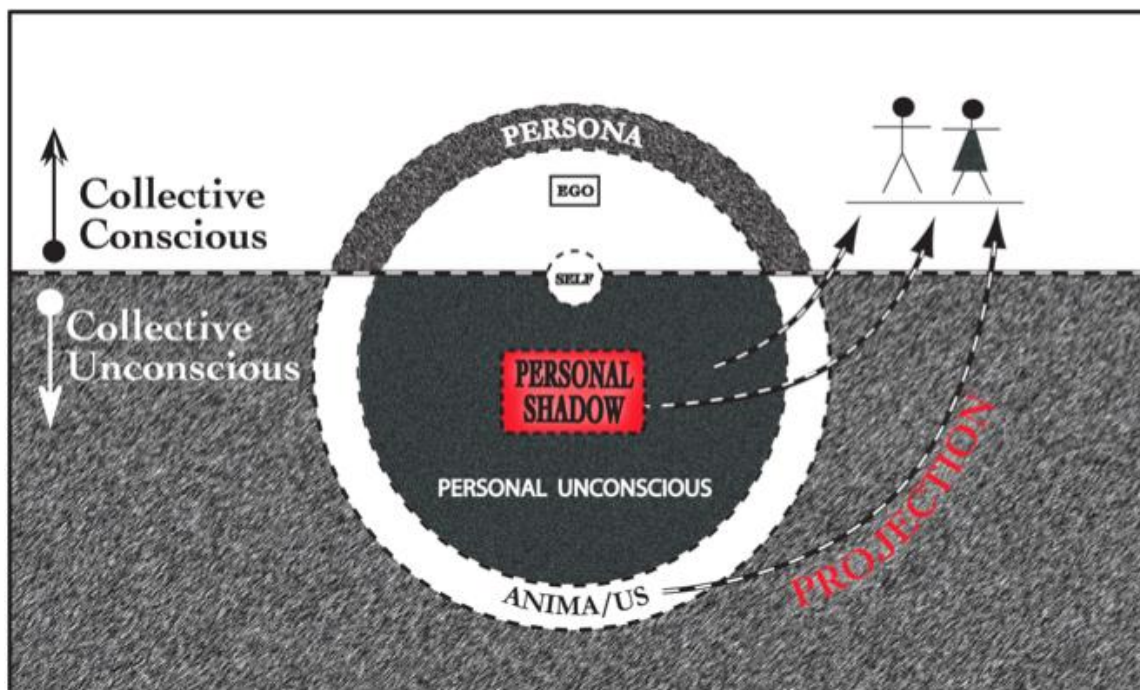
How might you work with a client around this image? Can you identify your transference/countertransference as our group explores these images? CLASS participation.

You may choose a dream image, a work of art, image from sandplay, an internal image from psyche, or an image found in the collective.

Come to class prepared to present the image and speak to your findings.

Please send a copy of your image and a short synopsis of what you will present to the class to me by March 15, 2020.

Also feel free to call, text or email with any questions.



From Joseph Campbell: *Myths, Psyche and Symbol* Episode

Diagram from Joseph Campbell, *Myths, Psyche and Symbol*

May 2, 2019 Clinical writing with focus on transference/countertransference

Faculty Gretchen Heyer, MA, MDiv, PhD. Jungian Analyst
 Contact 713-267-0699 or lexington1835@sbcglobal.net
 Location Houston, TX - TBA
 Time 9 am - 4 pm, Saturday

Transference/countertransference weave into all interactions. How do we feel/think/imagine about a person? What does this say about our selves and them, about un-lived lives and more consciously claimed ways of being? How do we speak to this information? Does it even approach language? The interface between self and other spins with history and future, dreams and deadness, body and imagination. Almost a century ago, Jung pioneered awareness of countertransference, and wrote of transference as a 'royal road' to the unconscious. Today's psychoanalytic theory focuses on transference/countertransference as the primary means of accessing the unconscious of those who enter our consulting rooms, with hopes of healing their unbidden, unspoken, often unformulated aspects of experience. Subtleties to even partially understand another, and then speak to that understanding, are myriad. These are the focus of the writing, reading and discussion in this seminar.

Assignment

Students will focus a 15-25 p. paper on one patient, following nuances of the transference/countertransference as it informs, and perhaps undermines, more clearly formulated aspects of clinical process. References should be used to ground the work in currents of the psychoanalytic river that best flow with the student's way of thinking.

The paper is due two weeks before the seminar, to be emailed out to the instructor and seminar participants. Before the seminar everyone will read all the papers, writing possibly useful questions and comments in the margins.

If the student is not a clinician, the paper may focus on one relationship where speaking to the transference/countertransference created a shift in relationship. This may be more challenging as boundaries of the clinical relationship make dynamics clearer.

Required Reading

Ogden, T. (2005). This art of psychoanalysis: dreaming undreamt dreams and interrupted cries. In *This Art of Psychoanalysis* (pp. 1-18) . London/Routledge.

Ogden, T. (2005). On holding and containing, being and dreaming, In *This Art of Psychoanalysis* (pp. 93-108). London/Routledge.

Ogden, T. (2005). On psychoanalytic writing. In *This Art of Psychoanalysis* (pp. 109-123). London/Routledge.

Recommended Reading

Jung, C. (1977). *Memories, Dreams, Reflections*, London/ Fontana. (1963)

Naiburg, S. (2015) *Structure and Spontaneity in Clinical Prose; a Writing Guide for Psychoanalysts and Other Psychotherapists*, London/Routledge.

Objectives:

1. Students will name at least 3 different ways of working with the transference/countertransference.
2. Students will gain an understanding of their own writing strengths and weaknesses.
3. Students will be able to clearly articulate dynamics of transference/countertransference in at least one case.