

**TEXAS REGION  
of the  
INTER-REGIONAL SOCIETY OF JUNGIAN ANALYSTS**

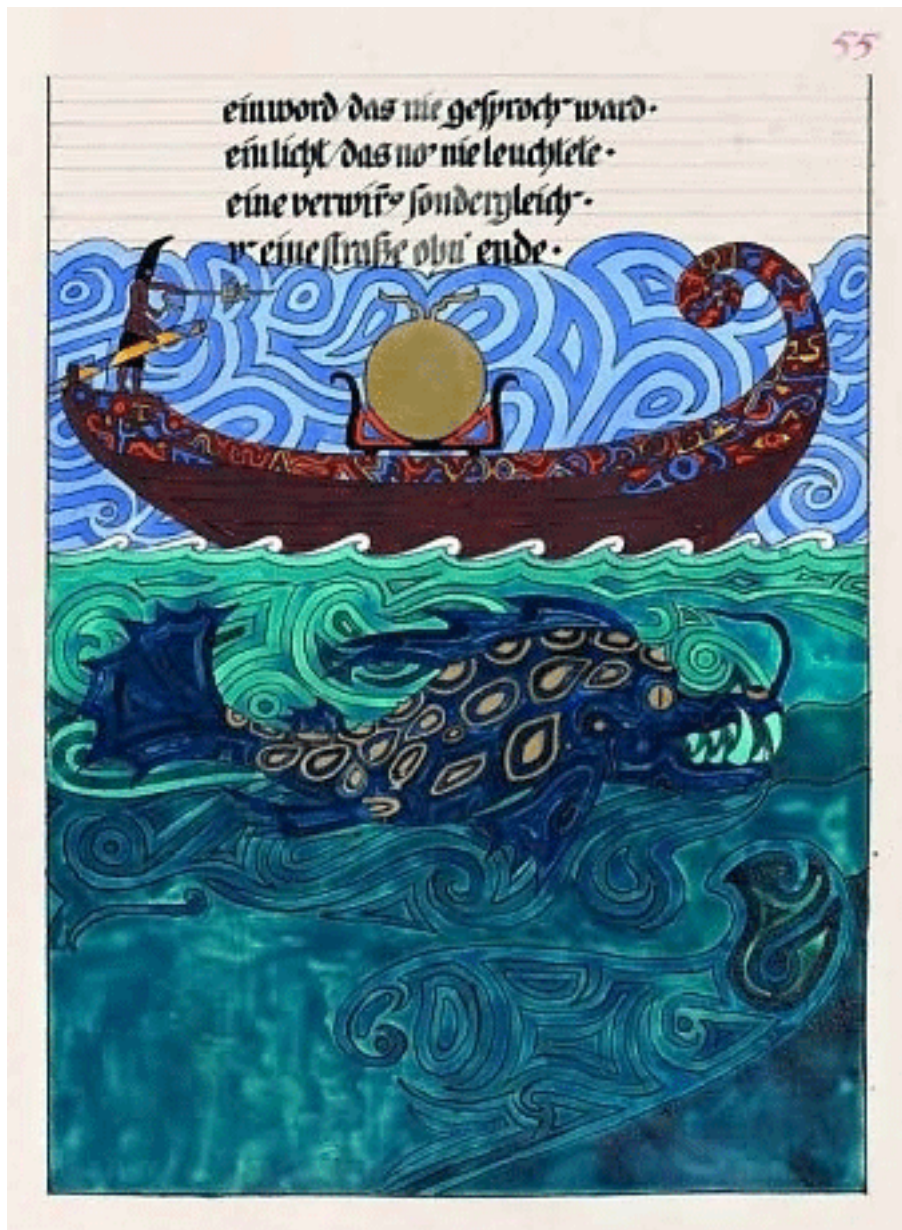
**Guidelines and Policies Manual**

**2023-2024**

The Texas Region of the IRSJA seeks to achieve diversity, equity, and inclusion. The Texas Region does not discriminate on the basis of age, sex, religion, national origin, race, color, disability, genetic status, ethnic orientation, gender identification or sexual orientation.

## Texas Region of the Inter-Regional Society of Jungian Analysts

There are experiences which one must go through and for which reason is no substitute.  
(CW11, ¶446)



One cannot just think up a system or truth which would give the patient what he needs in order to live, namely faith, hope, love, and understanding. These four achievements of human endeavor are so many gifts of grace, which are neither to be taught nor learned, neither given nor taken, neither withheld nor earned, since they come through experience, which is an irrational datum not subject to human will and caprice. Experiences cannot be *made*. They happen – yet fortunately their independence of man’s activity is not absolute but relative. We can draw closer to them – that much lies within our human reach.... The way to experience...is a venture which requires us to commit ourselves with our whole being. (CW11, ¶¶500-501)

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**WELCOME** to the Texas Region of the Inter-Regional Society of Jungian Analysts (“Seminar”). As Jung’s words and the preceding image suggest, participation in the Seminar is an *experience*, one that will be uniquely yours, as well as one that is guided and contained in the formal structures created to hold Participants and teachers along the way. There is much to be encountered by all of us when approaching psyche with such intention. The following details will hopefully orient you to the outer process, just as we hope to provide an opportunity for the more significant inner one - a process that is not linear, nor always rational.



### **PHILOSOPHY AND PURPOSE**

The Seminar is one of several local training sites for the Inter-Regional Society of Jungian Analysts (“IRSJA”). The Seminar serves two primary purposes. We provide a professional level of education in Jungian Psychology, also known as Analytical Psychology, to interested and qualified Participants. As the local didactic program for Candidates in analytic training with the IRSJA, our Seminar promotes a forum for both didactic learning of Analytical Psychology and for the conscious development of clinicians desiring to become analysts. We also open this experience to non-clinicians who are interested in an in-depth study of Jungian thought and its application to life.

Our educational philosophy is grounded in the understanding that applying Analytical Psychology to one’s life and work involves an integration of intellectual, symbolic, emotional, and ethical expertise. For those Participants who are clinicians, we stress the importance of a personal analysis for analytic learning. As Jung noted, “everything depend[s] on how far the analyst has been analysed himself” (CW4, ¶447). For all Participants we especially encourage the exploration and integration of shadow as it manifests relationally, and feedback to Participants may on occasion reinforce this, as we believe that getting to know one’s shadow is a lifelong process. To support these values, we strongly recommend, at some point during one’s studies, an intensive analysis that may include multiple analytic sessions a week. As a further enhancement, we offer a facilitated process group as an integral part of our curriculum.

The subject matter of our Seminar is focused on a comprehensive understanding of the Collected Works of C. G. Jung, on mythology, symbols, and current advances in Jungian thought. This includes Post-Jungian and psychoanalytic innovations, along with classical and archetypal approaches. Our hope is that all Participants will take what they learn to develop and deepen their own perspectives and will challenge themselves and one another into creative and integrated thought to better meet not only the exigencies of life but encounters with the unconscious as well.



## **TEXAS SEMINAR CURRICULUM**

As Jung attempted to synthesize multiple areas of thought, so too our Seminar's philosophy is based on the understanding that Jungian analysis involves an integration of psychological, intellectual, symbolic, ethical, and emotional expertise. We offer a curriculum in the study of Jungian and post-Jungian theories that strives to develop a comprehensive understanding of the Collected Works and Post-Jungian developments in Analytical Psychology. Seminar Participants study the nature of the complex, archetypal theory, dreams and dream interpretation, mythology and fairy tales, alchemy, and the process of individuation. Our curriculum also includes the study of developmental psychology and other psychoanalytic innovations, including psychodynamic assessment and diagnosis.

We hope to inspire our Participants through a curriculum that encourages them to think for themselves as they integrate the ideas of Jung, Post-Jungians, and other depth psychology theorists. Similarly, our aim for our faculty is an enlivened experience through flexibility of method, orientation, and individual interests.

The curriculum is designed to build on Jung's foundational opus, and includes the study of psychic structure (e.g., archetypes, the Self, the collective unconscious), content (e.g., archetypal imagery, myths, symbols), and process (e.g., compensations, individuation, the transcendent function, self-regulation). Each year our classes are grouped thematically to cover the fundamentals of Analytic Psychology, analytic method, and the depth study of archetypal psychology and individuation.

A syllabus will be provided via .pdf file to each Seminar Participant participating in the upcoming year.

Our curriculum covers the following topics:

### **Introduction to Analytical Psychology**

History: Jung's Life and Theory Development  
 The Word Association Experiment: Theory and Application  
 Complex Theory and Neurosis  
 Structure and Dynamics of the Psyche  
 Infancy and Individuation: Symbol Formation  
 Individuation in the Second Half of Life  
 Jungian Theory through Time  
 Dreams  
 Psychological Types and Functions  
 Introduction to Alchemy

### **Analytic Methods – Attitude, Frame and Assessment**

The Frame of Analysis: Contrasting Psychotherapy and Depth Psychology  
Psychology of the Transference and Countertransference  
Transference and Countertransference: The Analytic Third  
Experience in Groups: The Individual in the Collective  
Jung's Epistemology in the Contemporary World  
Religious and Spiritual Aspects in the Process of Individuation  
Psychopathology: Personality Patterns and Disorders  
Psychodynamic Assessment and Diagnosis  
Dreams and Approach to the Unconscious  
Implicit Relational Knowing: Intersubjective Communication

### **Archetypes and Individuation**

Archetypes as Instincts  
Archetypes in Ego-Self Relation  
Dynamic Tensions and the Transcendent Function  
Archetypes in Fairy Tales  
Archetypes in Mythologies  
Archetypes in the Religious Function of the Psyche  
Alchemy II  
Active Imagination  
The Un-named Experience: Mysteries and Pathologies  
Archetypes of Initiation and Emergence



## SEMINAR ORGANIZATION

### Seminar Coordinating Committee:

The Seminar Coordinating Committee (SCC) is composed of analysts with responsibilities for oversight and organization of the training educational program provided under the auspices of the Seminar. The Liaison to the Participants is the primary contact for all Participants in the Seminar. The Registrar maintains all documents related to participation in the Seminar and a local record of documents for those who advance to Candidacy to train with the IRSJA. The Curriculum Coordinator constructs the annual syllabus and arranges for substitute teachers and alternative meeting sites when needed. The Liaison to the IRSJA attends training meetings hosted by the IRSJA and reports back to the Texas Analysts.

### Faculty:

The faculty is comprised of Jungian analysts who are members of the IRSJA (the “Texas Analysts”) as well as invited guest instructors.

### Participants:

There are three categories of Participants in the Seminar:

1. Participants: Individuals interested in studying Jungian analytic theory and its application to human dynamics, culture, and for those who are clinicians, their clinical practice. All Participants in the Seminar are Participants. Participants attending seminar classes are considered active Participants.
2. IRSJA Pre-Control Candidates: Clinicians who have been accepted into the IRSJA as Candidates but have not yet stood for and passed the five *Propadeuticum* exams administered by the IRSJA. Pre-Control Candidates attend the monthly seminars.
3. IRSJA Control Candidates: Candidates in the IRSJA who have passed the five *Propadeuticum* exams and entered the Control stage with the IRSJA. Control Candidates remain Participants of the Texas Seminar but are no longer required to attend the monthly seminars.

## Monthly Structure:

Seminars are held one weekend a month for nine months (September–May) usually on the first Friday afternoon and Saturday of the month. The pillars of the Seminar are:

### Friday Class

Friday afternoon, 1-5: This 4-hour class is non-evaluative, and may include didactic, clinical, and experiential components with group discussion and presentations. Apart from weekends in which a visiting analyst teaches, the same analyst teaches the Friday class throughout the year.

### Saturday Class

Saturday, 9-12 and 1-3: This 5-hour class is didactic with Participant discussion and presentations. Participants may present papers they have been asked to write, discuss readings, etc.

### Process Group

Saturday, 3:30-5:00: This 1 ½ hour process group allows Participants to sort through how their engagements with the material and with one another affect and enhance their process in the seminar. A final group process of 3-4 hours takes place at the end of the teaching year, usually the first weekend in June. The group facilitator is not part of the Texas Seminar faculty and maintains confidentiality of the group process. *All Participants are required to maintain confidentiality of the group process.* The Seminar Treasury pays the group facilitator's fees.

### Clinical Case Colloquium

In addition to the didactic seminars, a clinical case colloquium is held for all Participants who are clinicians. Please see the following section (pg. 11) for details regarding case colloquium requirements.

*Attendance and participation in each seminar is required for all active Participants, along with regular case presentations and written papers. Should a Participant's personal analyst function as a seminar teacher, the Participant is to consult with their analyst about whether to attend. If the Participant does not attend secondary to this reason only, the Curriculum Coordinator may arrange a three-hour tutorial with a different Seminar faculty member. All teaching stipends are paid by the Seminar. When an absence occurs for other reasons, the Participant is to consult with the teacher about make-up assignments. In this case, any additional expenses are the responsibility of the Participant who has been absent.*



### **Year End Requirements**

At the end of each year (usually in late June or early July) the Seminar faculty holds its annual business meeting. Prior to this meeting, Participants must meet the following requirements:

1. All active Participants in the Seminar participate in the end-of-year facilitated process group.
2. All Participants in the Seminar must attend end-of-year interviews with their Texas Review Committees, which are composed of members of the faculty. These interviews may happen in person or via teleconference, at the discretion of the analysts. These annual interviews include but are not limited to discussions and feedback related to the Participant's progress. Strengths may be supported, limitations and weaknesses may be named, and recommendations for focus on growth may be discussed.
3. All Seminar Participants are to inform the Liaison to the Students by **March 20<sup>th</sup>** of a) their intent whether or not to participate in the Seminar for the following year and/or b) their intent regarding their status or advancement.
4. We ask that all Seminar Participants, including Participants who are on a Leave of Absence, write a one-to-two-page end-of-year paper reflecting upon their process and experience of the past year. The reflection papers must be submitted to both the Liaison to the Participants and the Registrar by **May 15<sup>th</sup>**.



## **PROCESS GROUP**

Both initially and throughout a process group, group norms and ground rules (e.g., strict confidentiality) are established. The group members and facilitator work to establish the trust needed to promote open and honest communication. In a climate of trust, people feel free to share with one another and to respect the dignity, autonomy and authenticity of self and others.

Training itself can stir shadow, that part of ourselves we have not yet encountered for a variety of reasons. Both the material and interpersonal dynamics in seminar classes can stir internal family systems and historical dynamics. Training can awaken old wounds or feelings of being misunderstood. It can stimulate dream life. The process group invites its members to find ways to explore personal uncertainties and to recognize how unconscious processes may take hold of a group.

### **What is a process group?**

In process groups, seminar Participants meet face to face to share their struggles and concerns with each other and a group facilitator. The power of process groups lies in the unique opportunity to receive multiple perspectives, support, encouragement, and feedback from other individuals in a safe and confidential environment. These interpersonal interactions can provide group Participants an opportunity to deepen their self-awareness and to learn how they relate to others. Process groups are powerful tools for growth and change.

The general focus of the Seminar process group is to better understand relationships amongst Participants of your training cohort and Participants' relationships to their cohort. Participants are welcome to bring any issues to the group that they feel are important. Participants are encouraged to give support and feedback to others, and to work with the reactions and responses that other Participants' contributions evoke in them.

Process groups are typically unstructured. The group facilitator does not, for the most part, direct the group discussion. In group process Participants are responsible for addressing what is stirred within them when they believe it is playing out in their cohort. Participants determine what personal material they believe belongs exclusively in their personal analysis.



### **CASE COLLOQUIUM**

Case Colloquium provides a substantive clinical experience in which participating clinicians present and work with clinical material. This colloquium is arranged independently by the active Participants in the Seminar and is only attended by clinicians. The colloquium meets over the course of the year and consists of a minimum of four consecutive hours per meeting and may increase by one hour per meeting if the number of Participants increases but is not to exceed six hours per meeting.

The number of colloquium hours accrued each year ranges from 36 to 48, depending upon the number of attendees in the Seminar each year. While the preference is that the colloquium meet on the Sunday following each seminar, the pragmatics of travel costs allow colloquium facilitators and Participants to work together to determine whether the colloquium will follow this preference or will meet less frequently with a greater number of hours per meeting.

The clinical Participant group works together to choose an analyst accredited by the International Association for Analytical Psychology (“IAAP”) to facilitate the colloquium, providing that a significant dual relationship does not exist between the analyst and any of the Participants in the colloquium. It is not required that Participants choose the facilitator from the Texas Analysts faculty. Clinical Participants carry the cost of the colloquium facilitator’s fee and any travel expenses incurred. The fee is negotiated with the analyst and divided equally among the clinical Participants. This colloquium may be held via teleconference, but it is the responsibility of the consulting analyst and the participating Participants to assure that it is done via a HIPAA-compliant medium.



### **OTHER REQUIREMENTS**

If a Candidate makes any additional request or statement of intent to their IRSJA Review Committee after the Seminar summer meeting has occurred, the Candidate is to inform their Texas Review Committee and the Liaison to the Students of such in writing.

Control Candidates are required to have requisite legal authority to practice psychotherapy/analysis in the state or country of residence. In Texas this means that Control Candidates are required to have a license to practice psychotherapy. While licensure is not required for admittance into the Seminar, active Participants must be licensed before applying for candidacy with the IRSJA.

All Candidates are expected to be in good-standing with IRSJA and to meet all IRSJA training requirements.

All Participants are required to provide a signed copy of the following to the Registrar by August 1<sup>st</sup>:

- a. Contract of Participation in the Texas Seminar (see **Appendix A**).
- b. Consent to Attend In-Person Seminars (see **Appendix B**).
- c. Rivers/Shultz Release (this document will be provided by the Liaison to the Participants)

Professional Development (PD): The Seminar is in compliance with regulations in the Texas Administrative Code, Title 22- Examining Boards, Part 41-Texas Behavioral Health Executive Council, regarding Continuing Education standards.

Participants may contact the Secretary of the Seminar to request a PD Certificate for any monthly seminar they have attended and for which they have submitted an evaluation.

Withdrawal from the Seminar: A request to withdraw must be submitted in writing to the Liaison to the Participants, who will inform both the President and Treasurer of the

Participant's decision to discontinue their participation. Any request to withdraw is subject to the policies noted under Seminar Fees and Expenses.



### ETHICS POLICY

In Seminar discussions, data from clinicians' work with clients may be discussed. Such data are confidential, and Participants are required to respect and maintain confidentiality. Participants of the Seminar are required to be in compliance with the contents of the Code of Ethics of the Inter-Regional Society of Jungian Analysts, a copy of which the Liaison to the Participants will provide.



IT IS THE GENERAL EXPECTATION of the Texas Analysts that individuals who intend to become Jungian analysts are best served:

1. By intensive, personal analysis over an extended period.
2. By working intensively with several of their own clients in their own practice in a similar way.
3. By beginning on-going individual case consultation prior to the Candidacy stage of training; and
4. By attending and actively participating in the monthly seminars.

*Admission to the Seminar does not constitute acceptance into the analyst training program of the IRSJA, nor does it imply that such acceptance may be forthcoming. Participants in the Seminar who are not Candidates in the IRSJA may not represent themselves as being in training with the IRSJA or as being in analytic training.*



The policies of the Seminar are updated periodically, and we distribute an updated version annually. The Seminar reserves the right to make exceptions to written policies in unusual individual circumstances; such exceptions are made by a majority vote of Texas Analysts after a review of the circumstances involved.



### **SEMINAR FEES AND EXPENSES**

Annual fee for Participants: \$2,500, payable to the Treasurer of the Seminar by **August 1<sup>st</sup>** of the then current teaching year. As financial realities require, the Texas Analysts reserve the right to increase the Seminar tuition and fees. Participants will be given a year's notice of any tuition increases.

Annual fee for Control Candidates: \$350.00, payable to the Treasurer of the Seminar by **August 1<sup>st</sup>** of the then current teaching year.

Annual Fee for Leave of Absence: \$250.00 payable to the Treasurer of the Seminar by **August 1<sup>st</sup>** of the then current teaching year.

**To participate in the upcoming teaching year that begins each September, the Seminar treasurer must receive a Participant's tuition by the due date of August 1<sup>st</sup>.** Failure to pay tuition is considered grounds for possible termination from participation in the Seminar (see **Appendix C**). Any Participant with concerns regarding their participation in the upcoming teaching year and/or concerns regarding the tuition for the year must contact both the Liaison to the Participants and the Treasurer well in advance of this deadline.

Withdrawal: If an individual has been accepted into the Seminar but chooses not to participate, they may withdraw from the Seminar prior to September 1<sup>st</sup> of that teaching year. However, no refunds of tuition will be offered after August 1<sup>st</sup>.

Additional costs incurred for active Participants in the Seminar, who are clinicians, include case colloquium expenses.

Any fees and expenses associated with individual case consultation, either required or recommended, are the responsibility of the Seminar Participant.

#### **Seeking further training? Consider the IRSJA Training Institute.**

Seminar Participants who wish to go further in their studies may wish to apply to candidacy training with the IRSJA. The Texas Seminar is one of several Local Training Seminars for the Inter-Regional Society of Jungian Analysts ([www.irsja.org](http://www.irsja.org)) and many Participants in such seminars opt to apply for Candidacy with the IRSJA. The IRSJA has no permanent headquarters. Training takes place at semi-annual Society meetings and in Local Training Seminars located throughout the United States.

The IRSJA requires that their applicants spend a pre-application period of at least six months in an IRSJA Local Training Seminar (e.g., The Texas Seminar). Applicants applying for admission to the IRSJA must be currently enrolled in such a Seminar and actively attending classes. For more information about applying for Candidacy to the IRSJA, please see:

[Admissions | The Inter-Regional Society of Jungian Analysts | \(irsja.org\)](http://www.irsja.org)



### LEAVES OF ABSENCE

- A. Leaves of Absence are available only to Control Candidates and active Participants, i.e., individuals who have been actively attending Seminar classes at the time of their request. Specifically, it is not possible for an applicant who has been accepted at the summer meeting to take a Leave of Absence before the teaching year begins, although they may withdraw without prejudice and may reapply in the future.
- B. Any Participant wishing to take a Leave of Absence must make the request in writing to the Liaison to the Participants, who will decide to approve or not approve the request in consultation with the Participant's Texas Review Committee and/or the Executive Committee of the Seminar.
- C. No fee is required for a Leave of Absence that is requested during a teaching year if the Leave of Absence is applicable to that current year. If a Leave of Absence is requested for an upcoming year, a \$250.00 fee payable to the "Texas Region of the Inter-Regional Society of Jungian Analysts" is required, in lieu of tuition. The fee is due August 1<sup>st</sup> of the then current teaching year and is to be mailed to the Treasurer of the Seminar.
- D. Any active Participant who is a Candidate is subject to the Leave of Absence policy of the IRSJA. Any active Participant who is not a Candidate may accrue no more than 2 years' consecutive Leaves of Absence. If the Participant does not resume attendance at the Seminar that individual shall withdraw from the Seminar without prejudice. If the Participant refuses to withdraw, the Participant may be terminated from the Seminar.
- E. All Leaves of Absence are approved for no longer than one teaching year. If the Leave of Absence is requested for less than one teaching year, that Leave of Absence will be considered a one-year Leave of Absence for these purposes.
- F. Even though not actively participating in the seminar classes, participants on Leaves of Absence are required to send in an end-of-year reflection paper and participate in an end-of-year interview for their annual review.
- G. The Texas Analysts reserve the right to make exceptions to this policy.

## APPENDIX A

### Texas Region of the Inter-Regional Society of Jungian Analysts

#### Contract for Participation in the Texas Seminar

1. I understand that I have been admitted to the Texas Seminar for the 2023-2024 year and have made the decision to commit to participation and attendance through the end-of-year interviews, held in May and June. Further, I understand that the tuition for this year is \$2500.00 and must be paid by August 1<sup>st</sup>, 2023. If I choose to withdraw from the Texas Seminar, I will adhere to the policies noted under ***Seminar Fees and Expenses*** in the Guidelines and Policies Manual of the Texas Region of the Inter-Regional Society of Jungian Analysts, a copy of which has been provided to me.
2. I agree that I will not promote myself as a Jungian analyst while I am a Participant in the Seminar.
3. I have been provided with a copy of the Texas Region's Guidelines and Policies Manual and agree to abide by the guidelines and policies therein.
4. I have been provided with a copy of the Code of Ethics of the Inter-Regional Society of Jungian Analysts and I agree to adhere to its rules.

\_\_\_\_\_  
Participant Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Liaison to the Students

\_\_\_\_\_  
Date

**Seminar Participant Contract – please sign and return it to both the Liaison to the Students and the Registrar by August 1<sup>st</sup>.**



## APPENDIX B

### Texas Region of the Inter-Regional Society of Jungian Analysts

#### Consent to Attend In-Person Seminars

Throughout the pandemic, we have been guided by recommendations from the CDC, local public health officials, and professional psychology organizations in establishing policies for IRSJA seminars.

We remain committed to following state and federal guidelines and to adhering to prevailing professional healthcare standards to limit the transmission of COVID-19. Health conditions may necessitate a decision to hold the seminars virtually.

#### **Risks of In-Person Meetings**

Please know that your signature below and your decision to attend any Seminar class or group process in person means that you accept full and complete responsibility for any increased risk of contracting the COVID-19 coronavirus or one of its variants, which may occur by meeting in person or traveling to meet in person.

#### **Procedures to Minimize Risk**

Your signature below also confirms that you agree to the following:

- If you are sick (coughing, sneezing, feverish, having gastrointestinal symptoms or other symptoms associated with COVID-19) you will not attend in person.
- You will wear a mask if the teaching analyst or group facilitator requests it.
- You will practice COVID-19 prevention protocols recommended by the CDC while at the ranch (hand washing, use of hand sanitizer, etc.).
- If you have not been vaccinated, you agree to self-administer or have administered a Covid rapid test within 24 hours of arrival for class. Should you test positive for Covid you agree not to attend the class.

#### **Informed Consent**

Your signature indicates that you understand the risks and you agree to abide by the procedures outlined above.

\_\_\_\_\_  
Seminar Participant

\_\_\_\_\_  
Date

## **APPENDIX C**

### **Termination from Participation in the Seminar**

The decision to terminate a Participant from the Seminar is not entered into lightly. Complex situations related to the manner of participation and responsibilities of the Participant, including failure to pay Seminar tuition, may result in a Participant's termination from the Seminar. When concerns result in consideration of termination, the Participant will be asked to meet with an interviewing committee of Texas Analysts to discuss those concerns. Following consideration by the Texas Analysts, if a majority vote by the Texas Analysts supports the termination the decision to terminate will be communicated in writing to the Participant by the Liaison to the Students. The decision of the Texas Analysts to terminate a Participant shall be final.