Inter-Regional Society of Jungian Analysts

Training Manual



TRAINING YEAR 2026-2027
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Table of Contents

I. TRAINING PROGRAMS 5

A. Overview 5

B. Areas of Study 6

C. IRSJA Annual Calendar 7

D. Graduation Requirements 8

II. ADMISSIONS GUIDELINES 11

A. General Considerations 11

B. Prerequisites for Applying to the Inter-Regional Training Program 11

C. Admissions Procedures 12

D. Application Materials 12

E. Transfers to the IRSJA 13

III. CANDIDATE GUIDELINES 13

A. All Candidates 13

1. Personal Analysis during Training 13
2. Local Training Seminar 14
3. IRSJA Review Committee 15
4. IRSJA Meetings 16
5. IRSJA Training Transcript and Support Documents 16

B. Pre-Control Stage 18

1. Individual Case Consultation 19
2. Clinical Experience 19
3. Preparing for the Propaedeuticum Exams 20
4. Propaedeuticum Exams 20
5. Retaking Exams 23
6. Advancement 23

C. Control/Diploma Stage 23

A. Individual Case Consultation and Case Colloquium 24
B. Diploma Exams 26
C. Graduation 31
D. Diploma and Certification 31

IV. GENERAL TRAINING INFORMATION 32

A. Dues and Fees 32

1. Annual Dues 32
2. Seminar Tuition 32
3. Analysis/Case Consultation Fees 32
4. Examination Fees 32

B. Candidate Transfers between Seminars 32

C. Telecommunications Policy 33

D. Leave of Absence 34

E. Candidate Waiver 36
F. Conflict Resolution 36
G. Termination 36
H. Modification of Training Requirements 37
I. Applicable Policies 38
V. DUAL RELATIONSHIPS 38
A. Personal Analyst 38
B. Exams 39
C. Teaching 39
D. Personal Relationships 39
E. Relationships between candidates and analysts 39
F. Enmity 40
G. General 40
VI. FACULTY GUIDELINES 40
A. IRSJA Training 40
B. IRSJA Training Committees 41
C. Admissions Committee 41
D. Training Committee 42
E. IRSJA Director of Training 43
F. Review Committees 44
G. Propaedeuticum Exam Committees 45
1. Oral Exam Committees 45
2. Written Exam Committee(s) 46
H. Diploma Exam Committees 46
I. Additional Faculty Requirements 48
1. Telecommunications 48
2. Individual and Control Case Consultation of Control/Diploma Candidates 48
VII. LOCAL TRAINING SEMINAR GUIDELINES 48
A. Faculty 49
1. Core Faculty 49
2. Adjunct Faculty 50
3. Visiting Faculty 50
B. Insularity 50
C. Dual Relationships 50
D. Seminar Participants 50
E. Relationship with the IRSJA 51

F. Relationship between the Training Committee and Local Training Seminars 51

G. State of the Local Training Seminars 51

1. Annual Seminar Reports to the Training Committee 52

2. Candidate Annual Review Letters for Review Committees 52

H. Establishment and Suspension 52

1. Establishment 52

2. Suspension 53

3. Reinstatement 53

Appendix A: Application for Training in Jungian Analysis 54

Appendix B: IRSJA Waivers 55

Analyst Waiver 57

Appendix C: IRSJA Candidate Dues and Fees 58

Appendix D: Academic Integrity Statement 59

Appendix E: Transcript Portal File, Folder, Header, Footer Conventions, Rev 2025 60

Appendix F: Written Exam Assessment 61

Appendix G: Guidelines for Diploma Exam Chairs 63

Appendix H. Annual Training Calendar 65

Appendix I: Observation Of Candidate Capacities 67

Appendix J : Annual Seminar Report 69

Appendix K: Review Committee Worksheet 70

NOTES 71

I. TRAINING PROGRAMS

A. Overview

The Inter-Regional Society of Jungian Analysts strives to uphold the values of *Unitas* in our teachings, in our practices, and in our organization. We welcome all qualified individuals into our community. We strive for sensitivity in listening, learning, and contributing to a greater understanding of each other. Furthermore, we endeavor to recognize, understand, and admit shadow into consciousness. We are therefore committed to act in accordance with the high value we place on affiliation, openness, and interest in each other, and in our own internal worlds. When conflicts arise, we endeavor to resolve them in a transparent, conscientious, and caring manner.

This Training Manual published on **2026-11-17** applies to every candidate in training, faculty, IRSJA Committees that engage in training, and Society members.

The Inter-Regional Society of Jungian Analysts (IRSJA) Training Program is a postgraduate program that offers training in Jungian Analytical Psychology to professionals in mental health and allied fields. Since Inter-Regional Society members live and work throughout the Americas, the training program can meet the training needs of professionals who live a distance from available Jungian training centers in the United States.

To become a candidate, applicants for training must possess at least a master's degree. Most applicants come from clinical fields, such as medicine, psychiatry, psychology, counseling, nursing, or social work. IRSJA will consider applicants for admission to the training program if they demonstrate the potential for understanding depth psychology and present an ability to work with people in an analytic setting.

IRSJA trains candidates in Local Training Seminars and semi-annual IRSJA Society meetings. Non-members, except those applying for membership, may not attend IRSJA Society meetings. Candidates must be affiliated with an IRSJA Local Training Seminar throughout training. Areas of study include theoretical foundations of Analytical Psychology, archetypal material, fields related to Analytical Psychology, and the practice of Jungian analysis. Candidates are expected to be in individual analysis with a Jungian analyst throughout their training as required by the training manual.

Graduates of the IRSJA's Training Program receive a diploma in Analytical Psychology. A graduate can apply for membership in the IRSJA and other Jungian societies and institutes. Upon acceptance into a society's membership, the graduate automatically becomes a member of the International Association of Analytical Psychology (IAAP).

A diploma from the IRSJA does not confer the right to practice psychoanalysis or psychotherapy legally in a given state, province, territory, or nation. Training candidates have a personal and ethical responsibility to acquire the legal right to practice psychotherapy/psychoanalysis in the states in which their clients reside. IRSJA requires applicants for membership to sign a statement releasing the Society from responsibility for their practice.

B. Areas of Study

Theoretical Foundations
Basic Principles of Analytical Psychology
Structure and Function of the Psyche
Psychological Types and Functions
Theory of Dream Interpretation
Individuation Process
Complex Theory, including Cultural Complex Theory
The Association Experiment
History of Analytical Psychology
Comparative Study of Current Psychoanalytic Theories
Comparative Study of Newer Therapies
Psychopathology
Developmental Psychology

Archetypal Material
Dreams and Fantasies
Mythology and Folklore
Interpretation of Tales and Stories
Comparative Religions
Symbolic Formulations
Alchemy

Fields Related to Analytical Psychology
Anthropology: Study of Cultures
Social Psychology
Group Dynamics
Creativity in the Arts

The Practice of Jungian Analysis
Practical Use of Dream Interpretation
Active Imagination and Other Creative Techniques
Transference and Countertransference
Jungian Values
Case Seminars

C. IRSJA Annual Calendar

ANNUAL TRAINING CALENDAR
January 15 Control/Diploma Candidate submits draft of thesis and/or cases to committee chair. 15 Deadline for Candidates intending to sit for cases exam to have fulfilled their consultation hours on cases one and two.
February Candidates and Analysts pay annual dues or Treasurer will assess a late fee. 1 Two Case and/or Thesis Committee members send approval to proceed to oral exam to Candidate and Director of Training (DoT).
March 1 Applicants email Application for Training to the Director of Admissions. 1 Final date for Candidates to confirm intention to take Propaedueticum exams. 15 Deadline for Candidates appyling to sit for Cases exam to have fulfilled the required number of case consultation hours. 15 Candidates pay Propaedeuticum and Final examination fees and due to Treasurer. 15 Candidates eligible for graduation update their transcript and submit documents to the DoT. 15 Candidates who plan to graduate and seek to join IRSJA as a member submit a handwritten request to the DoT.
April 1 Final draft of Thesis/Cases submitted to Thesis/Cases Examination Committee members. 1 Examination fees become non-refundable. TBD - IRSJA Spring meeting.
May 1 Hardship payment plan in place, or dues plus late fee, paid in full. 1 Treasurer informs DoT of delinquent dues and fees. **31 END OF TRAINING YEAR.**
June **1 BEGINNING OF TRAINING YEAR.** 15 Pre-Control Candidates submit training transcript, case consultation evaluations, confirmation of case consultation hours, confirmation of analytic hours, and a personal statement/reflection paper to Local Training Seminar Coordinator (LTSC).
July 15 Control Candidates submit training transcript, case consultation evaluations, confirmation of case consultation hours, confirmation of analytic hours, control colloquia evaluations, and personal statement/reflection paper to the DoT. 15 LTSC submit report on each Pre-Control Candidate and all supporting documents to the DoT, and candidate.
August
September 1 Control Candidates taking diploma exams submit complete first draft of Thesis and/or Cases to Thesis and/or Case Committees. 15 DoT provides access to Candidate transcript information and documents to the Review Committee Chairs 30 LTS Coordinators file Annual Seminar Report electronically with the DoT, using the form on IRSJA.org.
October TBD IRSJA Fall meeting. TBD Diploma Candidates meet with RC at Fall meeting to discuss Cases/Thesis first draft. TBD Candidates meet with their Review Committees at the Fall meeting. Candidates wanting to take propaedeuticum exams or final exams express their intentions at this meeting.

November 15 RC Chair submits an Annual Review Committee letter to Candidate, DoT, and LTSC summarizing discussion at Fall meeting.
December

D. Graduation Requirements

The minimum requirements for graduation from the IRSJA training program are:

REQUIREMENT

APPLICANTS FOR ADMISSION	**HOURS OR #**
• Analysis—hours of individual analysis with an IAAP analyst before March 1 of the year of application.	100
• Analysis—hours of individual analysis with an IAAP analyst, minimum in person.	50 of 100
Analysis—hours of individual analysis with an IAAP analyst within the last three years.	100

PRE-CONTROL & CONTROL/DIPLOMA CANDIDATES	**HOURS OR #**
• Analysis—hours of individual analysis with an IAAP member, total in order to graduate.	300
• Analysis—hours of individual analysis per year.	40
• Analysis—hours of individual analysis between admission and sitting for Diploma examinations.	200
• Analysis—hours of individual analysis between admission and sitting for Diploma examinations, minimum with an IRSJA analyst.	100 of 200
• Analysis—hours of individual analysis between admission and sitting for Diploma examinations, minimum in person.	100 of 200
• Analysis—hours of individual analysis. After a total of 100 hours of in-person analysis with an analyst or analysts, the Candidate may opt to do any combination of in-person vs telecommunication as agreed with an analyst.	As agreed and documented.
• Analysis—hours of group analysis. If a candidate participates in an interpersonal, analytic process group with an analyst, the candidate may count group hours at a 2:1 ratio, e.g., 60 hours of group analysis count as 30 hours of individual hours, up to a maximum of 50 hours during training.	Maximum 50 hours
• Affiliation with a Local Training Seminar.	Ongoing
• Yearly meeting with the candidate's Review Committee.	1
• Attendance at spring and fall IRSJA meetings.	2

	HOURS OR #
PRE-CONTROL CANDIDATES	
• Attendance and participation that meets the LTS requirements.	
• Case consultation—Pre-Control candidates-individual sessions with an IRSJA analyst who has been certified for at least three years. Case consultation hours may be in-person or through telecommunication. Individual case consultation applies to candidates admitted in 2021 and after.	40 per training year
• **Pre-Control Colloquium Hours count hours presenting a case in a case colloquium as case consultation at a 2:1 ratio, up to a maximum of five counted hours per training year, when a Jungian Analyst leads the colloquium.**	Maximum 5 per training year
• Months in Pre-Control—minimum-before a candidate is eligible to take Propaedeuticum exams with Local Training Seminar approval.	23
• Minimum hours of verified clinical experience and documented ability to practice legally in the states where their clients are located. A clinical license meets this requirement.	1500
• Ability to practice legally--submit to Propaedeuticum Exam Coordinator.	1 document per clients' regions.
• Oral and Written Propaedeuticum exams—pass four oral and one written exam.	5 exams passed

	HOURS OR #
CONTROL/DIPLOMA CANDIDATES	
• Case consultation—Control candidates—total individual sessions with an IRSJA analyst, during the Control/Diploma stage, at the rate of 2-3 hours per month.	100
• Individual case consultation—Control candidates— minimum hours in-person sessions with an IRSJA analyst	25
• Individual case consultation—Control candidates—after the minimum 25 hours in-person is met-- the candidate may opt to do any combination of in-person and telecommunication hours as agreed with the analyst consultant at a minimum of two hours per month.	As agreed and documented. Minimum 2
• Control colloquia—Control/ Diploma Candidates, hours per year.	60
• **Control/Diploma candidates may count case presentation hours in a colloquium** at a 2:1 ratio, e.g. if a Control candidate presents for four hours, the Control/Diploma candidate may claim two hours of individual case consultation, up to a maximum of 15 case consultation hours.	Maximum 15

	HOURS OR #
• Individual case consultation hours—Control candidates—with one analyst individual case consultant on a **first case.** Five of the hours must be in-person.	50
• Individual case consultation hours—Control candidates—with one or more analyst individual case consultants on a **second case.** Two of the hours must be in person.	20
• Individual case consultation hours—Control candidates—with one or more analyst individual case consultants on a **third case**	Any number
• Meet with Local Training Faculty, at the discretion of the Local Seminar.	LTS decides

Requirements to sit the Diploma Exams:

• Hours of personal analysis with an IAAP member, minimum.	300
• Hours of personal analysis with a member of IRSJA, minimum.	100
• Years in the Control/Diploma stage before taking second diploma exam, minimum.	2
• Case consultation hours completed by January 15th for Cases One and Two to sit the Cases Exam.	
• Total Case Consultation hours must be completed by March 15th of Graduation Year.	
• Clearance by the Cases Committee to sit the Cases Exam.	Cleared
• Clearance by the Thesis Committee to sit the Thesis Exam.	Cleared
• Successful completion of the Cases Diploma exam.	1 Cases exam passed
• Successful completion of the Thesis Diploma exam.	1 Thesis Exam passed
• Payment in full of outstanding dues and fees.	$$

Additional requirements are set out at the beginning of the sections of this manual devoted to each stage of training. The numerical fulfillment of hours does not oblige the Training Committee to advance a candidate through the training program.

II. ADMISSIONS GUIDELINES

A. General Considerations

The IRSJA has no permanent headquarters. The IRSJA trains in Local Training Seminars located throughout the United States, at semi-annual IRSJA Society meetings, and in training analysis and case consultation that candidates arrange. The IRSJA seminars are listed on the IRSJA website: irsja.org.

Admission to IRSJA training is a process. The IRSJA requires potential applicants to participate in an IRSJA Local Training Seminar for a minimum of at least six months before submitting a request to the Local Training Seminar to apply to IRSJA for training. When a seminar participant wishes to apply to the IRSJA training program, the Local Training Seminar Committee conducts screening interviews. When the Local Training Seminar assesses that the potential applicant is ready to train, the Local Training Seminar recommends the applicant to the IRSJA Admissions Committee. The Admissions Committee meets once each year, at the Spring IRSJA Society meeting, to interview and decide which applicants to admit to the Training Program in the respective training year.

B. Prerequisites for Applying to the Inter-Regional Training Program

The IRSJA requires each applicant for training to meet these prerequisites:

- Possess at least a master's degree in a field of study. Before the Propaedeuticum Exams, each applicant admitted to training must be legally able to practice psychotherapy/psychoanalysis in the states, provinces, or regions in which their clients reside.
- Engage in a minimum of 100 hours of personal analysis with an IAAP analyst before March 1 of the year of application. A minimum of 50 of the 100 hours must be in-person. The applicant must be in analysis at the time of application for training. The applicant must document 100 hours of analysis within three years of the application to train.
- Participate in an IRSJA Local Training Seminar for a minimum of six months before applying to the IRSJA. The IRSJA Admissions Committee requires a letter of approval from the Local Training Seminar Coordinator in order for an applicant to qualify for an IRSJA admissions interview.
- Identify the financial and personal resources to invest in training that may take from six to ten years and cost at least $15,000-$20,000 a year (for analysis, case consultation, seminar fees, books, travel/lodging for the local seminar and semi-annual IRSJA meetings). Local Training Seminar fees may vary or change for Control Diploma candidates. Assure the legal authority to practice psychotherapy/analysis in the state, province, territory, or nation in which their clients reside.

- Document a minimum age of 25 years.
- Submit the IRSJA Training Application Cover Sheet (Appendix A) and supporting documents to the Director of Admissions by March 1 via email.
- Pay the invoice for the $500 application fee that the IRSJA Treasurer sends each applicant.

C. Admissions Procedures

Potential IRSJA applicants contact a Local Training Seminar Coordinator to interview to join that Seminar. Names and contact information for Local Training Seminar Coordinators are on the IRSJA website. If accepted into a Local Training Seminar, the potential IRSJA applicant must attend the seminar for a minimum of six months (September through February) before submitting an application for training in the IRSJA training program.

When a seminar member is ready to apply to the IRSJA, the applicant contacts the Local Training Seminar Coordinator to request an interview with the Local Training Seminar faculty. If the Local Training Seminar approves, the Local Training Seminar Coordinator recommends to the IRSJA Director of Admissions that the IRSJA Admissions Committee interview the applicant at the IRSJA Spring meeting.

To apply to the IRSJA, the applicant must complete the application materials available on the IRSJA website (www.irsja.org) and email them to the Director of Admissions. The application must be emailed on or before March 1. The Director of Admissions will inform the applicant of the dates and times of IRSJA admissions interviews. The IRSJA Treasurer will send an invoice to each applicant for the application fee of $500.00. If the applicant withdraws their application before their interview day in April, the application fee will be refunded. The application fee will not be refunded if the applicant withdraws their application after the April in-person interview process.

The IRSJA Review Committee Coordinator assigns each candidate admitted into the IRSJA training program to an IRSJA Review Committee. The Review Committee meets with the candidate at the IRSJA annual fall meetings.

D. Application Materials

The applicant must submit the following materials together in the application packet:

- IRSJA Training Application Cover Sheet (Appendix A).
- Recent black-and-white or color passport-size photo
- Autobiographical Statement (no more than three double-spaced pages, one-inch margins, and 12-point font). The last paragraph must be handwritten.
- Signed IRSJA Applicant/Candidate Waiver
- Signed Consent for Release of Information

- Official academic (college, graduate school) transcripts (if the school insists on sending them directly to the Director of Admissions, make sure they will arrive by the deadline of March 1st)
- CV or resume (no more than 3 pages)
- A copy of each license or registration to practice legally
- A brief letter from the applicant's analyst(s) verifying the time span and the number of analytic hours. The analyst(s) should specify the total hours that were in-person. telecommunication.
- Letter of recommendation from the Local Training Seminar.

Each applicant will submit application materials by email to the Director of Admissions no later than March 1 of the year of application. The Director of Admissions will confirm receipt of the application documents to the applicant via email.

E. Transfers to the IRSJA

A candidate who seeks to transfer from another IAAP-approved Institute must be in good standing in that training program and apply to the Inter-Regional training program in the same way as a non-transfer applicant, beginning with being admitted to an IRSJA Local Training Seminar. A candidate who passed the Propaedeuticum exams at another institute and leaves in good standing must go through the IRSJA Admissions process and must be currently affiliated with an IRSJA Local Training Seminar for at least six months at the time of application. The rules in this Training Manual apply to applicants and candidates who seek to transfer.

III. CANDIDATE GUIDELINES

A. All Candidates

1. Personal Analysis during Training

IRSJA requires all candidates to be in analysis throughout the course of training, until graduation. IRSJA encourages candidates to work with at least two analysts, one at a time, over the course of training. For a diverse experience, IRSJA encourages each candidate to define themself and seek at least one analyst who is other by gender, race, religion, or sexual orientation. In addition, it is informative to experience differences in typology, personality, personal history, and analytic style.

To graduate, each candidate must accrue at least 300 hours of analysis with an IAAP analyst member, which includes a minimum of 100 hours within the three years prior to admission. After admission, each candidate will accrue at least 40 hours of analysis per year. Each candidate will participate in at least 200 hours of analysis between admission and sitting for the Diploma exams. Of the 200 hours, a minimum of 100 hours must be with an IRSJA analyst. Of the 200 hours, a

minimum of 100 must be in person. After a total of 100 hours of in-person analysis with an analyst or analysts, the Candidate may opt to do any combination of in-person vs telecommunication as agreed with an analyst. (See Sections II Admissions Guidelines and III Candidate Guidelines.)

Interpersonal and intrapersonal knowledge is necessary for a mature approach to analysis. If a candidate participates in an interpersonal, analytic process group with an analyst, the candidate may count group hours at a 2:1 ratio. For example, 60 hours of group analysis count as 30 hours of individual hours, up to a maximum of 50 hours during training.

To protect the privacy of the analytic relationship, the candidate's personal analyst(s) will recuse themselves from every evaluative aspect of the candidate's training. The personal analyst(s) will not contribute to an applicant's application to the IRSJA training program except to report the number of analytical hours. The personal analyst(s) may not function as a case consultant, control case consultant, or evaluator of an analysand, nor lead a control case colloquium that includes their analysand as a participant. Furthermore, candidates must not seek case consultation or analysis from their personal analyst's spouse or partner.

2. Local Training Seminar

The IRSJA requires that each candidate will affiliate with a Local Training Seminar during the entire course of training. Candidates must follow the requirements for attendance, didactic presentations, colloquia, process groups, papers, and other components of the specific Local Training Seminar with which they are affiliated. Local Training Seminars may require that candidates write theoretical papers and present clinical cases from time to time. Local Training Seminars may have requirements in addition to the IRSJA requirements. If a candidate applies to another seminar and the other seminar accepts the candidate, the candidate must stay affiliated with the new seminar during the remainder of the candidate's course of training.

Toward the end of each seminar year, the Local Training Seminar faculty meets with the candidate, discusses the candidate's training process, and hears the candidate's questions or requests regarding the candidate's training process. The Local Training Seminar faculty excludes analysts with dual relationships with the candidate from the evaluation process. The Local Training Seminar summarizes their interview with the candidate, evaluations from the candidate's case consultants, seminar instructors, and colloquia leaders into a Local Training Seminar report for each candidate. A guest analyst from outside the Local Training Seminar who presents a didactic session to candidates (which may be followed by a colloquium) will validate the candidate's hours of participation but will not evaluate the candidate.

The Local Training Seminar Coordinator provides access to an evaluative report for each Local Training Seminar candidate, including those who passed into Control during the previous IRSJA Training Year, to the candidate and the IRSJA Director of Training by July 15th.

3. IRSJA Review Committee

When a candidate enters the IRSJA training program, the Review Committee Coordinator, a member of the Training Committee, assigns the candidate to a Review Committee whose role is to mentor, support, and advise the candidate from admission to graduation. A review committee comprises at least three analysts, two of whom are senior analysts who have been certified for at least five years.

Each candidate, including a candidate who is on a Leave of Absence, meets with their Review Committee at the IRSJA annual fall meeting. Meeting with their Review Committee is an important aspect of each candidate's training. Review Committee meetings provide a forum for the candidate to examine their training progress, reflect on their development of analytic capacity, discuss their accomplishments, and address the challenges they experience in training. A candidate's Review Committee seeks a comprehensive understanding of a candidate's progress through the Training Program, mentors the candidate, encourages the candidate's development of analytic capacity, and offers specific guidance and assistance. (See Appendix I: Observation of Candidate Capacities.)

In general, each candidate makes decisions about their progression through the IRSJA Training Program. Candidates make their decisions based on eligibility and readiness—their development of analytic skills and analytic capacity. Candidates will address their eligibility and development with their Review Committee.

In preparation for the annual Review Committee meeting, the candidate's Review Committee Chair will assemble the annual documentation that reflects the candidate's progress. The annual documentation will include, but is not limited to, the candidate's:

- Letter of Admission and admission packet. (for new candidates only).
- Local Training Seminar Annual Report.
- Annual Transcript.
- Analyst(s) verification of personal analytic hours.
- Verification of case consultation hours and an evaluative report from the case consultation analyst.
- Verification of colloquium hours and evaluative report from the colloquium leader(s).
- Personal statement/Reflection Paper from the candidate about their training process.
- Written requests from the candidate.

The Review Committee Chair completes the Review Committee Feedback Form during the IRSJA Fall meeting to record the meeting with the candidate. The Review Committee Chair gives the Review Committee Coordinator a copy of the Feedback Form. By Nov 15, the Review Committee Chair writes a letter/report to the candidate and copies the Director of Training and the Local Training Seminar.

If a candidate cannot meet with their Review Committee at the fall meeting, the candidate must contact their Review Committee Chair and schedule a meeting which must occur before November 15.

In instances when a Pre-control candidate's Local Training Seminar questions a candidate's desire to sit for the Propaedeuticum exams, the Local Training Seminar discusses their concern with the candidate. The Candidate makes the final decision.

In cases where the Training Committee rules against a candidate's request to move to the next level of training, it organizes a meeting between the Training Committee, the candidate, the candidate's Review Committee, and the Local Training Seminar coordinator. After this meeting, the Training Committee presents the candidate with a written plan for advancement.

4. IRSJA Meetings

The IRSJA requires each candidate to attend the Society's annual spring and fall meetings. Candidates prepare materials for and participate in seminars and case colloquia discussions as well as develop a sense of how the Society functions as a whole. Candidates, as a group, organize their seminars, seminar presenters, and case colloquia discussions for each semi-annual meeting. IRSJA recognizes a recent graduate presentation in an Allison Lecture as a didactic presentation.

IRSJA usually administers Diploma Exams and Propaedeuticum Exams at the spring meeting and offers Propaedeuticum Exam retakes at the fall meeting. IRSJA Review Committees meet with their candidates, including those on a Leave of Absence, at each fall meeting.

Candidates cover the costs for travel, lodging, meals, and training activities at the annual spring and fall meetings of the Society.

5. IRSJA Training Transcript and Support Documents

Candidates will complete the IRSJA Training Transcript each training year. The Training Transcript provides the candidate's Review Committee, the Local Training Seminar

Coordinator, and the Training Committee with a comprehensive and up-to-date record of the candidate's training. Candidates complete the Training Transcript online, and submit it for review and approval by the LTSC or the Director of Training, based on the candidate's stage in training. Each candidate maintains a paper copy of the transcript they sign.

Newly-admitted candidates submit their first Training Transcript for the Training Year that begins June 1 following their admission date. A newly admitted candidate may include hours after the date of their admission and before the beginning of the new Training Year in that initial post-admission Training Year Training Transcript.

Each candidate will submit a Personal Statement/Reflection Paper to their Local Training Seminar Coordinator or to the Director of Training depending on their stage in training. The Statement/Paper must include intentions to sit for Propaedeuticum or Diploma Exams.

The candidate's personal analysts will provide a letter to the candidate documenting hours of analysis, including whether these hours were in person or by telehealth. Candidates' consultant and control colloquium leaders will each provide a letter documenting hours, including whether these hours were in person or by telehealth, along with an evaluation of the candidate's progress. Seminars may or may not ask seminar faculty and/or colloquia leaders to provide letters of evaluation for the candidates. Seminar faculty or colloquia leaders send the letters to Pre-Control candidates by June 15th, and to Control Candidates by July 15th. Pre-control candidates must send the letters to their LTSC who will forward them to the Director of Training. Control Candidates must send the letters directly to the Director of Training.

The LTSC submits a letter that evaluates the candidate progress to the pre-control candidate and copies the IRSJA Director of Training by July 15th. The LTSC may choose to evaluate control candidates as well.

A guest analyst from outside the Local Training Seminar who presents a didactic session to candidates (which may be followed by a colloquium) will validate the candidate's hours of participation but will not evaluate the candidate.

Pre-Control candidates and candidates who passed into control during the spring of the respective training year submit their transcript, LTS annual review report, case consultation evaluations, confirmation of case consultation hours, confirmation of analytic hours, and a Personal Statement/Reflection Paper to the candidate's Local Training Seminar Coordinator (LTSC) by June 15th. Seminars may require an earlier date.

The Local Training Seminar Coordinator verifies that the information on the transcript is correct. The Local Training Seminar Coordinator (or appointee) provides access to the candidate's signed transcript and documentation to the IRSJA Director of Training by July 15th.

Control Candidates including candidates who passed into control during the fall of the training year submit their transcript, case consultation evaluations, confirmation of case consultation hours, confirmation of analytic hours, confirmation of colloquium hours/evaluations, and a Personal Statement to the IRSJA Director of Training by July 15th.

The Director of Training verifies the transcript and provides access to the documents to the candidate's Review Committee Chair by September 15th. Candidates do not send their Training Transcript directly to their Review Committee. The IRSJA Training Committee encourages candidates to maintain paper copies of every document related to their training.

Candidates and the Local Training Seminar will follow the IRSJA file and document labeling conventions so that files may be filed correctly on the IRSJA Transcript + database. See Appendix E.

B. Pre-Control Stage

Pre-Control stage is the period between June 1st following admission to training by both a Local Training Seminar and the IRSJA. The IRSJA Pre-Control stage of training will last for at least 23 months. (Twenty-three months is defined as June 1st of the first year of IRSJA Pre-Control to the Spring IRSJA meeting or April 1st of the second year of IRSJA Pre-Control.) See also Section III.A.5 IRSJA Training Documents.

The IRSJA requires each Pre-Control Candidate to:

- Engage in ongoing personal analysis for a minimum of 40 analytic hours per year during training, of which a minimum of 20 hours are in-person. After a total of 100 hours of in-person analysis with an analyst or analysts, the Candidate may opt to do any combination of in-person vs telecommunication as agreed with an analyst.
- Participate in monthly Local Training Seminar meetings.
- Submit a Personal Statement/Reflection Paper to their Local Training Seminar Review Committee.
- Attend annual Local Training Seminar Review Committee meetings.
- Attend the annual fall meeting with their IRSJA Review Committee, even if on a Leave of Absence.
- Participate in spring and fall IRSJA meetings.
- Engage in 40 hours of individual case consultation per year with an IRSJA analyst. Hours may be in person or by telecommunication.
- Prepare theoretical papers and/or clinical case presentations as required by their Local Training Seminar.
- Demonstrate to the Local Training Seminar that they notify clients they are in training, discuss cases with analyst consultants, and obtain a release to use client material.

- Document 1,500 clinical experience hours or provide the specific requirements met while pursuing an academic degree.
- Sign the IRSJA Academic Integrity Statement. (See Appendix D).
- Pass the Propaedeuticum Exams.

1. Individual Case Consultation

Pre-Control candidates will engage in 40 hours of individual case consultation per year with an IRSJA analyst who has been certified for at least three years. Pre-Control Candidates may count hours presenting a case in a case colloquium as case consultation at a 2:1 ratio, up to a maximum of five counted hours per training year, when a Jungian Analyst leads the colloquium.

Case consultation hours earned before passing the Propaedeuticum Exams and entering the Control/Diploma stage are not included in the 100 hours of individual case consultation required for graduation. Candidates may seek individual case consultation from an analyst who has led or is leading a colloquium with the candidate as a member. Candidates must not seek individual case consultation from an analyst with whom they have an intimate personal relationship. The required 40 hours per year may be in-person or by telecommunication. (Effective for Candidates admitted 2021 and after.)

Each Case Consultant will annually evaluate the development of analytic capacity in a Candidate with whom they consult and provide access to their evaluation for the previous Training Year to the Candidate, the Local Training Seminar Coordinator (for Pre-Control Candidates), and the Director of Training by June 15th. Candidates remind their individual case consultants to write an evaluation of their work. (See Appendix I: Observation of Candidate Capacities.)

2. Clinical Experience

Before taking the Propaedeuticum Exams, each candidate must demonstrate they have at least 1500 hours of clinical experience. IRSJA defines “hours of clinical experience” as all activities performed as part of a clinical placement conducted for patient care in either an inpatient or outpatient setting, not solely in-person patient hours. A candidate who enters training with a clinical license may use that license as evidence of 1500 hours of clinical experience.

A candidate who lacks 1500 hours of clinical experience will arrange to earn the 1500 hours of clinical work. The candidate will discuss the arrangements with their Local Training Seminar Committee and their IRSJA Review Committee. The candidate must submit a written request detailing their arrangements to the IRSJA Director of Training for consideration and approval.

After completion of 1500 hours of clinical experience, the candidate must submit a report from the sponsoring institution(s) or supervisor(s) that validates completion of the 1500 hours to the IRSJA Review Committee Coordinator by September 15th before the IRSJA fall meeting at which the candidate plans to discuss their intention to take the Propaedeuticum Exams with their Review Committee.

Before taking the Propaedeuticum Exams, each candidate must satisfy the legal requirements to practice psychotherapy with clients in the state, province, territory, or nation where their clients are located. The right to practice legally usually includes licensure or registration, except in a few locations that do not require licensure or registration. The candidate must provide evidence they have satisfied the legal right to practice before they sit the Propaedeuticum Exams.

3. Preparing for the Propaedeuticum Exams

A candidate who has completed at least 23 months in the Pre-Control stage is eligible to apply to take the Propaedeuticum Exams. (Twenty-three months is defined as June 1 of the first year of Pre-Control to the Spring IRSJA meeting or April 1 of the second year of Pre-Control.) The candidate discusses the decision to take these exams with their Local Seminar Committee and their IRSJA Review Committee. The candidate's Local Seminar includes their impressions of the candidate's readiness to take the exam and enter the Control/Diploma stage in their Annual Review Report on the candidate's progress to the IRSJA Review Committee.

The IRSJA Training Committee confirms each candidate's eligibility to take the Propaedeuticum Exams. If a Local Training Seminar or an IRSJA Review Committee questions a candidate's claim of readiness to take the Propaedeuticum Exams and advance to the control/diploma stage of training, the IRSJA Training Committee makes the final decision on whether a candidate may sit the Propaedeuticum Exams, regardless of the candidate's eligibility and intention to do so.

The Propaedeuticum Exam Coordinator will ensure that each candidate signs the Academic Integrity Statement approved by the IRSJA Training Committee and the IRSJA Executive Committee. (See Appendix D.) Each candidate will ensure they have paid their fees and dues before sitting the Propaedeuticum Exams.

4. Propaedeuticum Exams

The IRSJA Propaedeuticum Exams center and ground each candidate's training process. They assess a candidate's basic knowledge of Jungian and depth psychological theory, the analytic capacity to integrate and apply the material in a clinical setting, as well as psychological readiness to enter the Control/Diploma stage of training.

Four oral exams and a written exam comprise the IRSJA Propaedeuticum Exams.
The four oral exams cover:

- History and Development of Analytical Psychology
- Complex and Psychopathology
- Dreams
- Archetypal material

The written exam requires the candidate to answer three questions and interpret a dream.

While the Propaedeuticum Exams evaluate the candidate's theoretical knowledge, the exams also evaluate the candidate's capacity to be present interpersonally and to understand the way in which their psychology influences their clinical work and their experience of the examination process. Because the Propaedeuticum Exams hold such an important and often affectively charged place in the candidate's experience of training, the examination process takes on aspects of an initiation in which the passage of the exams also signals a crossing of the threshold into the Control/Diploma stage of candidacy.

Committees of three analysts examine candidates at the IRSJA spring meeting. Examiners may be analysts in active practice or retired from practice. The Chair of each exam committee presents the results of each day's exams to the Training Committee and the entire group of Propaedeuticum examiners. Each analyst recuses themselves from a report on their analysand. After reporting results to the Training Committee, the exam committees meet individually with each candidate to give them feedback on their exam process and results. A candidate who passes all five exams moves into the Control/Diploma stage of training. A candidate who fails an exam has an opportunity to retake the exam in the following fall or spring. (See section 5. Retaking Exams below.)

a. History and Development Exam

The History and Development Exam covers the history and evolution of Jungian theory. Examiners ask questions about major Jungian theoretical concepts and terms, psychic structure, and the dynamics and manifestations of Jungian concepts in clinical practice and everyday life. Examiners expect the candidate to demonstrate some knowledge of the differences and similarities between analytical psychology and Freudian psychology, along with some understanding of contemporary analytic theory.

b. Complex and Psychopathology Exam

The Complex and Psychopathology Exam asks the candidate to demonstrate an understanding of complex theory, its development, and functions and be conversant with how they use complex theory in their clinical work. Examiners expect the candidate to be familiar with personal and cultural complexes, how they develop, and how they function in personal and collective psychology. Examiners expect the candidate to describe how DSM diagnoses may be understood analytically and use Jungian and post-Jungian language to

describe psychological processes. The candidate should demonstrate an understanding of how disruptions in developmental processes can result in the emergence of psychopathology.

c. Dream Exam

The Dream Exam evaluates the candidate's knowledge of Jungian dream theory and its application in a clinical setting. During the first half of the exam, examiners ask questions that apply to dream theory in general. In the second half of the exam, the examiners give the candidate a dream to interpret (without information on the dreamer). The candidate demonstrates their ability to work symbolically, conceptualize themes, and demonstrate how they might work with the dream in session with a client.

d. Archetypal Exam

The Archetypal Exam evaluates the candidate's knowledge of archetypal theory and their familiarity with archetypal material from world mythology, religions, tales, stories, and alchemy. In preparation for this exam, candidates select four samples of archetypal material: a myth, a tale, an alchemical image (picture), and a religious image (picture). Twelve weeks before the Propaedeuticum Exams, the Propaedeuticum Exam Coordinator mails the Archetypal Exam instructions to the candidate. Eight weeks before the Propaedeuticum Exams, the candidate submits their written examples and images to the Propaedeuticum Exam Coordinator, who makes the exam available to the examiners. During the exam, the candidate demonstrates their ability to discuss archetypal materials from an in-depth psychological perspective and apply them to clinical and personal experiences.

e. Written Exam

The Written Exam is a blinded exam. Analysts do not know who they are examining. The candidate does not know who their examiners are until the Written Exam feedback. The Written Exam is an open-book essay exam consisting of theoretical questions and a dream. The Propaedeuticum Exam Coordinator sends the Written Exam instructions to the candidate exactly eleven weeks before the Propaedeuticum Exams. The Propaedeuticum Exam Coordinator sends the Written Exam questions and dreams to the candidate exactly eight weeks before the date of the Propaedeuticum Exams. The candidate has three weeks to complete the Written Exam. The candidate answers three of four theoretical questions and writes an interpretation of the dream. Exactly five weeks before the Propaedeuticum Exams, the candidate submits the completed Written Exam to the Propaedeuticum Exam Coordinator, who removes the candidate's name to blind the exam.

Written Exam committee members assess a candidate's general knowledge of Jungian theory, related depth psychologies, ability to articulate what they think, feel, ability to give

specific responses, and ability to integrate clinical experiences. Although the examiners do not evaluate the candidate's writing skills, they consider clarity of expression, creative use of words and imagery, and how the candidate organizes and focuses their answers. The Written Exam Committee provides feedback to candidates on the last day of the Propaedeuticum Exams at the IRSJA spring meeting.

5. Retaking Exams

A candidate who fails one oral exam and/or the written exam may take those exams again at the next fall meeting. If the candidate fails more than one oral exam, they may take those oral exams again at the following spring meeting. A candidate does not have to retake any exam they have passed.

If a candidate fails the same Propaedeuticum Exam more than three times, the Training Committee will call a meeting with the candidate to determine available options.

6. Advancement

A candidate advances to the Control/Diploma stage of training after successfully completing the Propaedeuticum Exams at the spring meeting--or the retake Propaedeuticum Exams at the fall meeting--and the Director of Training reports exam results to the Society at the analysts' business meeting. A candidate who passes into control in the Spring may document hours earned between the Spring meeting and the next training year, which begins on June 1, as control hours. The candidate must make up any hours short in the year of the Propaedeuticum Exams in the subsequent Training Year.

C. Control/Diploma Stage

Control/Diploma stage is the time between successfully completing the Propaedeuticum exams and graduation. The Control/Diploma stage of training lasts for at least two years. (See also Section III.A.5 IRSJA Training Documents.)

The IRSJA requires each Control/Diploma Candidate to:

- Engage in ongoing personal analysis for a minimum of 40 analytic hours per year during training, until graduation. After a total of 100 hours of in-person analysis with an analyst or analysts, the Candidate may opt to do any combination of in-person vs telecommunication as agreed with an analyst.
- Meet with Local Training Faculty, at the discretion of the Local Seminar.
- Attend the annual fall meeting with their IRSJA Review Committee, even if on a Leave of Absence.
- Participate in spring and fall IRSJA meetings.

- Engage in an average of 2-3 hours of individual case consultation per month with an IRSJA analyst. The Control/Diploma candidate must participate in 50 in-person hours of control/diploma individual case consultation. Once the Control/Diploma candidate has completed 50 hours of in-person individual case consultation, the candidate may opt to do any combination of in-person hours and telecommunication hours as agreed upon with the case consultant at a minimum of two hours per month, until graduation.
- Participate in control colloquia for a minimum of 60 hours per year.
- Sign the IRSJA Academic Integrity Statement. (See Appendix D).
- Prepare three cases for examination.
- Write a thesis for examination.
- Pass the Cases Exam.
- Pass the Thesis Exam.

A. Individual Case Consultation and Case Colloquium

Individual Case Consultation

During the Control/Diploma stage, the candidate conducts therapeutic analysis with analysands while engaging in case consultation with an IRSJA senior analyst. Control/Diploma candidates must accrue at least 100 hours of individual case consultation with an IRSJA analyst, of which 25 hours must be in-person hours. Once the candidate has completed 25 in-person hours, the candidate may opt to engage in any combination of in-person hours and telecommunication hours as agreed upon with the Individual case consultant, at a minimum of two hours per month.

As the Control/Diploma candidate engages in individual case consultation to accrue the total 100 hours of individual case consultation (25 hours, which must be in-person), the candidate must also attend to the requirements for individual case consultation on three cases. The Control/Diploma candidate will engage in 50 hours of individual case consultation with one analyst case consultant on a first case (5 hours must be in person.) The Control/Diploma candidate will engage in at least 20 hours of individual case consultation with one or more analysts on a second case, (2 hours must be in-person). The Control/Diploma candidate will engage in any number of individual case consultation hours of their choice with one or more analyst individual case consultants on a third case.

Analysts offering individual case consultations will verify the number of in-person hours and teleconference hours in an evaluative report of the Control/Diploma candidate's development of analytic capacity and progress. Candidates remind their individual case consultants to submit evaluations of their Control/Diploma stage work to the IRSJA Director of Training by July 15, in time to prepare for the Review Committee meeting at the IRSJA Fall meeting. The candidate will record the individual case consultation hours on the IRSJA Training Year Transcript.

Case Colloquium Consultation

Case colloquia provide a forum for presentation and discussion of ongoing cases from the practices of Control/Diploma candidates. Colloquium participants explore current and emerging clinical challenges and promote the vitality and potential of Jungian analysis within the analytic setting.

A case colloquium consists of an IRSJA senior analyst and a minimum of three candidate participants. In situations where three candidates are unavailable, the colloquium leader may include mental health professionals from other disciplines. Control/Diploma candidates may join a case colloquium with the agreement of the IRSJA analyst supervising the colloquium. Candidates are free to seek out case colloquia without going through a formal process.

Control/Diploma candidates must attend IRSJA case colloquia regularly and accrue a minimum of 60 hours of case colloquia hours per IRSJA training year, 12 hours of which they may accrue at the IRSJA annual meetings. If a candidate is unable to meet the requirement, the candidate will make up the deficit in the next training year, in addition to the 60 hours of case colloquia required during that training year. Control/Diploma stage candidates may not count the colloquium hours before they pass into Control as Control stage hours. They may count colloquium hours that occurred after passing into the Control stage as Control stage colloquium hours.

<u>Individual Case Consultation and Case Colloquium Guidance</u>

IRSJA allows 15 hours of a Control/Diploma candidate's presentations at a case colloquium to count toward the total 100 hours of individual case consultation that are required for graduation in the following situation:

> Control/Diploma candidates may count case presentation hours in a colloquium at a 2:1 ratio, e.g., if a Control/Diploma candidate presents for four hours, the Control/Diploma candidate may claim two hours of individual case consultation, up to a maximum of 15 case consultation hours.

Diploma/Control candidates may count whole colloquium hours (not a ratio) toward the annual requirement of control colloquium hours. They may also count half of those same presentation hours (a 2:1 ratio) as individual control case consultation hours, up to a maximum of 15 individual case consultation hours.

A Control/Diploma candidate who seeks to engage in individual control case consultation or a case colloquium with a non-IRSJA analyst will discuss their request with their IRSJA Review Committee. The decision is subject to approval by the Review Committee and the IRSJA Director of Training.

An analyst who leads a colloquium with Control/Diploma candidates will write a yearly report on each Control/Diploma candidate's work that verifies the candidate's number of

hours of case colloquium, the number of hours of case colloquium presentation (at a 2:1 ratio), as well as an evaluation of the candidate's work with analysands. The colloquium leader emails the report to the Director of Training by July 15th.

An analyst who conducts individual case consultation with Control/Diploma candidates will write a yearly report on each Control/Diploma candidate's work that verifies the candidate's number of hours of individual case consultation, the number of hours by teleconference, as well as an evaluation of the candidate's work with analysands. The individual case consultant emails the report for the Director of Training by July 15th.

B. Diploma Exams

Each Control/Diploma candidate, in coordination with the Diploma Exam Coordinator of the IRSJA Training Committee, establishes two separate Diploma Exam Committees: Cases and Thesis. A candidate may elect, after consultation with their Diploma Exam and Review Committees, to take the exams at the same time or separately. Examiners may be analysts in active practice or retired from practice.

The Control/Diploma candidate discusses ideas for the formation of their Cases and Thesis Diploma Exam Committees with the Diploma Exam Coordinator of the Training Committee. The candidate selects the chair of the Cases Committee. The Training Committee selects two additional members. The candidate chooses a thesis topic, the chair of their Thesis Committee, and one committee member. The Training Committee assigns one additional member.

A candidate may choose an analyst or other professional outside of the IRSJA for their Thesis Committee. The candidate will discuss any exceptions to the requirement that examiners must be members of IRSJA with the Diploma Exam Committee Chair and the Diploma Exam Coordinator, who will present the candidate's request to the IRSJA Training Committee for a decision. The candidate will address travel and communication expenses with the non-IRSJA analyst or other examiner.

The candidate needs to work closely with their Diploma Exam Committees as their written work develops. Prior to the submission of written drafts, the candidate works directly with each Diploma Exam Committee Chair, who gives the candidate written feedback from the other committee members. Occasionally, the Chair may suggest that the candidate seek feedback from individual committee members. The candidate must implement the Committee's suggested changes before being allowed to sit a Diploma Exam. If a candidate is not allowed to sit a Diploma Exam for a second time, the Training Committee will work with the candidate and the exam committee to develop a remediation plan.

When presenting clinical material in the Cases Exam and Thesis Exam, candidates must take special precautions to protect the identity of analysands.

The Diploma Exams consist of an oral defense of the Thesis and the Case reports. The Diploma Exams are an opportunity for an intellectual and psychological demonstration of the candidate's integration of the fundamental aspects of analytical psychology and the development of analytic capacity to work as a Jungian analyst. The Diploma Exams are a collegial discussion of the candidate's written work, its psychological meaning for the candidate, and its implications for the field of analytical psychology. The candidate must be able to range widely in the exam discussion, in and out of the written work, with respect to its applicability and importance to clinical practice, Jungian theory, personality, and the development of analytic capacity.

<u>Control/Diploma Candidate may apply to sit the Diploma Exams after:</u>

- Consultation with their Diploma Exam Committees and their Review Committee.
- Completion of a minimum of 300 hours of personal analysis with an IAAP analyst (a minimum of 100 hours must be with a member of the IRSJA).
- Completion of a minimum of 200 hours of individual personal analysis between admission and sitting for Diploma examinations.
- Completion of a minimum of two years of control work.
- Control candidates must be in control for two years before taking their second diploma exam.
- Fulfillment of the required 100 hours of case consultation, which will include 50 hours of case consultation (5 hours of which must be in person) with one case consultant on one case and at least 20 hours of consultation (2 hours of which must in in person) on one additional case by March 15 unless the Cases Exam Committee agrees upon another date.

After consulting with their Diploma Exam and Review Committee, candidates may choose to take the exams concurrently or separately.

Cases and Thesis examiners evaluate the candidate's capacity to:

- Apply theoretical knowledge to the dynamics of analytical situations.
- Work with symbolic material in dreams, fantasies, pictures, and representations of unconscious contents.
- Deal appropriately with transference and countertransference phenomena.
- Write a thesis that contributes to the body of knowledge of analytical psychology.
- Relate their written work to clinical practice, personality development, and Jungian and post-Jungian theory.

At times, a candidate's Diploma Exam Committee may not approve the candidate's readiness to sit an exam. If a candidate's second request to sit a Diploma Exam is denied, the Training Committee will develop a probation/remediation plan with the candidate based on the input from the Diploma Exam Committee and Review Committee. After the

third request to sit a Diploma Exam is denied, the Training Committee will appoint a new Diploma Exam Committee.

A candidate may fail to pass the Diploma Exams even though the candidate may have written satisfactory or even excellent case reports and thesis, If the candidate was not able to demonstrate intellectual and psychological understanding, integration of the fundamental aspects of Jungian Psychology, and analytic capacity to the satisfaction of the examiners. If necessary, the candidate may apply at the fall meeting to re-sit the Diploma Exam(s) again in the spring.

The candidate's Local Training Seminar, IRSJA Review Committee, and Diploma Exam Committees must coordinate and stay in communication during the final stage of the candidate's training.

A candidate may choose an analyst or other professional outside of the IRSJA for their Thesis Committee if approved by their Thesis Committee chair and the Thesis Committee. The candidate will be responsible for travel and communication expenses for the non-IRSJA analyst or other examiner.

The candidate must remit all required fees and dues prior to sitting the Diploma Examinations.

Written Case Reports

Control/Diploma candidates must present three written cases of clients they worked with while under individual case consultation. Ideally, the clients will differ from each other in gender, sexual orientation, race, and/or religion. The candidate will write each case report within the required page length, with one-inch margins, double-spaced, and 12-point font.

Case #1: In the first case report, the candidate will describe the work, while in case consultation, with a client for a minimum of 100 in-person hours over at least one year. The 100 hours may include hours while in consultation before passing into Control. The candidate will engage in regular case consultation of the first case with the same case consultant for at least 50 hours, five of which must be in-person. The candidate will write a case report 25-35 pages long, with a maximum of 50 pages.

Case #2: In the second case report, the candidate will describe the work with a client in analysis for at least 20 in-person hours. The candidate will engage in case consultation of the second case with multiple individual case consultants for a total of 20 hours, two of which must be in person. The candidate will write a case report 25-35 pages long, with a maximum of 50 pages.

Case #3: In the third case report, the candidate will describe a case of particular interest or challenge to the candidate or one that the candidate considers a failed case in some way. For the third case, the candidate determines the number of client analysis hours and case

consultation hours. The candidate will write a case report 10-15 pages long, with a maximum of 15 pages.

Submission Process

Candidates must document, on the first and all subsequent drafts of each case report, the number of case consultation hours for each case, with the number of in-person and telecommunication consultation hours.

The candidate will submit the first draft of the Cases Exam to the Case Committee by September 1st of the year before the candidate wishes to sit the Cases Exam. Following the submission of the draft reports, the candidate will meet with their Cases Committee at the fall IRSJA meeting. If no committee members are present at the fall meeting, the Case Committee chair and the candidate will coordinate a video conference during the fall conference, whenever possible.

After the Cases Committee discusses the candidate's draft with the candidate at the fall meeting, the chair of the Cases Committee writes a summary of the committee's feedback. The chair of the Cases Committee submits a summary of the feedback to the Candidate and the IRSJA Director of Training by November 15th.

At least two Cases Committee members must approve the Candidate's case reports before the candidate may sit the Cases Exam. The Cases Committee chair will send written approval to the candidate and IRSJA Director of Training by February 1st. April 1 is the deadline for the candidate to provide a final draft of the case reports to the Case Committee members. The Cases Committee's acceptance of the written cases for examination does not assure the candidate will pass the oral exam. Cases Committees should not approve a candidate's written work unless they consider it adequate for the candidate to sit the Cases Exam.

One case report model is:

- Presenting Problem
- Background/History
- Treatment History
- Psychic Structure
- Transference/Countertransference Dynamics
- Course of Analysis
- Archetypal patterns or images where appropriate
- Concluding Remarks
- Bibliography

The Cases Committee may require a different case report model. The Training Committee suggests a bibliography in APA style or the style in which the candidate may submit their thesis with case examples for publication.

Thesis

The Control/Diploma candidate will write and present a thesis on an aspect of Analytical Psychology. The candidate may write a thesis between 75 to 125 pages long (one-inch margins, double-spaced, 12-point font). The thesis will include:

- A clear statement of the work's hypothesis, argument, or intention (i.e., why the work is being undertaken, how it is significant, and what is to be proved or demonstrated by the thesis).
- Adequate development of the thesis concerning Jungian theory and Jungian psychology in general.
- Demonstrated familiarity with relevant literature and knowledge of how the topic has been handled previously.
- A clear delineation of conclusions and results.
- Implications of the work for clinical application, future research, and Jungian psychology in general.
- A summary, footnotes, and bibliography.

The Training Committee suggests a bibliography in APA style or the style in which the candidate may submit their thesis for publication.

The Control/Diploma candidate will submit the first draft of the thesis to their Thesis Committee by September 1st of the year before the candidate wishes to sit the Thesis Exam. The candidate will meet with their Thesis Committee at the fall IRSJA meeting following the submission of the draft of the thesis. If no committee members are present at the fall meeting, the Thesis Committee chair and the candidate coordinate a video conference.

After the Thesis Committee discusses the candidate's draft with the candidate at the fall meeting, the chair of the Thesis Committee writes a summary of the committee's feedback. By November 15th, the chair of the Thesis Committee submits a summary to the Candidate and the IRSJA Director of Training.

At least two Thesis Committee members must approve the Candidate's thesis before the candidate may sit the Thesis Exam. If an IRSJA Affiliate Member or a non-IRSJA Analyst is a member of the Thesis Committee, their vote is equivalent to that of an IRSJA analyst. By February 1st, the Thesis Committee chair will send written approval to the candidate and the IRSJA Director of Training. April 1st is the deadline for the candidate to provide a final draft of the thesis to the Thesis Committee members. A candidate's Thesis Committee acceptance of the thesis for examination does not assure the candidate will pass the oral

exam. Thesis Committees should not approve a candidate's written work unless they consider it adequate for the candidate to sit the Thesis Exam.

In some circumstances, the candidate's Thesis Committee may recommend that the candidate obtain help editing their thesis. The candidate will propose an editor who is not an analyst to their Thesis Committee. When the Thesis Exam Committee approves the candidate's choice of editors, the candidate may proceed with their choice of editor. The candidate will pay the expenses of the outside editor.

C. Graduation

A Control/Diploma candidate graduates after successfully completing the requirements for personal analysis, case consultation hours, case colloquia hours, and the recommendation of the Cases and Thesis Committees. The IRSJA grants diplomas and celebrates graduates at the spring meeting Saturday evening banquet, when graduates are welcomed into the Society.

Candidates who are eligible for graduation submit an updated transcript to the IRSJA Director of Training by March 15, prior to the Spring meeting, to document that they have completed all the hours required for training. Candidates who plan to graduate and seek to join IRSJA as a member analyst, submit a handwritten request mailed to the Director of Training by March 15. Candidates will stay in analysis until graduation.

Upon graduation, new graduates will submit a pdf copy of their thesis to the IRSJA Archivist at the C.G. Jung Educational Center, Houston, TX. The graduate may contact the Diploma Exam Coordinator of the IRSJA Training Committee or refer to the IRSJA Photo Directory for instructions on how to contribute their knowledge of Jungian psychology to the IRSJA archives.

D. Diploma and Certification

The IRSJA grants a Diploma in Analytical Psychology after the affirmative recommendation of the Control/Diploma candidate's Cases and Thesis Committees.

In accordance with the IRSJA Membership Manual (bylaws) and the IRSJA Training Manual, a candidate who plans to graduate at the IRSJA spring meeting must apply for membership in the IRSJA by mailing a handwritten letter of intent to the IRSJA Director of Training prior to the Spring meeting. Upon acceptance into the membership of the IRSJA, the graduate automatically becomes a member of IAAP.

IV. GENERAL TRAINING INFORMATION

A. Dues and Fees

1. Annual Dues

Candidates pay their annual dues to the IRSJA Treasurer by February 1. The Treasurer will assess late fees after February 1. Applicants admitted to the training program at the spring meeting pay dues for half a year. If a candidate experiences a financial hardship, the candidate may formulate a payment plan with the Treasurer. The candidate must negotiate the payment plan within three months of the February 1 due date, or no later than May 1. By May 1, either the candidate must pay their dues in full, plus assessed late fees, or a payment plan must be in place. If the candidate has not paid their dues, plus late fees, or negotiated a payment plan, the Treasurer will inform the IRSJA Director of Training, who will notify the candidate that his/her candidacy in IRSJA is suspended until all delinquent dues and fees are paid. IRSJA will not count toward graduation requirements any hours of analysis, case consultation, or case colloquium the candidate accrues while on suspension.

2. Seminar Tuition

Each Local Training Seminar sets its seminar tuition. Candidates pay fees for seminar tuition to their Local Training Seminar. For planning purposes, Candidates should know the Local Training Seminar tuition fees for the PreControl stage and the Control/Diploma stage.

3. Analysis/Case Consultation Fees

Candidates pay fees for analysis directly to the analyst(s). Candidates pay fees for individual case consultation directly to the consulting analyst(s).

4. Examination Fees

Candidates must pay Propaedeuticum and Diploma examination fees to the IRSJA treasurer by March 15. Exam fees are not refundable after April 1. Candidates retaking Propaedeuticum exams pay a fee for each exam. To sit for an exam, candidates must have paid dues and fees in full. For information about specific IRSJA fees, see Appendix C, “IRSJA Candidate Dues and Fees”.

B. Candidate Transfers between Seminars

Local Training Seminars evaluate Pre-Control candidates and submit an LTS Annual Review Report about each candidate to the Director of Training. IRSJA evaluates Control/Diploma candidates. Candidates must stay affiliated with a Local Training Seminar throughout their training. The Local Training Seminar to which the candidate seeks to transfer must evaluate the candidate, discuss their request, and make a decision about their request. The candidate must also meet with their IRSJA Review Committee to discuss the reasons for requesting a change. If there is agreement among all parties, the new Local Training Seminar will write a letter of acceptance to the IRSJA

Director of Training and the candidate's Review Committee will send a letter of approval to the IRSJA Director of Training.

C. Telecommunications Policy

Candidates will count analysis hours, individual case consultation hours, and colloquium hours as directed in this Training Manual. Candidates may count telecommunication hours in the percentages recorded in the Manual dated **2026-11-17.**

1. IRSJA Telecommunications Policy

The standard of care for assessing whether analysis or control work using telecommunications technology is appropriate is:

A. The analyst must assess the candidate's ego strength, capacity for reflection, and impulse control to determine whether the use of telecommunications technology would be appropriate.

B. An in-person therapeutic relationship must be established before beginning telecommunications work, including enough in-person contact to establish trust and a good working relationship.

2. Percentage of Telecommunication Hours

A. Pre-Control and Control/Diploma training candidates are required to be in analysis throughout the course of training, until graduation. The requirements are:

1. A minimum of 300 analytic hours with an IAAP member is required for graduation from the IRSJA.
2. 200 individual analytic hours are required between admission and sitting for Diploma examinations. A total of 100 of the required hours must be in-person with an analyst or analysts, and a minimum of 100 of the required 200 hours must be with an IRSJA analyst. A minimum of 40 analytic hours per year is required throughout training until graduation. After a total of 100 hours of in-person analysis with an analyst or analysts, the Candidate may opt to do any combination of in-person vs telecommunication as agreed with an analyst.

B. Control/Diploma training candidates are required to have at least 100 hours of case consultation. IRSJA recommends a frequency of two to three hours per month with an IRSJA analyst. Control/Diploma candidates must have at least 100 hours of case consultation with an IRSJA analyst. A minimum of 25 in-person hours of control/diploma case consultation must be performed. Once the 25 in-person hours have been completed, the candidate may opt to do any combination of in-person hours and telecommunication hours as agreed upon with the consultant at a minimum of two hours per month.

Fulfillment of the required 100 hours of case consultation, which shall include 50 hours of case consultation (5 hours of which must be in-person) with one case consultant on one case, and at least 20 hours of consultation (2 hours of which must be in-person) on one additional case.

C. Once the minimum number of in-person hours is fulfilled (100), analytic hours required for graduation may be performed using telecommunications technology after waivers have been signed by both candidate and analyst and filed with the IRSJA Director of Training.

D. Waiver forms are available on the IRSJA website at Member Resources>Training>Candidate Training Forms OR Member Resources>Training>Analyst Forms. (See Appendix B.)

E. By signing the waiver, the analyst and candidate indemnify and hold the Society harmless from any claims resulting from the decision to utilize telecommunications technology.

3. Legal Requirements

A. Analysts and candidates may use telecommunications technology in accordance with this policy only insofar as analysis or consultation by telecommunications technology is legally authorized in both the analyst's and candidate's jurisdictions under all applicable regulations, including licensure requirements, and performed strictly in accordance with such regulations.

B. Responsibility for determining the legality of such work rests with both the candidate and the analyst providing the consultation or analysis.

D. Leave of Absence

A candidate may request a leave from training if there are compelling circumstances. The candidate must discuss taking a leave with the chair of their IRSJA Review Committee and their Local Training Seminar. If, when requesting the leave, the candidate is in Control/Diploma stage and actively preparing for either or both Diploma Exams, the candidate must also talk to the chairs of those exam committees.

The candidate sends a written request for a Leave of Absence, including their reasons for the request, to their Local Training Seminar Coordinator, their IRSJA Review Committee Chair, and the IRSJA Director of Training. The Local Training Seminar Coordinator and the IRSJA Review Committee Chair discuss the request, communicate with the candidate, and jointly send a written report concerning the candidate's request to each other, the candidate, and the IRSJA Director of Training.

Based on the candidate's circumstances, their IRSJA Review Committee, in consultation with the candidate's Local Training Seminar, may or may not modify the following training requirements:

- Attendance at seminars
- Attendance at fall and spring meetings of the Society
- Continuation of analysis
- Continuation of case consultation

IRSJA encourages a candidate on a Leave of Absence to continue personal analysis, until graduation, and Individual case consultation while on leave. A candidate on a Leave of Absence may count analysis and individual case consultation hours accrued while on leave for the first year of leave only. The candidate may not count analysis or individual case consultation hours toward graduation requirements for any subsequent leaves over the course of training.

A candidate on a Leave of Absence will pay IRSJA dues per year during the leave.

A candidate who has been on a Leave of Absence and who plans to take one or more exams needs to resume full training activities by September, before the spring meeting at which they intend to take the exam or exams.

After the end of the Training Year (May 31st), a candidate on leave files a transcript and Personal Statement/Reflection Paper with supporting documents. The candidate must attend the annual meetings with their Local Training Seminar and their IRSJA Review Committee. At the discretion of the Local Training Seminar or the IRSJA Review Committee, the candidate may meet with their committees by video conference or telephone instead of in-person.

After each year of leave, the candidate's Local Training Seminar and IRSJA Review Committee will write an Annual Review Letter that reviews the candidate's current circumstances and intention to return to training.

Each leave lasts one IRSJA Training Year. If the initial leave request is for less than one training year, IRSJA will consider it a one-training-year leave. A candidate may request up to four consecutive leaves. After the fourth leave, the candidate will either return to full training activities or resign from the program.

If a candidate is unable to fulfill the requirements of the Local Training Seminar and/or Training Committee requirements for a Leave of Absence, and is not in good standing, the candidate may elect to resign. A candidate who resigns in good standing may appeal to the Training Committee to return as a candidate. (See Section H, below.) A candidate who is not in good standing at the time of resignation must reapply via the IRSJA Admissions Committee process. If a candidate who has resigned is readmitted, IRSJA will accept any previously passed IRSJA exams.

E. Candidate Waiver

Upon acceptance into training, each candidate must sign the Candidate Waiver (Appendix B) acknowledging their understanding that their practice of Jungian analysis must not violate any law relating to the practice of psychology, psychotherapy, psychiatry, counseling, or any other mental health profession in the states in which they practice.

F. Conflict Resolution

Between Analysts and Candidates

When a conflict arises between or among analyst(s) and/or candidate(s) participating in a candidate's training, the analysts and candidates will contain the conflict within their relationships and manage the conflict in ongoing, professional, collegial conversations. Following discussions with all those concerned, the candidate and/or one or more of the other participants in the candidate's training may bring, in writing, a conflict that they cannot resolve satisfactorily to the Training Committee. The Training Committee will meet with the candidate and anyone else involved in the conflict at the next meeting of the Society and make a recommendation for resolution.

Review Committee

The candidate's Review Committee and the Local Training Seminar will forward their recommendations to the Training Committee for review and approval by the Society. If there is disagreement between the candidate's Review Committee and the Local Training Seminar, as a first step, the Director of Training will convene a meeting of the Review Committee and any Local Training Seminar members present at the fall meeting. To resolve the issue. If the candidate's Review Committee and Local Training Seminar representatives cannot resolve the issue with the Director of Training, they may arrange to meet with the IRSJA Training Committee as a whole. If the Society approves the Director of Training report of the Training Committee's decision at the ISJA Business meeting, the Society affirms the Training Committee's decision.

G. Termination

The IRSJA reserves the right to request a candidate to leave the training program at any stage of the candidate's training. Neither a candidate's acceptance into the training program, nor their passage from one stage of training to another, guarantees completion of the program or a diploma.

The Training Committee considers termination of a Pre-Control candidate only after consultation with a candidate's Local Training Seminar Coordinator and Review Committee Chair. The Training Committee considers termination of a Diploma candidate after consultation with the candidate's Diploma Exam Committee Chair and Review Committee Chair. Following the consultations, the Training Committee meets with the candidate to

discuss the identified issues and, if warranted, to establish a probationary/remediation plan. The Training Committee will require the candidate to propose a probationary/remediation plan that includes written terms for remediation by a specified completion date. The Training Committee may add stipulations to the candidate's proposal. During the probationary period, the candidate may not sit for any Propaedeuticum Exams or Diploma Exams. The Training Committee will inform the candidate in writing that failure to complete the remediation plan satisfactorily within the specified completion time frame will result in termination.

At the IRSJA meeting immediately following the specified completion date, the Training Committee will meet with the candidate. At the meeting, the Training Committee will determine whether the candidate has satisfactorily completed the remediation plan. If the candidate has satisfactorily completed the remediation plan, the candidate will return to training in good standing. If, however, the Training Committee concludes that the candidate has not successfully completed the remediation plan, the Training Committee will offer the candidate the opportunity to resign. If the candidate chooses not to resign, the Training Committee will terminate the candidate from training immediately. The decision of the Training Committee is final.

Grounds for termination are, solely, or in combination:

- Failure to comply with the training requirements set out in this manual for each stage of training.
- Non-payment of dues.
- Repeated failure of Propaedeuticum Exams.
- Repeated lack of readiness to sit Diploma Exams.
- Violation of IRSJA Code of Ethics.
- A consistently negative evaluation by the candidate's evaluating bodies (Review Committee, Local Training Seminar, Exam Chair).
- Other extraordinary circumstances, as determined by the Training Committee in consultation with the candidate's Local Training Seminar, Review Committee and, if applicable, the candidate's Diploma Exam Committee Chair or Chairs.

H. Modification of Training Requirements

The Training Committee must approve any modification in this manual for an individual candidate. A candidate who seeks a modification will submit a formal, written request to the Training Committee. The Training Committee will discuss the request with the candidate's Local Training Seminar and IRSJA Review Committee. Following the discussions, the Training Committee will decide on the requested modification. The IRSJA Director of Training will communicate the decision, in writing, to the candidate, their Local Training Seminar, and their IRSJA Review Committee.

I. Applicable Policies

This Training Manual dated **2026-11-17** applies to every candidate in training, faculty, IRSJA Committees that engage in training, and Society members**.**

V. DUAL RELATIONSHIPS

A dual relationship exists when a candidate and an analyst have a significant pre-existing and/or ongoing association of some duration. The IRSJA seeks to avoid dual relationships because they may create conflicts of interest and compromise the fairness and impartiality of the candidate's evaluation.

Potential dual relationships may involve a candidate's analyst(s), consultant(s), Local Training Seminar Coordinator(s), Review/Examination Committee member(s), Control Colloquium leader(s), or any individual who has a close personal relationship with the candidate. One of the most common forms of a dual relationship occurs when an analyst serves in more than one evaluative role with a candidate.

If there is a question of whether there is a dual relationship, including one not specifically addressed in this policy, the individual must consult the appropriate person for determination, for example, the Local Training Seminar Coordinator, the Review/Examination Committee Chair, or the IRSJA Director of Training.

Training Committee members will update the log of dual relationships and conflicts of interest prior to exams, Diploma Exam Committee formulation, and Review Committee formulation. The Training Committee will attempt to prevent a dual relationship/conflict of interest by checking with candidates first and examiners/Review Committee members second before Exams and Review Committee meetings.

A. Personal Analyst

To protect the privacy of the analytic relationship, the candidate's personal analyst(s) will recuse themselves from any evaluative aspect of the candidate's training. The candidate's personal analyst will have no input into an applicant's application to the IRSJA training program other than to report the number of analytical hours. The personal analyst may not function as a case consultant of an analysand and may not make recommendations about decisions of Local Training Seminars, IRSJA Review Committees, the IRSJA Training Committee nor the Society about their analysands. The personal analyst may teach seminars where their analysands are present. A candidate whose analyst is leading a case colloquium at a local level or at an IRSJA meeting may choose whether or not to attend. The candidate remains responsible for meeting the required hours. Personal analysts may not make recommendations regarding the decision of committees, Local Training Seminars, or the IRSJA regarding their analysands.

An analyst/analysand relationship is an ongoing analytic relationship of some duration. A single or preliminary consultation does not necessarily establish an analytic relationship that precludes the analyst from participating in training decisions.

B. Exams

An analyst must recuse themself from an exam when a dual relationship is identified. Review Committee analysts must not examine any candidate whom they review. If a candidate identifies a potential dual relationship upon entering an examination, the candidate must raise the concern before the examination begins.

C. Teaching

Candidates learn best when they engage with an analyst mentor (seminar leader, individual case consultant, case colloquia leader) over time. Faculty members and candidates will identify potential dual relationships before a seminar or case colloquia to avoid conflicts. When an analyst/candidate dyad concludes that a candidate's participation in a seminar or case colloquium would be neutral, possibly valuable, and not necessarily detrimental to the analytic process, the candidate may participate. The analyst with a dual relationship will validate the candidate's participation hours and recuse from evaluating the candidate.

Local Training Seminars can avoid problems with dual relationships when the seminar has an ample number of teaching analysts. The smaller the Local Training Seminar's teaching faculty, the harder it is to avoid difficulties.

A guest analyst from outside the Local Training Seminar who presents a didactic session to candidates (which may be followed by a colloquium) will validate the candidate's hours of participation but will not evaluate the candidate.

D. Personal Relationships

Dual relationships may arise when analysts have an intimate personal relationship and are involved in training candidates. When one's significant other is a candidate's analyst, supervisor, or teacher, a complex set of transferences onto the other partner or upon the candidate may constellate. One analyst partner in an intimate relationship with another analyst partner must not review, examine, consult, or evaluate a candidate when their partner is the candidate's analyst.

E. Relationships between candidates and analysts

The 2026 IRSJA Code of Ethics discourages sexual relationships between analysts and candidates. The code states that "Analysts with ongoing involvement in the training of IRSJA

candidates must consider that a sexual relationship with a training candidate may affect others in the training cohort, even if the analyst is not working professionally with the candidate with whom they are partnered. Analysts are encouraged to report any current or previous familial, sexual, or close social relationships with candidates to the IRSJA Director of Training (DOT) and follow the DOT's recommendations." Analysts who engage in a sexual relationship with a training candidate must recuse themselves from all evaluative roles with any candidates until the candidate with whom they are in a relationship graduates from or resigns from the IRSJA.

F. Enmity

When animosity arises between analysts who are training a candidate, they will exert every effort to bridge their differences. If analysts with animosity for each other are in primary training functions (Review Committee, Exam Committee, consultant) or any other evaluative function of a candidate, they should recuse themselves from that candidate's training.

G. General

Analysts and candidates will adhere to the dual relationship policies of their professional associations, licensing boards, and the IRSJA Code of Ethics.

VI. FACULTY GUIDELINES

A. IRSJA Training

The IRSJA founders organized the Society to train future analysts. IRSJA analyst members are graduates of diverse training institutes from around the world, including IRSJA. Member analysts who have trained at institutes across the globe, allow the IRSJA to offer candidates a broad and rich analytic training experience, sensitive to a variety of cultures and languages. Members of the Society participate in training activities as members and teachers in Local Training Seminars, the IRSJA Training Committee, Review Committees, Propaedeuticum Exam Committees, and Diploma Exam Committees. The IRSJA defines a "senior analyst" as an analyst who has been certified for at least five years.

The IRSJA attends closely to the training environment, the content of training, and feedback to candidates. The IRSJA Training Committee strives to secure a container for the alchemical interactions between analysts and candidates actively engaging in analysis and training. The Society provides a secure vessel for the training process by supporting the clarification of roles and responsibilities, collaboration, and communication among Local Training Seminars, IRSJA Review Committees, Propaedeuticum Examination Committees, and Final Examination Committees.

Analysts who examine, consult, or evaluate candidates write descriptive feedback for each candidate that identifies the candidate's acquisition and ability to demonstrate an understanding and the application of the core concepts of analytical psychology with their clients. Review Committee analysts who support the progression of candidates throughout their training process write descriptive feedback for each candidate, documenting their development of analytic capacity as an analyst-to-be. Local Training Seminar committees and IRSJA Exam and Review committees meet to discuss each candidate's performance on exams and their development of analytic capacity, then write a report to the candidate and the Director of Training.

B. IRSJA Training Committees

IRSJA analysts contribute to the training process by actively serving on committees. Analyst service is a cornerstone of the IRSJA training process. Analysts who accept an appointment to a committee will serve on that committee as long as possible to maintain the continuity of a candidate's training experience. Analysts involved in direct contact with candidates in the training program will be aware of relationships between analysts and candidates and will be respectful in all their interactions with candidates.

IRSJA Committees, their Chairs, and members will delete their personal paper and electronic files of graduates and candidates who have resigned, five years after their graduation or resignation, in compliance with HIPAA standards, standards regarding destruction of confidential clinical files, and laws pertaining to destruction of education documents.

C. Admissions Committee

The Society elects nine Admissions Committee members (eight members and the Director of Admissions). At least four Admissions Committee members (including the Director) are senior analysts. Members serve terms of two years. Members may serve more than one consecutive term. If the Admissions Committee approves more than 12 applicants for interviews in a given year, or if elected members cannot attend the meeting, the Director of Admissions may appoint additional members.

The Admissions Committee meets once each spring. The Local Training Seminars recommend applicants to the IRSJA Admissions Committee, which interviews, observes, evaluates, and selects individuals to train as IRSJA candidates.

The Director of Admissions will:

- Receive and respond to inquiries about IRSJA admissions.
- Appoints substitutes or additional Admissions Committee members.

- Receive applications, check for completeness, and distribute to Admissions Committee members.
- Send a list of applicants with their contact information to the IRSJA Treasurer, who invoices each applicant for their application fee.
- Schedule applicant Admissions Committee interviews.
- Organize and run Admissions Committee meetings to a) appoint interview committees, b) create an interview schedule, copy and distribute it to committee members and applicants, c) orient committee members prior to the interviews, d) orient applicants prior to interviews, e) chair committee's deliberations following the interviews, and f) arrange feedback to applicants at the end of each day of interviews, present the Admissions Committee report at Society business meetings, and submit a copy of the report to the IRSJA Secretary for the Society minutes.
- Write and send each applicant an official letter that notifies them of the interview results.
- Send a copy of each applicant's letter to the Local Training Seminar Coordinator and Review Committee Chair.
- Announce new candidates at the Society banquet at the subsequent fall meeting.
- Maintain, for five years, the application files of each applicant who was not admitted.
- Maintain communication with Local Training Seminar leaders.
- Serve on the Society's Executive Committee.

D. Training Committee

The Society elects Training Committee members. Four members and the IRSJA Director of Training comprise the Training Committee. Three of the members must be senior analysts. The fourth member may be an IRSJA graduate who has been an analyst for at least three years. The President and Vice President serve on the Training Committee as ex-officio members.

Training Committee members attend the spring and fall Society meetings. The Training Committee meets in advance of the IRSJA spring and fall Society meetings. The IRSJA Director of Training may schedule additional meetings of the Training Committee between regular Society meetings.

The Training Committee plans, organizes, and implements training activities that the IRSJA conducts at the Society level. Each Training Committee member coordinates a function of the training program. The Review Committee Coordinator plans, organizes, schedules, and reports the activities of the Review Committees. The Propaedeuticum Exam Coordinator plans, organizes, schedules, and reports the activities of the Propaedeuticum Exam Committees. The Diploma Exam Coordinator plans, organizes, schedules, and reports the activities of the Diploma Exams. The Liaison to the Local Training Seminars communicates, facilitates, and supports collaboration between the IRSJA Training Committee(s) and the Local Training Seminars and their shared activities.

The IRSJA Director of Training reports significant Training Committee decisions to Society members at the Society's spring and fall meetings. When the Society membership accepts the report from the IRSJA Director of Training, it ratifies the Training Committee's decisions. The Director of Training may propose a motion for discussion to change or modify IRSJA policy by a vote of the Society members.

E. IRSJA Director of Training

The IRSJA Director of Training and the Training Committee will:

- Plan, organize, and implement training activities that the IRSJA conducts at the Society level.
- Avoid dual relationships and conflicts.
- Oversee the IRSJA Transcript+ database process that maintains the candidate records.
- Collaborate with the IRSJA Transcript + database vendor, to meet IRSJA needs.
- Train users of the IRSJA Transcript+ database.
- Assure that transcript certification and verification documents and Exam Committee reports are filed in each candidate's transcript file.
- Review candidate transcripts and documentation within their respective role.
- Work with the IRSJA Vice President who oversees and organize CE presentations for the educational program to enable analysts and candidates to receive CE credits for the presentations at the spring and fall meetings.
- Work with the CE Committee to enable analysts and candidates to receive CE credits for their participation in the spring and fall meetings when available.
- Solicit requests from candidates who may want to sit for exams in April.
- Prepare Propaedeuticum and Diploma exam schedules and work with the Vice-President to coordinate rooms for exams and feedback to candidates.
- Arrange the spring graduation process: banquet, participants, props, speakers, script.
- Remind potential graduates before the IRSJA spring meeting, to send letters of request to join the IRSJA before the April meeting.
- Meet with all members of Exam Committees at the spring meeting to review the schedules.
- Confirm examination results with Exam Committees and candidates.
- Announce examination results at the spring business meeting.
- Oversee the graduation ceremony portion of the spring meeting banquet.
- Send a welcome letter to each new candidate admitted at the spring Society meeting. The letter will inform the new candidate about resources available to them during their training, the names of their Review Committee Chair and committee members, the dates of the fall meeting, and the date and time Review Committee meetings will begin.
- Populate and arrange Review Committee meetings at the Society's fall meeting and work with the Vice-President to arrange rooms for Review Committee meetings.

- Attend Review Committees, Examination Committees, Final Examination Committees, Examiner meetings, and Examiner feedback meetings. Capture the results and feedback. Assure the Committees file their reports**.**
- Contribute to the IRSJA Newsletter to communicate with analysts and candidates.
- Maintain a list of dual relations/conflicts to support populating Exam and Review Committees.
- Maintain a list of candidates who graduate during the term of the Director of Training for IAAP.
- Maintain a desk procedure for each Training Committee function with dates, actors, and actions.
- Facilitate resolution of conflicts between or among candidates, committees, Local Training Seminars, Review Committees, and the Training Committee.
- Present recommendations to the Society on new, suspension, or reinstatement of Local Training Seminars.
- Meet with the Training Committee before the spring and fall IRSJA meetings.
- Report to the Society at spring and fall IRSJA meetings and copy the report to the Secretary of the IRSJA, who will include the report in the minutes.
- Participate as the IRSJA delegate at the annual CNASJA Directors of Training Meeting.
- Participate as a member of the IRSJA Executive Committee.

F. Review Committees

The IRSJA Training Committee, via the Review Committee Coordinator, appoints Review Committees. At least three analysts, two of whom are senior analysts, comprise each Review Committee. The Review Committee Coordinator designates one senior analyst to chair each Review Committee. Analysts who agree to participate as Review Committee members will serve for a reasonable length of time to provide continuity for the candidates they review. Review Committee members may not serve on an exam committee for a candidate that the committee supports.

Review Committees support, guide, and observe candidate development throughout training. The Review Committees mentor candidates in their personal development, their development of analytic capacity, and their interactions with the Society. Review Committees assist candidates as they decide to apply to take exams, move forward into the next stage of training, or prepare to graduate. Review Committees offer recommendations to candidates and to the Training Committee. Candidates implement, in coordination with the Training Committee, as required. (See Appendix I: Observation of Candidate Capacities.)

Review Committees meet the day before the start of the annual fall IRSJA meeting. Before the end of the annual fall IRSJA meeting, the Chair of each Review Committee communicates candidate requests, Review Committee observations, and guidance to the

IRSJA Director of Training via the IRSJA Review Committee Worksheet. (See Appendix K.) In addition, by November 15, the Chair of each Review Committee submits a written report to the candidate summarizing the Committee's discussion with them at the fall meeting. The chair submits a copy of each report to the IRSJA Director of Training and the respective Local Training Seminar Coordinator.

G. Propaedeuticum Exam Committees

The IRSJA Training Committee, via the Propaedeuticum Exam Coordinator, appoints the Oral and Written Exam committees.

1. Oral Exam Committees

IRSJA conducts four Propaedeuticum Oral Exams. Each oral Exam committee consists of three analysts. The Chair and one other member must be senior analysts. A third analyst member must have at least three years of post-graduation experience at the time they serve on the committee. Oral Exam committee members expect to serve for at least four years. Members are encouraged to rotate off exam committees after four years. The Propaedeuticum Oral Exams cover four content areas: History and Development of Analytical Psychology, Complex and Psychopathology, Dreams, and Archetypal material.

For a description of the content of each Propaedeuticum Exam, refer to Section III Candidate Guidelines, B. Pre-Control Stage. 4. Propaedeuticum Exams.

Each exam committee will discuss among themselves what they expect from an examining candidate, what they consider to be basic knowledge of the content area covered by the exam, and what they consider to be advanced knowledge. Each Propaedeuticum Oral Exam committee determines the structure of their exam. Each committee evaluates the candidate's knowledge of analytic psychology, their application with clients, and their personal development by observing whether the candidate:

- Reveals they have metabolized and internalized an intellectual/academic understanding of the exam subject material.
- Demonstrates the ability to apply their knowledge in their clinical work.
- Demonstrates the application of their knowledge through personal and/or clinical illustrations.
- Demonstrates a level of personal solidity that allows them to contain and handle the stress of the examination.
- Exhibits a developing analytic capacity to recognize and manage the emergence of internal dynamics triggered by the examination process or content.

Typically, Oral Exam committees take a break midway through the exam to explore how the experience of the first part of the exam may affect their approach in the second half of the exam.

At the end of each exam day, Oral Exam committees present the results to the Training Committee and then to each individual candidate examinee.

2. Written Exam Committee(s)

Three senior analysts comprise a Written Exam committee. The Training Committee, via the Propaedeuticum Exam Coordinator, will attempt to reduce the workload of Written Examiners by appointing another Written Exam committee when the number of candidates sitting for the Written Exam exceeds four to five. The Written Exam is a blinded exam. Candidates taking a Written Exam do not know the identity of the Written Exam committee members. Written Exam committee members do not know the identity of the candidate who wrote the exam.

Examiners score the Propaedeuticum Written Exam using a rubric the Training Committee developed in 2020 to support examiner consensus and identify candidates who will benefit from consultation from an analyst writer before they undertake their Diploma Exams. The Candidate must answer three of the four questions offered on the exam and the dream question.

Under the leadership of the Written Exam Committee Chair, each Written Exam Committee compiles written feedback for the respective (blinded) candidates prior to the society's fall meeting. The Propaedeuticum Exam Coordinator reveals each candidate's identity after the written examiners score the exams. On the last day of the Propaedeuticum exams, the Written Exam Committee gives oral feedback to the Training Committee and candidates.

The Chair of a Written Exam Committee submits a Written Exam feedback report for each examined candidate to the Propaedeuticum Exam Coordinator, who then forwards the feedback to the Director of Training and Seminar Coordinators.

A candidate who passes the Propaedueticum Exams moves into the Control Stage of training. A candidate who does not pass one or more exams may retake those exams.

H. Diploma Exam Committees

IRSJA conducts two Diploma Exams: Thesis and Cases. IRSJA offers Diploma Exams at the spring meeting of the Society each year. Senior analysts who are members of IRSJA qualify to serve on Diploma Exam Committees. Senior analysts and affiliate members of IRSJA qualify to serve on Thesis Exam committees. A candidate may choose an analyst or other professional outside of the IRSJA for their Thesis Committee. The Chair of every Diploma Exam Committee will be a senior

analyst who is a member of IRSJA. Retired analysts who are no longer in practice and have relinquished their license may serve on a Diploma Exam Committee.

The control/diploma candidate selects the Chair of their Cases Committee after discussion with their Review Committee. The Training Committee appoints two other Cases Committee members.

The control/diploma candidate selects the Chair and one other member of their Thesis Committee after discussion with their Review Committee. The Training Committee appoints the third member of the Thesis Committee. A candidate who submits a request to the Training Committee to sit a diploma exam the following spring will include the names of their committee members and their thesis title in their request.

Diploma Exam Committee members will set aside sufficient time to read and digest the candidate's case and/or thesis material prior to arriving at the fall meeting, so that they may engage in productive in-person discussion of the candidate's preliminary drafts. The Cases Committee Chair will obtain, verify, and confirm with supporting documentation, then submit to the Director of Training, the candidate's client and consultation hours prior to the planned graduation.

At the fall meeting before the Diploma Exams, the Exam Committees(s)meet with the candidate to discuss first drafts of the candidate's thesis and/or cases. The Chair of each Diploma Exam Committee drafts a summary report of the discussion from the meeting, including any Committee recommendations.

By November 15th, the Chair will submit a summary report to the candidate and the IRSJA Director of Training. By February 1st at least two members of each committee must communicate with the candidate and the Director of Training whether the candidate should be allowed to proceed to the oral exam.

IRSJA strongly urges Diploma Exam committees not to recommend a candidate to sit for an oral examination if they do not consider the candidate's written drafts adequate for examination. (See Section C.2.) A candidate must submit a final draft of their exam to their Diploma Exam committee members by April 1st.

During an oral examination, the committee evaluates the candidate's written material and their psychological maturity/analytic capacity. While evaluating a candidate's written material, a Diploma Exam committee evaluates a candidate's analytic capacity/ readiness for the practice of independent analytic work.

The Training Committee discourages telecommunication exams unless there are exceptional circumstances. Thesis and Cases Committee members will attend exams in person. If a Diploma Exam Committee member cannot be present in person, the committee chair notifies the IRSJA Director of Training to discuss.

I. Additional Faculty Requirements

1. Telecommunications

Candidates may count telecommunication hours of analysis or case consultation toward the hours required for graduation as set out in the IRSJA Telecommunications Policy. Refer to Appendix D of this manual for the telecommunications policy and a copy of the waiver that any analyst who offers analysis, case consultation, or control work with a candidate using telecommunications technology must sign. The analyst will send the signed waiver to the IRSJA Director of Training.

2. Individual and Control Case Consultation of Control/Diploma Candidates

Analysts and case colloquium leaders who conduct individual case consultations will write a report about each candidate's development of analytic capacity that verifies the number of hours of individual and case consultation, both in-person and teleconference, in addition to colloquium presentation hours. The analyst submits their report to the candidate and the IRSJA Director of Training.

VII. LOCAL TRAINING SEMINAR GUIDELINES

The IRSJA Training Committee administers the IRSJA training program at the behest and with the active participation and collaboration of Society members. Local Training Seminars must meet the IRSJA's training requirements, as the Society's guidelines represent IRSJA ideals for effective training.

Local Training Seminars:

- Interview applicants for participation in seminars.
- Determine eligibility and readiness of seminar participants to apply to the IRSJA training program by reviewing application materials and conducting interviews. If a Local Training Seminar endorses an individual's application the Local Training Seminar write a letter of recommendation for the applicant to include in their application packet.
- Plan curricula, conduct training seminars, teach theory and clinical practice, and offer case colloquia relevant to the IRSJA training program.
- Conduct meetings with each candidate, then submit an LTS Annual Review Letter on the candidate's progress to the IRSJA Review Committees and the Director of Training.
- Maintain open communication with all seminar participants, the respective IRSJA Committees, and the IRSJA Director of Training.

Candidates may choose to attend any IRSJA training seminar to which they are admitted. In general, candidates live geographically close to the training seminar they attend. Consequently, IRSJA analysts in the area also function as analysts, mentors, and clinical case consultants of candidates participating in the Local Training Seminar.

IRSJA welcomes Local Training Seminars to use the resources of the IRSJA, the Jungian community as a whole, and the professional clinical community at large when planning seminars and case colloquia. IRSJA strongly encourages Local Training Seminars to develop seminar programs that incorporate a wide-range of perspectives of theory and practice while they ensure that they teach the "Areas of Study" covered in Section B at the beginning of this manual.

To function effectively, Local Training Seminars will strive to operate at or between the optimal number of participating analysts and the minimal number to avoid dual relationships/conflicts of interest. IRSJA Local Training Seminars will also meet the minimum requirements to establish and operate a Local Training Seminar detailed in the IRSJA Training Manual Sections VII below.

A. Faculty

"Core faculty " and "adjunct faculty" comprise a Local Training Seminar's faculty.

1. Core Faculty

At least six senior analysts must serve as a Local Training Seminar's core faculty. Of the six, at least three must be "on-site"- reside within a range in which in-person contact between candidate and analyst is possible within a one day round-trip.

When faculty analysts are partners in an intimate personal relationship, their relationship significantly changes the dynamics within a small group. Therefore, the faculty will attempt to enlarge the core faculty to balance the group dynamics.

The Local Training Seminar core faculty meets regularly to plan and organize training activities. Committees of core faculty interview prospective seminar applicants and potential applicants for IRSJA training. The Local Training Seminar posts application dates, arranges applicant interviews, and communicates dates, times, and training costs. One member of the core faculty serves as the Local Training Seminar Coordinator. The Local Training Seminar Coordinator provides information to training candidates, responds to training candidate questions, oversees candidate training transcript files, maintains candidate training files on the IRSJA transcript portal, and represents the seminar at the Local Training Seminar Coordinators' meeting at fall IRSJA meetings.

Within the context of the theoretical and clinical framework of the IRSJA, the Local Training Seminar faculty (and adjunct faculty) as a group will:

- Reflect on the seminar's philosophy of training in the context of IRSJA's training.
- Articulate the seminar's approach to training.
- Discuss, plan, and review training activities.
- Observe and support the development of analytic capacity.

- Evaluate IRSJA applicants and candidates. (Guest faculty will confirm hours only and not evaluate),
- Determine how the seminar will coordinate its activities and communications with the organizational representatives and activities of the IRSJA.
- Identify to IRSJA who within the seminar performs which seminar activity to ensure effective communication.

The Local Training Seminar Coordinator will implement the decisions of the core faculty and will communicate seminar decisions in writing to the relevant IRSJA committees (Admissions and Review Committees) and to the IRSJA Director of Training.

Since the Local Training Seminar core faculty bear significant responsibility and accountability for local training, some of the core faculty must have previous experience in training. Each member of the core faculty is encouraged to be active and available for several years to attend to the needs of the seminar, seminarians, applicants, and candidates.

2. Adjunct Faculty

A Local Training Seminar must have at least four additional adjunct faculty. Adjunct faculty must be members of the IRSJA and do not need to be a senior analyst or on-site.

3. Visiting Faculty

A Local Training Seminar may invite visiting faculty from other Jungian training institutes and the larger professional clinical and/or academic community. Visiting faculty do not need to be senior analysts. Visiting faculty who are not IRSJA members may not participate in official decisions about the training of IRSJA candidates. Visiting faculty will not evaluate candidates.

B. Insularity

When only a few analysts teach in a Local Training Seminar, the seminar's world narrows and tends toward insularity. In an insular environment, the idiosyncrasies of a few faculty may result in a disproportionately large effect. Analysts who desire to establish a training seminar develop plans to minimize, avoid insularity, and reduce the impact of faculty idiosyncrasies.

C. Dual Relationships

Each will identify and implement plans to minimize dual relationships. The smaller the teaching faculty, the harder it is to avoid dual relationships. Seminars will pursue an ample number of teaching analysts. (See Section V.)

D. Seminar Participants

To create a training environment with stimulating, educational, developmental, discussion, and enrichment, a Local Training Seminar must attract enough participants to ensure the ongoing

functioning of the seminar. To ensure that the Local Training Seminar focuses on psychological understanding, analytical psychology, and clinical practice, the core faculty will evaluate the suitability of each prospective participant before admission to the seminar.

As candidates advance through training, they need seminars that offer theoretical and clinical teaching that address the increasing complexity, subtlety, and difficulty of the material and cases. If a seminar has both candidate and non-candidate participants, it is up to the seminar's faculty to determine how best to meet the increasing needs of candidates while maintaining the interest of non-candidate participants.

E. Relationship with the IRSJA

Each Local Training Seminar communicates with IRSJA Committees and the IRSJA Director of Training formally and informally, as described in this manual. To facilitate Seminar communication, each Local Training Seminar Coordinator participates in the Local Training Seminar Coordinators meeting at the fall IRSJA meeting. A Local Training Seminar encountering difficulties or concerns must immediately contact the IRSJA Director of Training for notification, consultation, advice, and discussion.

F. Relationship between the Training Committee and Local Training Seminars

As documented in the IRSJA Membership Manual bylaws, IRSJA delegates responsibility and accountability for training to the Training Committee. The Training Committee plans, organizes, and trains candidates in cooperation with the Local Training Seminars and IRSJA committees to whom it delegates functions.

The Training Committee utilizes annual Local Training Seminar Report to the Training Committee, feedback from IRSJA committees, and direct communication from faculty and candidates to stay informed of Local Training Seminar developments. When conflicts or dilemmas arise, the Training Committee will discuss the concerns in a timely way and aim for resolution. The Director of Training and members of the Training Committee work together as a team to identify issues and opportunities. The Liaison to the Local Training Seminars is a communication link between the Local Training Seminars and the Training Committee.

G. State of the Local Training Seminars

The Society relies on Local Training Seminars to raise issues the Society needs to be aware of. Issues may include, but are not limited to, transition points, requests, relevant psychological issues, concerns about a candidate, admissions, or overall training. The Local Training Seminars have agreed to meet four times a year, three times on video conference and once in person at the Fall IRSJA Meeting.

1. Annual Seminar Reports to the Training Committee

The Local Seminar Coordinator files an Annual Seminar Report to the Training Committee via the Local Training Seminar Coordinator by September 30th of each year using the form available on the IRSJA website. (See Appendix J.)

2. Candidate Annual Review Letters for Review Committees

Local Seminar Coordinator submits an Annual Review Letter on each Pre-Control candidate to the Chair of each candidate's Review Committee, the Director of Training, and the candidate by July 15th.. The Local Seminar Coordinator bases the Annual Review Letter on faculty evaluations, input from case colloquia leaders, and an annual in-person meeting of the faculty with the candidate. The faculty meets with a Control/Diploma candidate at the discretion of the Local Training Seminar and submits an Annual Review Letter to the Director of Training and the Chair of the Review Committee.

H. Establishment and Suspension

1. Establishment

The IRSJA adopted policies about establishing and operating Local Training Seminars in 1999.

A group of IRSJA analysts who wish to establish a Local IRSJA Training Seminar write a detailed, proposal to the IRSJA Training Committee. The proposal will include:

- Names and relevant information about core faculty, adjunct faculty, and visiting faculty with their graduation date and whether each faculty member is a senior analyst.
- A statement of training philosophy and curriculum.
- An outline of training activities for the initial year and plans for the ensuing years.
- Plans for evaluation of applicants and candidates.
- A proposed budget and a budget review process.
- Plans for ongoing contact amongst faculty and the required annual meetings.
- Plans for communication with IRSJA Committees and the IRSJA Director of Training.
- Name and contact information for the Local Training Seminar Coordinator.
- Name, contact information, and role for any analyst who assumes part of the Local Training Seminar Coordinator's role.

The applying group submits their written proposal to the IRSJA Director of Training at least three weeks before the next regularly scheduled meeting of the Training Committee at a spring or fall Society meeting. The Director of Training schedules an in-person meeting with the applying group to discuss each aspect of the application. The Training Committee recommends to the Society whether to grant training status to a new or returning group.

A group of IRSJA analysts who wish to establish a Local Training Seminar may consult the IRSJA Training Committee. The local group will cover any expenses incurred in the consultation(s).

2. Suspension

a. A Local Training Seminar encountering difficulties or concerns will consult with the IRSJA Training Committee. When a Local Training Seminar's resources to maintain a viable teaching container are declining, it is essential to consult with the IRSJA Training Committee. The Training Committee will assist the Local Training Seminar develop and implement a plan to resolve the dilemma, or if resources cannot be replenished, transfer candidates to another seminar.

   When a Local Training Seminar's resources are inadequate to sustain high-quality training activities, and the Seminar cannot find a solution in consultation with the IRSJA Training Committee, the Training Committee may recommend to the IRSJA membership that the Seminar suspend formal training activities. Applicants and candidates must transfer to another Local Training Seminar for formal training activities. Analysts from the suspended seminar may remain available to candidates as analysts or consultants.

b. When a Local Training Seminar's faculty determines that their resources are no longer adequate to train or other factors that impede the Seminar's ability to function, the Local training Seminar Coordinator sends a letter, signed by the Coordinator and the core faculty, to the IRSJA Director of Training requesting suspension of the Seminar's formal training program. The Training Committee meets with the Local Training Seminar at the next scheduled meeting of the Society. The Director of Training works with the Seminar's candidates to transfer to another seminar.

c. Each Local Training Seminar will periodically evaluate the resources and viability of their training program. When a Local Training Seminar does not meet the criteria at H.1, above, the Local Training Seminar Coordinator and faculty develop a plan to remediate the deficiencies within three years. Within one year of proposing the new plan(s), the Local Training Seminar submits the new plan(s) to the IRSJA Training Committee. The IRSJA Training Committee will be available to consult on developing a transition plan.

3. Reinstatement

IRSJA analysts who seek to reestablish a Local Training Seminar write a detailed, proposal to the IRSJA Training Committee. The proposal will include the same items listed under "Establishment" above. The IRSJA Training Committee and the Local Training Seminar will follow the procedures described in that section

Appendix A: Application for Training in Jungian Analysis

IRSJA Training Application Cover Sheet

(Use additional pages if necessary)

Complete this coversheet and email all required materials in their entirety no later than March 1, to:

Jody Wainer, Director of Admissions
jodwai@horinc.com

In addition to completing this form, the application packet must include:

1. A recent photograph
2. Autobiographical statement (maximum of 3 double-spaced pages, 1-inch margins, 12-point font) - last paragraph handwritten
3. A letter of support from local training seminar
4. Academic transcripts (college, graduate school, other training)
5. Letter from analyst(s) with number of *face-to-face and telehealth analytic* hours and dates
6. Resume or curriculum vitae (no more than 3 pages)
7. Signed Applicant/Candidate Waiver and Consent to Release Information

Name:	Date of Application:	
Address:	Cell Phone:	
	Date of Birth:	
Email Address:	Professional License:	
Has your license ever been suspended or revoked? If yes, explain on a separate page. Yes/No		

Summary of education and training: name, place, dates and degree/certification

Undergraduate:

Graduate:

Post Graduate training:

Name(s) of Local IRSJA Seminar and dates of participation:

Have you made a previous application to this Training Program? If yes, provide dates.
Have you ever applied to or studied at any Jungian analytic training program? Yes / No
If yes, provide places and dates.

Personal Jungian analysis

Analyst	Location	Date Range / Total Hours

Present/Recent Occupation: dates, employer, address, job title

2025.09.30 IRSJA TRAINING APPLICATION COVERSHEET REV. JW

Appendix B: IRSJA Waivers

Applicant/Candidate Waiver

I represent the following to the Inter-Regional Society of Jungian Analysts of North America (the "Society") as a candidate to the Society:

I. I understand that the submission of an application to the training program does not guarantee acceptance into the program. If I am admitted to the program I agree to the following:

II. I will not use any wording regarding my professional identity that will infringe on a legally defined field of psychotherapeutic or medical practice. I also understand that I am not to imply that I have a legal right to practice analytical psychology or Jungian analysis if there is any possibility that I may be infringing on any law relating to the practice of psychology, psychotherapy, psychiatry, counseling, or any other mental health profession. I understand that if I present myself publicly or privately by any title that infringes on a legally defined psychotherapeutic profession, such action will result in expulsion from the training program.

III. I hereby acknowledge that if the Society grants me a diploma, such diploma confers no legal right to practice as a psychotherapist. Arrangement for legal practice is my responsibility.

IV. I certify that I have read The Training Manual of the Inter-Regional Society of Jungian Analysts (the "Training Manual") and agree to accept and abide by the terms of the training program outlined in that Training Manual, including all revisions and versions of which I receive notice. I understand that the Training Manual is modified from time to time by the vote of the membership of the Society, and I agree to abide by any modifications to the training program that are adopted during my term of candidacy.

V. I understand that by the Society's continuing my status in the training program, the Society does not make a guarantee or promise, either express or implied, that the Society will pass me from any stage of training to another or that it will ever confer a diploma upon me. I also understand that the Society may expel me from the training program at any time and for any reason that the Society considers appropriate. I agree, as a condition of continuation in the training program, that I will forego any legal claim against the Society arising from any action that the Society may take with respect to my training or my continued participation in the training program; however, that nothing in this sentence shall preclude me from the right to appeal decisions of the committees or boards of the Society as outlined in the Training Manual.

VI. I understand that some portion of the hours of analysis and case consultation required for graduation may be performed using telecommunications technology, as specified in the Training Manual. I agree to utilize this policy *only insofar as* it is legally authorized in both jurisdictions under all applicable regulations, including licensure requirements, and performed in accordance with such regulations. I accept full responsibility for determining the legality of such work. I indemnify and hold the IRSJA harmless of and from any claims resulting from my decision to utilize such technology.

VII. I understand that all candidates to the Inter-Regional Society of Jungian Analysts (IRJSA) are required to comply with relevant state and federal laws governing the practice of counseling, psychology, psychotherapy, psychiatry, psychoanalysis and analysis, and I agree to comply with this requirement for the term of my candidacy. This waiver extends to any professional services I may provide via telecommunications.

VIII. As consideration for the provision to me of training by the Society, and as an applicant to the Society, I agree to indemnify the Society, its incorporators, officers, members, directors, agents and employees for, and hold them harmless from and against, any and all liability, losses, damages, costs, expenses (including reasonable attorneys' fees), causes of action, suits, claims, demands and judgments of any nature or form incurred by or on behalf of the Society, its incorporators, officers, members, directors, agents, and employees, arising in any manner in connection with my practice of counseling, psychology, psychotherapy, psychiatry, psychoanalysis or analysis or other related activity while I am a training candidate. Upon notice from the Society, I agree to defend the Society, its incorporators, officers, members, directors, agents and employees in any action or proceeding brought in connection with the activities described in this paragraph.

_____ _____

Signature of Applicant/Candidate Date

Printed Name of Applicant/Candidate:_____

Analyst Waiver

I understand that membership in the Inter-Regional Society of Jungian Analysts (IRJSA) requires all members to comply with relevant state and federal laws governing the practice of psychotherapy and analysis, and I agree to comply with this requirement for the term of my membership. I do hereby waive and release the IRJSA from any and all claims or causes of actions which I may have against the IRJSA arising from my practice of psychological counseling, psychotherapy or analysis, my consultation of psychological counseling or analysis, my duties as a teacher, examiner, reviewer, committee member, or any other administrative duty I may perform relative to the IRJSA.

This waiver extends to all services provided via telecommunications. As to such services, I also represent the following:

A. I understand that I may engage in analysis or case consultation using telecommunications technology with a candidate enrolled in the training program of the IRJSA in accordance with this policy *only insofar as* it is legally authorized in both jurisdictions under all applicable regulations, including licensure requirements, and performed in accordance with such regulations.

B. I accept full responsibility for determining the legality of such work.

C. I indemnify and hold the IRJSA harmless of and from any claims resulting from my decision to utilize such technology.

Analyst:

_____ _____

Signature Date

Printed Name:_____

Adopted October, 2021

Appendix C: IRSJA Candidate Dues and Fees

Admission Fees	
• Application fee	$500
• Half year dues if accepted to candidacy	310
Examination Fees	
• Propaedeuticum Examination	$800
• Each Propaedeuticum Examination Retaken	200
• Thesis Examination	850
• Cases Examination	850
Annual Dues	$620

Appendix D: Academic Integrity Statement

The Inter-Regional Society of Jungian Analysts values academic integrity as an integral part of candidate training. This means academic misconduct/cheating, such as, plagiarism, use of Artificial Intelligence (except for spelling and grammar checking), unapproved acquisition of exam documents, tampering with the work of another, or any other dishonest acts, are not allowed.

Candidates are expected to complete their own work (written exams, thesis, cases) using APA formatting for citations when quoting, paraphrasing, or referencing another's work and to refrain from using unauthorized aids or resources (Artificial Intelligence).

In addition, when presenting or writing about a case, candidates will protect their clients' confidentiality and obtain the necessary informed consent as ethical principles require.

Candidates found in violation of academic integrity may face sanctions including, but not limited to, probation, remediation plan, or termination from the training program.

I _____ agree to comply with the Inter-Regional Society of Jungian Analysts academic integrity statement. I acknowledge that there could be consequences for academic misconduct. I understand that this statement applies to all stages of training.

Date _____

Appendix E: Transcript Portal File, Folder, Header, Footer Conventions, Rev 2025

ISSUE	CONVENTION	COMMENT
Font	Calibri	Convert as new documents created and existing documents utilized. Calibri is available in Word or at www.freefonts.com and other sites.
Labels on files to upload to IRSJA Transcript+ database	Date (convention), Candidate last name in sentence case, Item name in caps. **No spaces.** Use – instead.	**If for full Training Year, use 2025-2026-Rigby,E-RC-FEEDBACK** **If a one-time document, use 2025.10.31-Rigby,E-QUESTION-RE-ANALYSIS - HRS**
Names	Last,first initial	Use legal name. Avoid nicknames.
Dates	Full year, month, day.	Example: 2023.02.09. **Utilize 0s in single digit months and days to support computerized sequential filing, so that 02 will s before 12 and 09 will file before 19.**
Headers/Headings	Date, title. Optional: Draft #/Revision #.	2024.05.17 CONVENTIONS: AUTOMATED RECORDS, TRANSCRIPT, TRAINING MANUAL IRSJA. **Date using date (by convention), title. If use "IRSJA", put last in title.**
Footers	Date, author or origin name, revision date, revisor name.	1985.05.08.CBates. Revised 2023.05.29.MBlake.
Individual transcript folders on Transcript Portal	Admissions Agreements Analysis Colloquia Communications Consultations(s) Diploma Exams Local Training Seminar Personal Statement /Reflection Paper Propaedeuticum Exams Review Committee Transcript Word Versions	IRSJA retains file of applicants and grads for five years as required by law. IRSJA Training Committee members delete their paper files after filing on the IRSJA Transcript + database or at least five years after graduation. Upon graduation, DoT deletes Communications file of grads.

2023. Approved Training Committee. Revised 2024 MBlake. Revised.2025.10.07 MBlake

Appendix F: Written Exam Assessment

WRITTEN EXAM ASSESSMENT WORKSHEET

BACKGROUND:

The Training Manual notes that Examiners for the Written Examination look for the Candidate's:

a. General knowledge of Jungian theory and related depth psychologies.
b. Ability to articulate what they think and feel.
c. Ability to utilize specificity in fleshing out their responses.
d. How well they integrate clinical experiences, where appropriate, into their answers.

While not specifically grading on the candidate's writing skills, examiners look for:

a. Clarity of expression and creative use of words and imagery.
b. How well the candidate organizes and focuses their answers.

The Written Exam Committee compiles written feedback to the Candidates. The Written Exam Committee provides oral feedback to the Candidates on the first or second day of the Propaedeuticum Examinations. The Written Exam Committee submits the written feedback for the Candidates to the Propaedeuticum Exam Coordinator who then forwards the feedback to the Director of Training and Seminar Coordinators.

The Candidate must answer 3 of the 4 questions offered on the exam and the dream question.

A Candidate who passes their Propaedueticum Exams is deemed ready to move into the Control stage of training under Control case consultation.

NOTE TO EXAMINERS: THIS WORKSHEET IS DESIGNED TO SUPPORT YOUR GRADING PROCESS. IT BELONGS TO YOU AS AN EXAMINER. NO ONE SEES YOUR DOCUMENT EXCEPT YOU.

2020 Approved by Training Committee. Revised 2023, 2025.MBlake.

MBlake,TC	WRITTEN EXAM RUBRIC 8.23.20				
POINT SCORE	**1 FAIL**	**2 FAIL**	**3 PASS**	**4 PASS**	**5 PASS**
EXAM COMMITTEE RECOMMENDATION **TRAING MANUAL CRITERION**	Recommend Candidate seek Consultation with an analyst who demonstrates writing skill.	Recommend Candidate seek Consultation with an analyst who demonstrates writing skill.	Recommend Candidate seek Consultation with an analyst who demonstrates writing skill.		
Knowledge of Jungian theory and related depth psychologies.	The respondent is unable to define core Jungian and Jungian-related concepts clearly and cannot explain them in their own words.	The respondent is often unable to define Jungian and Jungian-related concepts clearly and has difficulty explaining them in their own words.	The respondent usually defines core Jungian and Jungian-related concepts by rote and can usually explain them in their own words.	The respondent most often defines core Jungian and Jungian-related concepts well enough and can most often explain them in their own words.	The respondent defines core Jungian and Jungian-related concepts clearly and can explain them in their own words.
Ability to articulate what they think and feel.	The respondent is unable to articulate clinical thoughts and express transference/ countertransference feelings.	The respondent is often unable to articulate clinical thoughts and express transference/ countertransference feelings.	The respondent can usually articulate clinical thoughts and expressing transference/ countertransference feelings.	The respondent is most often able to articulate clinical thoughts and express transference/ countertransference feelings.	The respondent is able to articulate clinical thoughts and express transference/ countertransference feelings.
Ability to utilize specificity in fleshing out their responses.	The respondent does not demonstrate the ability to utilize specificity in fleshing out their responses.	The respondent is often unable to demonstrate the ability to utilize specificity in fleshing out their responses.	The respondent usually demonstrates the ability to utilize specificity in fleshing out their responses.	The respondent is most often able to demonstrate the ability to utilize specificity in fleshing out their responses.	The respondent demonstrates the ability to utilize specificity in fleshing out their responses.
How well they integrate clinical experiences, where appropriate, into their answers.	The respondent ineffectively integrates clinical experiences, where appropriate, into their answers.	The respondent is often unable to effectively integrate clinical experiences, where appropriate, into their answers.	The respondent usually effectively integrates clinical experiences, where appropriate, into their answers.	The respondent is most often able to effectively integrate clinical experiences, where appropriate, into their answers.	The respondent effectively integrates clinical experiences, where appropriate, into their answers.
COMMUNICATION					
Clarity of expression	The response is not clear. Style and word choice are often inappropriate. Major errors interfere with meaning.	The response often unclear. Style and word choice are sometimes inappropriate. Errors interfere with meaning.	The response is usually clear. Style and word choice are usually effective.	The response is most often clear. Style and word choice are most often appropriate. Minor errors do not interfere with meaning.	The response is clear. Style and word choice are appropriate and contribute to meaning.
Creative use of words & imagery	The response does not utilize words and imagery creatively.	The response often does not utilize words and imagery creatively.	The response usually utilizes words and imagery creatively.	The response most often utilizes words and imagery creatively.	The response utilizes words and imagery creatively.
Organization	The response is not organized.	The response often lacks organization.	The response is usually organized,	The response is most often well organized.	The response is organized.
Focus of answer	The response is not focused.	The response often lacks focus.	The response is usually focused.	The response is most often focused.	The response is focused.

Appendix G: Guidelines for Diploma Exam Chairs

The Diploma Exam committees, both Cases and Thesis, are composed of a chair and two readers. Diploma Exam chairs are senior analysts chosen by the candidate, usually sometime after the candidate has passed all Propaedeuticum exams and moved into the control phase of training.

Exam chairs largely advise the candidate's process in researching and writing the Cases or Thesis and organize the work of the committee. The chair often works one-on-one with the candidate, answering questions, discussing resources, providing feedback, and generally guiding the initial draft and any subsequent drafts until a final coherent document is obtained. This is done in conjunction with the two other exam readers on the committee. To ensure consistency and clarity, the Training Committee highly recommends that contact about Thesis and Cases be first and foremost between the candidate and the committee chair rather than between the candidate and selected or appointed readers. However, communication among members of the committee is essential, from the beginning to the end of the process, to ensure that all readers are actively engaged in the Cases or Thesis process.

During the exam, the chair generally leads the discussion, mediates if the committee gets into a complex either within its members or with the candidate, and provides the exam committee's decision to the Training Committee during the exam feedback session, which is scheduled after all Diploma Exams have been completed.

Specific duties of the chair include the following:

- To confirm, with supporting documentation for each case, that the candidate has met the required number of client and consultation hours.

- To organize and direct the work of the exam committee in guiding the candidate through the writing, rewriting, and examination process for either the Thesis or Cases.

- To coordinate the work of review of the exam drafts and final document with the other readers, to ensure readers are actively engaged in the process, and to ensure deadlines are met at the appropriate stages of writing Thesis or Cases Exams.

- To serve as primary resource to the candidate for any questions or difficulties that arise during research and writing of the thesis and cases.

- To coordinate a meeting between the candidate and the entire committee at the October IRSJA meeting to discuss the candidate's progress and first draft or outline.

- To ensure the candidate is aware of the various required deadlines (timetable below), is on target to meet them, and to inform the Training Committee of any difficulties.

- To determine, in conjunction with the readers, whether the candidate is prepared to sit for the exam after the final draft has been submitted, and to notify both the candidate and the Training Committee of this decision.

- To coordinate the specifics of the 90-minute Diploma Exam, to assess and modulate to the extent possible the dynamics of the committee's process with the candidate during the exam, to discuss exam content and process with the two readers and determine pass or fail, to provide pass/fail information and other useful comments during the candidate feedback session immediately after the exam, and to provide pertinent information to the training committee during the exam feedback session when all candidate diploma exams have been completed.

Diploma-Exam Timetable

October meeting of IRSJA, after a candidate has chosen a chair and a full exam committee has been assembled by the Training Committee: discuss with the candidate the first draft of the Thesis or Cases. The discussion should include progress and problems.

January 15 - February 1, after the first draft has been discussed with the candidate at the October meeting: An adequate draft of the Thesis/Cases must be in the hands of the committee chair by January 15, so the chair can determine with the readers whether the candidate may sit for the exam at the coming April meeting. The exam chair will inform the Training Committee of the committee's decision by February 1. At least two members of the committee must recommend that the candidate proceed to the final examination in April.

April 1: Final draft of the Thesis or Cases exam must be submitted to the chair and readers by the candidate.

April meeting of IRSJA: The Diploma Exam Committee conducts the scheduled exam and, at the appointed time, provides feedback to the candidate and the Training Committee.

Appendix H. Annual Training Calendar

ANNUAL TRAINING CALENDAR
January 15 Control/Diploma Candidate submits draft of thesis and/or cases to committee chair. 15 Deadline for Candidates intending to sit for cases exam to have fulfilled their consultation hours on cases one and two.
February Candidates and Analysts pay annual dues or Treasurer will assess a late fee. 1 Two Case and/or Thesis Committee members send approval to proceed to oral exam to Candidate and Director of Training (DoT).
March 1 Applicants email Application for Training to the Director of Admissions. 1 Final date for Candidates to confirm intention to take Propaedueticum exams. 15 Deadline for Candidates appyling to sit for Cases exam to have fulfilled the required number of case consultation hours. 15 Candidates pay Propaedeuticum and Final examination fees and due to Treasurer. 15 Candidates eligible for graduation update their transcript and submit documents to the DoT. 15 Candidates who plan to graduate and seek to join IRSJA as a member submit a handwritten request to the DoT.
April 1 Final draft of Thesis/Cases submitted to Thesis/Cases Examination Committee members. 1 Examination fees become non-refundable. TBD - IRSJA Spring meeting.
May 1 Hardship payment plan in place, or dues plus late fee, paid in full. 1 Treasurer informs DoT of delinquent dues and fees. **31 END OF TRAINING YEAR.**
June **1 BEGINNING OF TRAINING YEAR.** 15 Pre-Control Candidates submit training transcript, case consultation evaluations, confirmation of case consultation hours, confirmation of analytic hours, and a personal statement/reflection paper to Local Training Seminar Coordinator (LTSC).
July 15 Control Candidates submit training transcript, case consultation evaluations, confirmation of case consultation hours, confirmation of analytic hours, control colloquia evaluations, and personal statement/reflection paper to the DoT. 15 LTSC submit report on each Pre-Control Candidate and all supporting documents to the DoT, and candidate.
August
September 1 Control Candidates taking diploma exams submit complete first draft of Thesis and/or Cases to Thesis and/or Case Committees. 15 DoT provides access to Candidate transcript information and documents to the Review Committee Chairs 30 LTS Coordinators file Annual Seminar Report electronically with the DoT, using the form on IRSJA.org.
October TBD IRSJA Fall meeting. TBD Diploma Candidates meet with RC at Fall meeting to discuss Cases/Thesis first draft. TBD Candidates meet with their Review Committees at the Fall meeting. Candidates wanting to take propaedeuticum exams or final exams express their intentions at this meeting.

November 15 RC Chair submits an Annual Review Committee letter to Candidate, DoT, and LTSC summarizing discussion at Fall meeting.
December

Appendix I: Observation Of Candidate Capacities

Psychological Orientation

1. Capacity to be self-revealing.
2. Capacity for self-reflection.
3. Capacity for differentiating between analysis and training.
4. Demonstrated commitment to their analytic process during training.
5. Capacity to receive supervision and instruction.
6. Capacity to process and integrate new information.
7. Capacity for symbolic thinking.
8. Capacity for empathy.
9. Capacity to develop insight into the psychological space of another person.
10. Capacity to recognize and interact with one's complexes.
11. Awareness of professional and personal limitations and ability to function within those limitations.

Transference and Countertransference

12. Maintains awareness of transference and counter-transference issues.
13. Demonstrated the ability to utilize transference and counter-transference material in the analytic field to deepen the client's analysis.
14. Demonstrated ability to conceptualize what goes on between analyst and analysand and convert that into communicable language (i.e., formulate and implement interpretations).

Specific Functional Areas (If relevant.)

15. Demonstrated increased skill/knowledge in understanding, amplifying, and interpreting dreams.
16. Demonstrated increased skill/knowledge in understanding and utilizing archetypal material.
17. Demonstrated increased cognizance of the role of the Self in directing analysis.
18. Demonstrated increased skill/knowledge in understanding the fundamentals of Analytical Psychology.
19. Demonstrated a growing understanding of the history and conceptual framework of the psychoanalytic movement.

Overall Assessment (If relevant.)

20. Demonstrated noticeable personal growth during the year.
21. Demonstrated noticeable professional growth during the year.
22. Are you comfortable referring a potential client to this candidate for analytical treatment at the date of this observation?

Appendix J : Annual Seminar Report

Appendix K: Review Committee Worksheet

NOTES