

## **Analytical Psychology: Carl Gustav Jung**

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### **Introduction:**

The purpose of this section is to acquaint the student with some basic concepts of analytical psychology. As an introduction, the students will take the Myers-Briggs survey and discuss this as a framework of the structure of consciousness. The student will then apply this concept toward one of their own patients by describing the patient in these terms.

### **Objectives:**

1. Be able to identify the characteristics of typology;
2. Describe one of their patients using analytical psychology typology characteristics;
3. Identify resources for further study recognizing this introduction provides only a brief sample.

### **Carl Gustav Jung (1875-1961)**

C.G. Jung was born in Switzerland, the son of a Swiss Reform Church minister. Jung had wanted to study anthropology, but the family did not have the funds for this education. He enjoyed science and decided that medicine would give him more independence. After graduation from the University of Basel, he worked at the Burgholzli Mental Hospital in Zurich. After sending Freud his book on *Dementia Praecox*, he was invited to Vienna in 1907 and the two had a close relationship until theoretical differences, made public in Jung's *Symbols of Transformation*, led to their split in 1912. Jung was President of the International Psychology Association and a Professor at ETH in Zurich. The C. G. Jung Institute - Zurich was established in 1948.

## **Fundamental Concepts**

### **Structure of Consciousness**

1. What is consciousness?
2. Ego
3. The Main Functions—Thinking, Feeling, Intuition, Sensation
4. Auxiliary Functions
5. Attitude Type
6. Persona
7. Collective Consciousness

## **Structure of the Unconscious**

1. Personal Unconscious
2. Collective Unconscious
3. Shadow
4. Anima/Animus
5. Theory of Complexes
6. Archetype
7. Symbol
8. Self
9. Synchronicity

## **Psychic Energy**

### **Main points:**

1. Continuous;
2. Opposition;
3. Direction (progressive and regressive);
4. Closed system (Law of Conservation/Principle of Equivalence);
5. Equilibrium (entropy);
6. Transformation.

## **Personality Development**

Individuation, Differentiation  
Transformation, Integration

## **Stages of Life**

Childhood  
Youth and Young Adulthood  
Middle Age  
Old Age

## **Recommended Reading**

Dieckmann, H. (1991). Complexes: Diagnosis and therapy in analytical psychology (B. Matthews, Trans.). Wilmette, Illinois: Chiron Publications.

Fierz, H.K. (1991). Jungian psychiatry. Einsiedeln, Switzerland: Daimon Verlag.

Jacobi, J. (1974). Complex, archetype, symbol in the psychology of C.G. Jung (R. Manheim, Trans.). Princeton, New Jersey: Princeton University Press.

Jacobi, J. (1973). The psychology of C.G. Jung. New Haven, Connecticut: Yale University Press.

Jung, C.G., (1963). Memories, dreams, reflections. A. Jaffe, Ed.; R. & C. Winston, Trans.) London: Collins & Routledge & Kegan Paul.

Jung, C.G. (1953-1979). The collected works (Bollingen Series XX; H. Read, M Fordham & G. Adler, Eds.; R.F.C. Hull, Trans.). Princeton University Press.

Jung, C.G. (1928). Two Essays on Analytical Psychology, CW 7.

Jung, C.G., von Franz, M.-L., Henderson, J.L., Jacobi, J. & Jaffe, A. (1990). Man and his symbols. London, England: Penguin Arkana.

von Franz, M-L & Hillman, J. (1986). Lectures on Jung's typology. Woodstock, Connecticut: Spring Publications, Inc.

Wheelwright, J. (1973). Psychological types. San Francisco, California: C.G. Jung Institute.

## The Analytical Psychology of C. G. Jung ~Key Concepts~

The pioneering work that Jung contributed to the understanding of humanity and soul can be characterized as follows:

- Jung discovered the *collective unconscious* as the universal basis of our experience of soul and the urge to live life creatively.
- Jung brought the concept of the *archetype* into scientific discourse.
- Jung created a new *typology*, to which the concepts of *extraversion* and *introversion* belong. These concepts are now a normal part of everyday speech practically world-wide.
- Jung developed the concept of *individuation*. The *individuation* process implies that the development of soul belongs to a coming-to-one's-self. This process requires diverging from collective norms and supporting the development of the full potential of the personality.
- In seeking an authentic self, one becomes confronted with many different aspects of the personality. These include the *persona*, the *shadow*, the *anima* and *animus* as well as the *Self*. These terms have also become a part of everyday language.
- As researcher of the deeper dimensions of the unconscious, Jung dealt especially with fairy tales, mythology, religion and alchemy. In so doing he developed a completely new conception of symbol.
- The interpretation of unconscious contents follows in consideration of a *telos* or *final aim*. Thereby emerge compensatory meanings that spring from the psyche's *self-regulating* tendency.
- Jung conceived of the psyche as presenting an *objective reality*, which could also express itself in so-called *synchronicities*. In his view this supported the fact of correspondence between the inner world of the psyche and the concrete world outside.

- Jungian therapeutic *treatment* is not a matter of following generally applied methods. Far more, therapy is oriented to the variable characteristics and needs of each individual.
- The *suffering of the soul* is not simply seen as a curable disturbance. Rather, it is considered to be a necessity and impulse of psychological development. The tasks of therapy are to support the individual on the way to becoming one's self, to support his or her developing consciousness, to enable a greater sense of personal authenticity, and to bring one's own creativity to life.
- The goal of therapy is to enable the individual to experience something larger than him/herself, to open to the language of the unconscious, and to discover meaning in life.
- The *therapeutic relationship* is seen as a real relationship between two people, and also as a container which is fundamental to the therapeutic process.
- Analytical Psychology understands psychic reality to be determined by the interplay of *opposites*. Therefore the Jungian perspective is characterized by many polarities:

*Individual vs. Collective:* The priority of the individual in relation to the collective is stressed, but at the same time the importance of collective factors is acknowledged, in particular how they influence the unconscious of the individual, the community and culture.

*Consciousness vs. Unconsciousness:* Development of consciousness is considered an urgent task, but at the same time one's relatedness to the unconscious and its instinctive knowledge is considered necessary for reaching the therapeutic goal.

*Reality of the Inner World vs. Reality of the Outer World:* While the creative encounter with personal feelings and inner images is considered the core of the therapeutic work, the necessity and importance of a realistic relatedness to the outer everyday world is acknowledged as well.

*Scientific Knowledge vs. Psychological Reality:* While striving to recognize and further the scientific knowledge of the day, Analytical Psychology also guards against reducing complex psychological realities to generalizable concepts and subjecting them to normative strategies of treatment.

## MBTI Descriptors

The following are descriptors of the:

### Extrovert

- Energize from without
- Focus on people and things
- Civilizing genius
- Must experience the world to understand it
- Action and interaction
- Practical
- Broad interests
- Many friends and group oriented
- Prefer speaking to writing
- Shave thoughts easily
- Think out loud
- Do—think—do
- Lonely if too much alone
- Brainstorming was invented by extroverts for introverts

### Introvert

- Energize from within
- Focus on inner world of ideas
- Cultural genius
- Deep and reflective
- Impractical
- Concentration
- Abstract
- Prefer writing to speaking
- Think—do—think
- Territorial
- Private
- A few close friends
- Well thought out communication
- Likes one on one
- Needs time to think about thinks

### Sensation

- Perceives the world with 5 senses
- Realistic
- Practical, what matters is in the present

- Fact and detail oriented
- Concern with actuality
- Live in the present
- Rely on past experiences—uses past to understand the present, doesn't focus on the future
- Content—doesn't expect a lot and takes what they have
- Linear learner
- Like hand or detail mastery
- Literal, reads the lines
- Sees to the end, not around the corner
- Can miss the forest for the trees
- Focus on facts and details
- Reaps what others sow

### **Intuition**

- The sixth sense, hunch
- Meanings, possibilities, relationships
- Inspiration, bursts of energy
- Imaginative, creative, innovative
- Generalist
- Prefer theory to facts and details
- Enthusiastic
- Visionary
- Global learner
- Change, variety
- Discontent because they are thinking of better ways to do things
- Can miss the trees for the forest
- Inferential, read between the lines
- See around the corner

### **Thinking**

- Logical process for impersonal findings
- Analytical
- Objective
- Cause and effect
- Critical
- Skeptical
- Justice
- Reason
- Principles
- Goals and objectives
- Factual

- Impersonal approach to life
- Works best with things and systems, less concerned with people centered values

### **Feeling**

- People centered values
- Personal approach to life and people
- People oriented
- Mercy
- Harmony
- Empathy
- Compassion
- Subjective
- Tactful
- Ethical
- Sympathetic
- Appreciative
- Need positive feedback
- Works best with decisions about people

### **Judging**

- Organized
- Structured
- Rigid (when out of hand)
- Self-regulated
- Prefers closure
- Enjoy making decisions
- Goal oriented
- Controlling
- Prefers processing information
- Planned life
- Work ethic—first work then play
- Shoulds
- Settled
- Know how to throw out—usually well organized

### **Perceiving**

- Spontaneous
- Flexible
- Open-ended



- Adaptable
- Open-minded
- Tolerant
- Indecisive
- Unorganized
- Prefer taking in information
- Play ethic—work must be fun
- Let life happen
- Talks options, opportunities and coulds
- Needs deadlines stress
- Saves everything