

Diploma in Relational Gestalt Psychotherapy

Course Leader – Tim Carrette

What is Relational Gestalt Psychotherapy?

The Relational Gestalt Psychotherapy course at the Scarborough Counselling and Psychotherapy Training Institute (SCPTI) is at the cutting edge of the development of Relational Gestalt Psychotherapy. At its core the relational perspective integrates key components of Humanistic Psychology, Field Theory, Phenomenology, Existentialism and the Dialogical Philosophy of Martin Buber.

Gestalt Psychotherapy is a phenomenological and existential psychotherapy founded by Frederick and Laura Perls in collaboration with Paul Goodman and Ralph Hefferline. It has subsequently been further developed by Gestalt theorists and practitioners over the past fifty years. Classical Gestalt therapy focuses on the phenomenological method of awareness in which the immediacy of emotions, thoughts and behaviour are distinguished from interpretations, 'shoulds' and 'oughts'. What is directly perceived is held to be more reliable than explanations.

In contemporary Gestalt psychotherapy the therapeutic relationship together with developmental issues have significantly extended the hitherto exclusive focus on awareness to include a more significant role for the interpersonal. In contemporary approaches to gestalt the therapist and the client communicate their separate phenomenological perspectives. The goal is to enhance the client's ability for contact, both with themselves and others.

Gestalt psychotherapy is thus a process orientated psychotherapy focusing not only on what is being discussed i.e., content, but also on what is happening between therapist and client i.e., process. The client's ability to be more contactful, and thus enjoy more fulfilling relations with self and others emerges gradually over time and through successfully negotiating a range of defences. A client's defences are understood as their creative adjustment to their environment and as such are the best choices that could have been made in childhood and adolescence. In adulthood these creative adjustments, once so necessary for survival, frequently get in the way of healthy functioning and intimate relationships. Contemporary gestalt psychotherapy is a relation-developmental approach to psychotherapy and requires, in addition to the techniques of awareness raising, a competent knowledge of.

Who is the course aimed at?

It is aimed at professionals who wish to change direction, Counsellors, or Healthcare professionals who wish to find a dynamic and energetic way of effecting change with the clients that they work with.

Relational Gestalt Psychotherapy Workshops

The following theoretical themes will usually be delivered through more than one workshop and will be revisited recursively throughout the four year curriculum, to create a coherent integration of theory and practice.

- The field of Relational Gestalt Psychotherapy
- Gestalt psychology and Field Theory
- Existentialism and Phenomenology
- Gestalt Diagnosis: The Gestalt Cycle
- Theories of the Self
- Ethics
- Embodiment
- Human development and attachment
- Creativity and experimentation
- Research in psychotherapy
- The phenomena of transference and projective identification
- Psychopathology and Mental Health
- Creativity and experimentation
- Shame, pride, envy and jealousy
- Equality and diversity
- The role of the Relational Gestalt Therapist
- Gestalt as a lived experience

Additional Workshops

Each year SCPTI will continue to arrange additional workshops on a variety of issues/themes facilitated by SCPTI trainers and by visiting trainers. However, some of these themes are experienced through our three-day June workshop and five-day July workshop.

For example:

- Equality and diversity
- Sexuality
- Spirituality
- Working with groups and organisations

- Brief and focal relational therapy
- Applied psychotherapeutic concepts, thinking and skills

The Field of Relational Gestalt Psychotherapy

Introduction

The “Relational” has arguably always been present in not only classical Gestalt Psychotherapy but also in every form of therapy. This workshop will provide trainees with knowledge of a deeper understanding of what is meant by “Relational” and how it has become the forefront of contemporary psychotherapeutic practice.

Training Outcomes

On successful completion of the workshop trainees will be able to:

- ☐ Demonstrate an ability to identify the major philosophical foundations of Relational Gestalt Psychotherapy and their relevance to psychotherapy theory and practice.
- ☐ Begin to develop the necessary presence and dialogue with which to meet their clients.
- ☐ Begin to familiarise themselves with a groundwork understanding of Field Theory
- ☐ Identify some of the major ethical issues

Curriculum Content

Overview of the psychotherapy field.

- ☐ The nature of Psychotherapy: what is Psychotherapy, what is Gestalt Psychotherapy and what is Relational Gestalt Psychotherapy.
- ☐ The historical and philosophical development of gestalt psychotherapy within the field; gestalt in relation to other psychotherapies.
- ☐ Theory and roots of Dialogical Psychotherapy
- ☐ I-Thou and I-It.
- ☐ Existentialism and Phenomenology

Assessment

Course Work Assignment:

Trainees will demonstrate their willingness to explore human relatedness from a relational and field theoretical perspective. They will also begin to awaken within themselves a deeper sense of therapeutic presence, which will continue to develop throughout their training.

Trainees will include a critical reflection on their ability to contribute to group process and group-work in training in their personal development profile.

Resources

Philosophical Texts

Introductory books on Gestalt which are often a good place to start.

- Clarkson, P. & Mackewn, J. (1993) Fritz Perls. Sage Publications, London.
- Hostrup, H. (2010) Gestalt Therapy. Hand Reitzel's Publishers, Copenhagen
- Joyce, P. & Sills, C. (2010) Skills in Gestalt Counselling and Psychotherapy. 2nd Ed. Sage Publications, London.
- Joyce, P. & Sills, C. (2014) Skills in Gestalt Counselling and Psychotherapy. 3rd Ed. Sage Publications, London.
- Mackewn, J. (1998) Developing Gestalt Counselling. Sage Publications, London.
- Mann, D. (2010) Gestalt Therapy: 100 key points and techniques. Routledge, London.
- Sills, C., Fish, S., Lapworth, P. (1995) Gestalt Counselling. Winslow Press, Oxon.
- Sills, C., Lapworth, P., Desmond, B. (2012) An Introduction to Gestalt. Sage Publications, London

Key Gestalt Texts

- Beisser, A.R. (1970). The Paradoxical Theory of Change. In Fagen, J. and Shepherd, I.L. (eds.) Gestalt Therapy Now. Harper Colophon, New York.

- Clarkson, P. (2003) *The Therapeutic Relationship*. 2nd Ed. Whurr Publishers, London.
- Enright, J. (1980). *Enlightening Gestalt: Waking Up from the Nightmare*. Pro Telos,
- Hycner, R. (1993) *Between Person and Person*. Gestalt Journal Press, Cambridge MA.
- Hycner, R. & Jacobs, L. (1995) *The Healing Relationship*. Gestalt Journal Press, Highland NY.
- Kepner, J. (1987) *Body Process: A Gestalt Approach to Working with The Body in Psychotherapy*. Gestalt Press, Cambridge MA.
- Oaklander, V. (1978) *Windows to Our Children: A Gestalt Therapy Approach to Children and Adolescents*. Gestalt Journal Press, Highland, NY
- Perls, F. (1942, 1947) *Ego, Hunger and Aggression: A Revision of Freud's Theory and Method*. Gestalt Journal Press, Cambridge MA.
- Perls, F., Hefferline, R. & Goodman, P. (1951) *Gestalt Therapy: Excitement and Growth in the Human Personality*. Souvenir Press, London.
- Perls, F. (1969) *Gestalt Therapy Verbatim*. Gestalt Journal Press. Highland, NY.
- Perls, F. (1969) *In and Out The Garbage Pail*. Real People Press, Lafayette, CA.
- Perls, F. (1973) *The Gestalt Approach and Eye Witness to Therapy*. Bantam Books, NY.
- Perls, L. (1982) *Living at The Boundary*. Gestalt Journal Press, Cambridge MA.
- Polster, E. & Polster, M. (1974) *Gestalt Therapy Integrated*. Random House (Vintage), NY.
- Yontef, G. (1993) *Awareness, Dialogue and Process*. Gestalt Journal Press, Highland NY
- Zinker, J. (1978) *Creative Process in Gestalt Psychotherapy*. Random House, NY.

Contemporary Gestalt

- Frank, R. (2001) *Body of Awareness A Somatic and Developmental Approach to Psychotherapy*. Gestalt Press. Cambridge, MA.
- Gaffney, S. & Maclean, A. (2010) *Gestalt At Work: Integrating Life, Theory and Practice*. Gestalt Institute Press, Louisiana.
 - Houston, G. (2003) *Brief Gestalt Therapy*. Sage Publications, London.

- Jacobs, L. & Hycner, R. (2010) Relational Approaches in Gestalt Therapy. Routledge
- Lee, R. & Wheeler, W. (eds.) (1996/2003) The Voice of Shame: Silence and Connection in Psychotherapy. Gestalt Press, Cambridge MA.
- Parlett, M. (2015) Future Sense. Five Explorations of Whole Intelligence for a World That's Waking Up. Matador Leicestershire.
 - Philippson, P. (2001) Self in Relation. Gestalt Journal Press. Highland NY.
- Philippson, P. (2009) The Emergent Self: An Existential-Gestalt Approach. Karnac, London.
- Robine, J-M. (2011) On the Occasion of an Other. Gestalt Journal Press, Gouldsboro, MA.
- Spagnuolo Lobb, M. & Amendt-Lyon, N. (eds.) (2003) Creative Licence: The Art of Gestalt Therapy. Springer-Verlag Wein, Austria.
- Spagnuolo Lobb, M. (2013) The Now-for-Next in Psychotherapy. Gestalt Therapy Recounted in Post_Modern Society. Instituto di Gestalt HCC , Italy.
- Staemmler, F. M. (2009) Aggression, Time and Understanding: Contributions to the Evolution of Gestalt Therapy, Gestalt Press,
- Staemmler, F. M. (2012) Empathy in Psychotherapy: How Therapists and Clients Understand Each Other. Springer Publishing, New York.
- Wheeler, G. (1991) Gestalt Reconsidered: a new approach to contact and resistance. Gardner Press, NY.
- Woldt, A.L. & Tomam, S, M. (eds.) (2005) Gestalt Therapy: History, Theory and Practice. Sage Publications, London.
- Wollants, G. (2012) Gestalt Therapy. Therapy of the Situation. Sage Publications, London.
 - Philosophical Basis for Gestalt
 - Buber, M. (2000) I and Thou. Simon and Schuster.
 - Orange, D.M. (2010) Thinking for Clinicians. Routledge, NY.
- Sills, F. (2009) Being and Becoming - Psychodynamics, Buddhism, and the Origins of Selfhood. North Atlantic Books, CA.
 - Spinelli, E. (1989) The Interpreted World. Sage Publications, London.
 - Yalom, I. (1981) Existential Psychotherapy. Basic Books, NY.

Gestalt Psychology and Field Theory

Introduction

Gestalt Psychology and Field Theory underpin the scientific and fundamental beginnings of Gestalt Psychotherapy. In this workshop trainees will deepen their understanding of both Gestalt Psychology and in particular the fundamental principles of Field Theory.

Training Outcome

On successful completion of the workshop trainees will be able to:

- ☐ Begin to develop the necessary presence and dialogue with which to meet their clients.
- ☐ Developing a deeper understanding of Field Theory
- ☐ Identify some of the major ethical issues raised by field theory.
- ☐ Develop greater understanding and theoretical grasp of the history and roots of Gestalt Psychology.

Curriculum content

- ☐ Holism, field and systems theory; nature of gestalt as a field theoretical approach.
- ☐ An understanding of Figure/ground, awareness
- ☐ An exploration of meanings arising in the field; fixed patterns of configuring or making meaning in the field; possibilities for remaking the relationship between figure and ground.
- ☐ Zeigarnik effect/unfinished business
- ☐ Self-actualisation
- ☐ Creation and Destruction
- ☐ Variability of therapeutic intervention in response to varying field conditions. Appropriate grading of all interventions in response to field conditions.

Assessment

Course Work Assignment:

Trainees will demonstrate their willingness to explore human relatedness from a relational and field theoretical perspective. They will also begin to awaken within themselves a deeper sense of therapeutic presence, which will continue to develop throughout their training.

Trainees will include a critical reflection on their ability to contribute to group process and group-work in training in their personal development profile.

Resources

Philosophical Texts

Yontef, G. (1993) *Awareness, Dialogue and Process*. Gestalt Journal Press, Highland NY

Parlett, M. (2005). *Contemporary Gestalt Therapy: Field Theory*. In A. Woldt and S. Toman (Ed.), *Gestalt Therapy, History, Theory and Practice* (pp. 41-65). Thousand Oaks, CA: Sage Publications,

Parlett, M. (1991). *Reflections on Field Theory*. *The British Gestalt Journal*,

Brownell, P. (2010). *Gestalt Therapy, A Guide to Contemporary Practice*. New York, NY: Springer Publishing Company, LLC Einstein, A. (2005). *Relativity*. New York, NY: Pearson Education, Inc.

Smuts, J. C. (1926), *Holism and Evolution*. Highland, NY: Gestalt Journal Press, 1996.

Lewin, K. (1952), *Field Theory in Social Science*. London: Tavistock. Marrow, A. J. (1969), *The Practical Theorist*. New York: Basic Bo

Existentialism and Phenomenology

Introduction

Existentialism and phenomenology are two of the most influential philosophical roots in Relational Gestalt Psychotherapy. They occupy a radical intersection of philosophy and psychology.

In this module trainees will be explore both a rich understanding of these two essential philosophies and how they interweave with Relational Gestalt Therapy in practice.

Training Outcome

On successful completion of the workshop trainees will be able to:

- ☐ Begin to develop the necessary philosophical presence necessary to embody both an existentialist and phenomenological approach to Gestalt Psychotherapy. Developing a deeper understanding of Field Theory
- ☐ Identify some of the major contribution towards a relational and dialogical psychotherapeutic approach.
- ☐ Explore with it some of the key concepts contained within these philosophies, such as anxiety, meaninglessness and emptiness.

Curriculum content

- ☐ Existentialism, phenomenology and phenomenological methods
- ☐ Therapy as sustained collaborative phenomenological enquiry
- ☐ Responsibility and choice
- ☐ The paradoxical Theory of Change
- ☐ Existential angst

- ☐ A philosophy of Emptiness

Assessment

Course Work Assignment:

Trainees will demonstrate their understanding of these key concepts in a written essay. This will contribute to their deeper sense of therapeutic presence, which will continue to develop throughout their training. A key component here will be their ability to merge theory with practice.

Trainees will include a critical reflection on their ability to contribute to group process and group-work in training in their personal development profile.

Resources

- Yontef, G. (1993) *Awareness, Dialogue and Process*. Gestalt Journal Press, Highland NY
- Robine, J-M. (2011) *On the Occasion of an Other*. Gestalt Journal Press, Gouldsboro, MA.
- Spagnuolo Lobb, M. & Amendt-Lyon, N. (eds.) (2003) *Creative Licence: The Art of Gestalt Therapy*. Springer-Verlag Wein, Austria.
- Spagnuolo Lobb, M. (2013) *The Now-for-Next in Psychotherapy*. Gestalt Therapy Recounted in Post_Modern Society. Instituto di Gestalt HCC , Italy.
- Staemmler, F. M. (2009) *Aggression, Time and Understanding: Contributions to the Evolution of Gestalt Therapy*, Gestalt Press,
- Staemmler, F. M. (2012) *Empathy in Psychotherapy: How Therapists and Clients Understand Each Other*. Springer Publishing, New York.
- Wheeler, G. (1991) *Gestalt Reconsidered: a new approach to contact and resistance*. Gardner Press, NY.

- Woldt, A.L. & Tomam, S, M. (eds.) (2005) Gestalt Therapy: History, Theory and Practice. Sage Publications, London.
- Wollants, G. (2012) Gestalt Therapy. Therapy of the Situation. Sage Publications, London.

Philosophical Basis for Gestalt

- Buber, M. (2000) I and Thou. Simon and Schuster.
- Stern, D. (2003). The Present Moment in Psychotherapy and Everyday Life. Norton, NY.
- Van Durzen FRANKL, V. (2004). Man's Search for Meaning: An Introduction to Logotherapy. London: Random House. FOUCAULT, M. (2006). Madness and Civilization: A History of Insanity in the Age of Reason.
 - YALOM, I. (1980). Existential Psychotherapy. New York: Basic Books.
- Deurzen-Smith E. van (1988) Existential Counselling in Practice, London:Sage Publications.
- Deurzen-Smith E. van (1997) Everyday Mysteries: Existential Dimensions of Psychotherapy, London: Routledge.
- Kierkegaard S. 1844 The Concept of Anxiety Transl. Thomte R., Princeton, Princeton University Press 1980.
- Merleau Ponty, M. (1945) Phenomenology of Perception, Transl. Smith C., London: Routledge.
- Merleau Ponty, M. (1964) Sense and Non-Sense, Transl. Dreyfus H. and Dreyfus P., Evanston:Northwestern Univ. Press.
- Sartre, J. (1945). Existentialism is a humanism [PDF document]. Retrieved from <http://www.public.asu.edu/~jmlynch/273/documents/sartre-existentialism-squashed.pdf>
- Sartre, J. (1956). Being and nothingness (H. E. Barnes, Trans.). New York, NY: Washington Square Press. Stumm, G. (2008). The person-centered approach from an existential perspective. *Existenzanalyse*, 25(1), 7-15

Research in Relational Gestalt Psychotherapy

Introduction

There are increasing demands for research in psychotherapy. This workshop will provide trainees with knowledge of a range of approaches to psychotherapy research. The research workshop will also support the completion of an individual or collaborative research project undertaken by trainees.

Training Outcomes

On successful completion of the workshop trainees will be able to:

- ☐ Demonstrate an ability to identify the major philosophical foundations of Relational Gestalt Psychotherapy and their relevance to psychotherapy theory and research
- ☐ Complete a Research project with a clinical focus
- ☐ Identify some of the major ethical issues

Curriculum Content

- ☐ Overview of major historical philosophical paradigms
- ☐ Phenomenological research
- ☐ Heuristic research
- ☐ Grounded theory
- ☐ Ethnography
- ☐ Affirmative inquiry
- ☐ Biography
- ☐ Case Study
- ☐ Literature review
- ☐ Data collection
- ☐ Data analysis
- ☐ Findings and discussion

Assessment

Course Work Assignment:

Trainees will form small teams or work individually in order to conduct and write up collaborative research projects related to clinical practice. The word-length will normally not exceed 5,000 words.

Resources

Philosophical Texts

- Capra F (1982) The Turning Point
London: Fontana
- Gilbert N (1993) Researching Social Life.
London: Sage
- Gordon C (Ed) (1980) Michael Foucault: Power/Knowledge
New York: Harvester Wheatsheaf
- Hughes J (1990) The Philosophy of Social Research 2nd Edition
London: Longman
- Kuhn T (1970) The Structure of Scientific Revolutions
Chicago: University of Chicago Press
- Popper K (1972) Conjecture and Refutation: The Growth of Scientific
Knowledge
London: Routledge and Kegan Paul
- Smith P B & Gold J R (1993) Social Psychology across Cultures
New York: Harvester Wheatsheaf
- Unger R & Crawford M (1992) Women and Gender: A Feminist Perspective
New York: McGraw Hill

Research Texts

*Key Texts

Cresswell JWC (1994). Research Design: Qualitative and Quantitative Approaches. Sage.

*Cresswell JWC (1998). Qualitative Research: Choosing among the five traditions. Sage.

Finlay, L and Evans, K (2009) Relational-centred research for psychotherapists: exploring meanings and experience, Wiley-Blackwell.

Finlay, L. (2011) Phenomenology for Psychotherapists: Researching the lived world. Wiley-Blackwell.

European Journal for Qualitative Research in Psychotherapy (online www.eurocps.eu)

Garfields SL and Bergin AE (Eds) (1986). Handbook of Psychotherapy and Behaviour Change (3rd edit). Wiley, New York.

Moustakas C (1994). Phenomenological Research Methods. Sage.

Reason P (1994). Participation in Human Inquiry: Developments in New Paradigm Research. Sage.

Rice LN and Greenberg LS (Eds) (1984). Patterns of Change: Intensive Analysis of Psychotherapy Process. Guildford, New York.

Ashworth PD, Giorgi A and Koning AAJJ (Eds) (1986). *Qualitative Research in Psychology*. Duquesne University press, Pittsburgh PA.

Kuhn TS (1970). *The Structure of Scientific Revolution* (2nd Edit). University of Chicago Press, Chicago.

Lewis-Beck MS (Ed) (1993). *International Handbook of Quantitative Applications in the Social Sciences* (Volumes 1-6). Sage.

Mahoney MJ (1991). *Human Change Process*. Basic Books, New York.

Moustakas C (1990). *Heuristic Research: Design, Methodology and Application*. Sage.

*Denzin N K & Lincoln Y S (Eds) (1998) *Collecting and Interpreting Qualitative Materials*. London: Sage

Goldfried M R, Greenberg L S & Marmar C (1990) *Individual Psychotherapy: Process and Outcome, Annual Review of Psychology*, vol 41; pp659-688

Greenberg, L S & Dompierre L S (1981) *Specific Effects of Gestalt Two-Chair Dialogue on Intrapyschic Conflict in Counselling, Journal of Counselling Psychology*, vol 28(4); pp288-294

Greenberg L S (1986) *Change Process Research, Journal of Consulting and Clinical Psychology*, vol 54(1); pp 4-9

Ivey A E, Ivey M B & Simek-Morgan L (1993) *Counselling and Psychotherapy. A Multicultural Perspective* (3rd Edition). Boston: Allyn & Bacon

Lago C & Thompson J (1996) *Race, Culture and Counselling*. Buckingham: Open University Press

McLeod J (1994) *Doing Counselling Researching*. London: Sage

McLeod J (1998) *Narrative and Psychotherapy*. London: Sage

*Moustakas C (1994) *Phenomenological Research Methods*. London: Sage

Safran JD & Greenberg LS (1998) *Integrating Psychotherapy Research and Practice: Modelling the Change Process, Psychotherapy*, Vol 25(1); pp1-17

Sawicki J (1991) *Disciplining Foucault: Feminism, Powser and the Body*. London: Routledge

Tarnas R (1991) *The Passion of the Western Mind*. London: Pimlico

Working with Groups and Organisations

Introduction.

This workshop will build on the trainee's experience of working with and in groups during training. The workshop will provide an introduction to group-work theory from a Relational Gestalt, perspective. It will also focus on ending groups appropriately.

Training Outcomes.

On successful completion of the workshop trainees will be able to

- Demonstrate an ability to identify major forms of therapeutic group work, and an understanding of the theory underpinning different models.
- Critically evaluate their capacity to contribute both individually and interpersonally in groups.
- Demonstrate a willingness to further evaluate and develop their role in groups.

Curriculum Content.

- Brief and Focal Groups.
- Interpersonal Therapeutic Groups.
- Field Theory.
- Phenomenology.
- Awareness
- Dialogue.
- Modes of Contact.
- Time Zones.
- Group contracting.
- Stages of the group.
- Endings.

Assessment.

Trainees will demonstrate their willingness to experiment with different styles of group. They will also articulate the role they feel their place in their family of origin has contributed to their experience of groups and how they might choose to modify/ extend this.

Trainees will include a critical reflection on their ability to contribute to group process and group-work in training in their personal development profile.

Resources.

Key Texts.

- Barber, P (2006) *Becoming a Practitioner Researcher*: Middlesex: University Press.
- Brown, R (1988) *Group Processes. Dynamics within and between Groups*. Oxford: Blackwell
- Evans, K (1999) *Brief and Focal Gestalt Therapy in a Group* British Gestalt Journal Vol 8
No.1 15-18
- Feder B and Ronal R (1994) *Beyond the Hot Seat – Gestalt Approaches to Group*. Gestalt
Journal press.
- Harris J (1995) Working with Large Groups and Teams *Topics in Gestalt Therapy* Vol 3 no. 2
- Harris J (2005) *A Gestalt Approach to Working with Group Process* Manchester Gestalt
Centre.
- Parlett M (1991) Reflections on Field Theory *British Gestalt Journal* Vol 1, No.2
- Yalom, I, R (1985) *The Theory and Practice of Group Psychotherapy. Third Edition* US.Basic
Books

Relational Ethics

Introduction

This workshop will critically reflect on the operation of ethical codes within psychotherapy in the United Kingdom.

Training Outcomes

On completion of the workshop trainees will be able to:

- ☐ Critically compare the fundamental values of Relational Gestalt Psychotherapy in with reference to the codes of ethics of SCPTI and UKCP and their relevance to clinical practice.

Curriculum Content

- ☐ UKCP ethical codes
- ☐ SCPTI ethical codes
- ☐ Values of Relational Gestalt psychotherapy

- Ethical Principles: Client Safety; Client Autonomy; Confidentiality; Contracts; Therapist Competence.

Assessment

Course Work Assignment:

An essay of a minimum of 1,500 words outlining key issues which need to be addressed when formulating an initial contract with a client.

Key Texts

UKCP Ethical Guidelines
SCPTI codes of ethics

Bond T (1993) Standards and Ethics for Counselling
in Action: Sage Publications

Casement Patrick (1988) On Learning from the Patient:
Tavistock Publications/Routledge.
London

Deurzen-Smith, Emmy van Existential Counselling in Practice:
(1988) Sage. London.

Kearns A (1994) A review of 'Gestalt Ethics' by
Gordon Wheeler: British Gestalt
Journal 3, 45-46

Wheeler G (1992) Gestalt Therapy: Perspectives &
Applications: Edwin C Nevis (Ed)
Gestalt Institute of Cleveland/
Gardner Press.

Further Reading

Hawkins & Shohet R (1989) Supervision in the Helping
Professions O.U.P. Milton Keynes

Miller A (1990) Thou Shalt not be Aware - Society's
Betrayal of the Child. Pluto Press.
London.

Russell J (1993) Out of Bounds - Sexual Exploitation
in Counselling and Therapy. Sage
Publications, London.

- Gilbert M & Evans K (2000) Psychotherapy Supervision: A relational-developmental Approach. OU Press.
- Rutter Peter (1989) Sex in the Forbidden Zone: Mandala. London.
- Lee R.G (2004) The Values of Connection: A relational Approach to Ethics. Gestalt Press, Cambridge MA

Experimentation: The Application of Projective Techniques

Introduction

Within the profession of psychotherapy Projection has often been associated with resistance and Defence. Therapeutic work must obviously address this aspect of the client's presentation but also be open to the potential to work with Projection as a creative illumination of aspects of Self. Contact can be creative transformation so that the therapist, as creative artist, may choose to utilise Projection and projective techniques as a medium for growth and change, merging self expression with awareness.

Training Outcomes

On successful completion of the workshop trainees will be able to:

- Demonstrate an ability to use projective techniques as part of creative experimentation.
- Articulate a rationale for the use of creative interventions in therapy.

Curriculum content

Projective Techniques:

Image making

Objects and stories as vehicles for self discovery

Distance and safety in the use of experiments

Shifting from 3rd person to 1st person engagement

Tracking – self support/ego strength

Time frame and focus (intrapersonal/interpersonal)

Grading experiments

Pace and timing/tight sequence and therapeutic slippage

Consensus and choice/responsibility

Fantasy and Imagination:

Visualisation and fantasy creations

Addressing the other: imaginative dialogues

Creative writing techniques

Empty Chair – exploring relationships, addressing and owning projections

Role reversal

Impersonation (people) and Personification (objects)

Developing the observer role

Directed behaviours:

Use of body. voice and movement. Spontaneity and flexibility

Mini experiments - 'on the spot' – Figure and Ground

Amplification and exaggeration: sharpening the figure
Working with the interruptions
Extending the 'world' of experiment
Involving group members – protagonist/Antagonist/Chorus

Assignment

A trainee will engage in a creative experiment with a peer 'client' under the supervision of the trainer and at completion of the work communicate their thinking about the choice of experiment, its efficacy, any alternative options that may have been considered, and the perceived outcome. The trainee will answer questions from the trainer and the group with regard to clarification.

The work will be assessed both on the quality of the experiment, its operation, safety, outcome and alternative options and on the trainee's understanding of the theory underpinning experimentation as taught on the workshop.

Resources:

Perls F, Hefferline R, Goodman P, (1989 edition) *Gestalt Therapy. Excitement and Growth in the Human Personality*. London. Souvenir press.

Polster, M and Polster E (1974) *Gestalt Therapy Integrated*. NY. Vintage Books.

Oaklander V (1978) *Windows to our Children*. Utah. Real People Press.

Zinker J (1977) *Creative Process in Gestalt Therapy*. NY. Vintage Books

Zinker J (1994) *In search of Good Form*. San Francisco. Jossey-Bass

Articles:

Enright J B *Thou art That: Projection and Play*, in *Gestalt Is* (1975) Ed Stevens J O Utah, Real People Press.

Landy R *Projective Techniques, in Drama Therapy* (1986) Illinois. Charles C Thomas

Experimentation : Advanced Creative Techniques

Introduction

Is psychotherapy an Art or a Science? Several Humanistic and Existential oriented schools give more or less prominence to the artistry of the therapist and encourage therapists to use and develop their own creativity and artistic skills in clinical practice. This workshop will engage in and reflect on the world of drama and theatre for translation to therapeutic practice.

Training Outcomes

On successful completion of the Workshop trainees will be able to:

- Critically reflect on the application of artistic skills in therapy taking account of the client's personality style, level of organismic support etc.
- Demonstrate a basic competence in the application of at least one method taught during the workshop.

Curriculum content

Enactment:

Time frames and Focus-Establishing the context for the enactment (setting the scene)

Casting – client as 'casting director'

Exploration of the dramatic dynamic

Identification of themes

'Through line of action' and motivation

Exploring the character – Monologue and soliloquy

Topdog and Underdog

Drama triangle

Drama of Life Scripts and relation to Interruptions to contact

Family stories and Family scripts

Transference as here and now drama

Re-writing your script and improvising life choices

Role, role reversal and doubling

Sculpting

Personal- social-universal: Self, Other and the World

Assessment

A trainee will engage in an advanced creative experiment with a peer 'client' or peers under the supervision of the trainer and at completion of the work communicate their thinking about the choice of technique, its efficacy, any alternative options that may have been considered, and the perceived outcome. The trainee will answer questions from the trainer and the group with regard to clarification.

The work will be assessed both on the quality of the experiment, its operation , safety, outcome and alternative options and on the trainee's understanding of the theory underpinning experimentation as taught on the workshop.

Resources

See booklist for Experiment 2 and below:

Boal, A (1992) *Games for Actors and Non Actors*. London Routledge.

Gersie, A (1996) *Dramatic Approaches to Brief Therapy*. London Jessica Kingsley

Jennings, S et al Volumes 1, 2, 3 (1987, 1992, 1997) *Dramatherapy Theory and Practice*.
London Routledge.

Jones, P (1997) *Drama as Therapy, Theatre as Living*. London, Routledge.

Articles:

Eliaz, E *The Concept of Dramatic Transference*, in *The Arts in Psychotherapy*, vol 19, (1992)
USA

Fink, S *Approaches to Emotion in Psychotherapy and Theatre*, in *The Arts in Psychotherapy*.
vol 17 (1990) USA

James, M *The Drama of Life Scripts*, in *Born to Win* (1970) NY. Signet Books.

Landy, R *The Use of Distancing in Dramatherapy*, in *The Double Life: Essays in Dramatherapy*.
(1996) London, Jessica Kingsley

Radmall, B *The Use of Role Play in Dramatherapy*, in *Dramatherapy*, vol 17, no 1&2, (1995)

The Hidden Cruelty in Childrearing

Introduction

Deliberate abuse of children and, to some extent, culturally sanctioned abuse of children is today a commonly accepted occurrence which has profound impact on adult functioning, especially in the capacity for intimate and fulfilling relationships.

This workshop will include an exploration of abuse across cultures and as it presents within the private sector and the mental health sector.

Training Outcomes

On completion of this workshop trainees will be able to:

- ☐ Critically assess the impact of childhood trauma on adult functioning.
- ☐ Critically explore the cultural and ethnic dimension of abuse
- ☐ Reflect on the implications for practice within the private sector and psychiatric settings.

Curriculum content

Poisonous pedagogy
Abuse across gender
Clinical presentations
Clinical implications
Abuse and mental health implications

Assessment

Trainee's will group in small teams and make a presentation to the large group on the final day of the workshop. This form and structure of the presentation will be determined by each team and will last not longer than 15 minutes.

The presentation will need to convey a major implication for clinical practice in working with an adult survivor of childhood abuse together with a strategic response/intervention.

The presentation will be assessed on the basis of understanding and clarity of communication and relevance to clinical practice.

Each team will be asked questions of clarification.

Resources

Batmanghelidgh C (2006) Shattered Lives. Jessica Kingsley Publishers

Bowlby J (1988). A Secure Base: Parent-Child Attachment and Healthy Human Development. Basic Books, Harper & Row, New York.

Kaufman G (1989) The Psychology of Shame. New York
Springer

- Lowen A (1980) Fear of Life. New York. Macmillan
- Miller A (1990) Thou Shalt not be Aware - Society's
Betrayal of the Child. Pluto Press.
- Russell J (1993) Out of Bounds - Sexual Exploitation
in Counselling and Therapy. Sage
Publications, London. London.
- Rutter Peter (1989) Sex in the Forbidden Zone: Mandala.
London.

A Gestalt approach to diagnosis and the Gestalt Cycle.

Introduction

The humanistic psychology movement in the early 1960's viewed diagnosis as anti-therapeutic, anti-human and politically repressive. Indeed diagnosis can be misused and experienced as abusive. This workshop will explore diagnosis from a more positive perspective, with particular emphasis on approaches to diagnosis that support the process of therapy rather than undermine it.

With this in mind we will look at the Gestalt Cycle as a diagnostic tool and compare and contrast it with more traditional methods of diagnosis.

Training Outcomes

On completion of the workshop trainees will be able to:

- ☐ Critically evaluate approaches to diagnosis that support and assist the clinical practice of psychotherapy
- ☐ Make a tentative diagnosis of their own personality style
- ☐ Familiarise themselves with the Gestalt Cycle

Curriculum content

Assessment of Contact functions

- ☐ Blocks on the gestalt cycle,
- ☐ Maintenance of blocks/moderations
- ☐ DSMIV
- ☐ Script
- ☐ A Gestalt approach to diagnosis
- ☐ Trans-generational scripts

Assessment

During the workshop trainees will, by way of a presentation to the group, relate the theory to their clinical practice and suggest a diagnosis for themselves and for one of their clients, together with the implications for practice.

The presentation will be assessed on the basis of the degree assimilation of the theory as evidenced in the clinical case.

Members of the group will ask questions for clarification.

Resources

Evans, K (1996) Development through Diversity: Assessment, Clinical and Otherwise. Presented at UKCP Professional Conference 6-8 September 1996, Queen's College, Cambridge, and subsequently published in the Conference Papers by UKCP.

Evans, K (1994). A Review of 'Diagnosis: The struggle for a meaningful Paradigm' Melnick J and Nevis S.M (in Edwin C Nevis (Ed) (1992) Gestalt Therapy: Perspectives and Applications. Gestalt Institute of Cleveland, Gardner Press). British Gestalt Journal 1994. No.3.

Evans, K (1992). Diagnosis: An Integrative Approach. Conference presentation (unpublished) European Association for Gestalt Therapy conference Paris 1991.

DeLisle, G (1991) A Gestalt Perspective of Personality Disorders. The British Gestalt Journal (1991) I, pp.42-50.

Frances, A.J., (1987) DSM-11R. Personality Disorders: Diagnosis and Treatment; B.M.A. Audio Cassettes, Guilford Press, New York.

Melnick J. and Nevis S.M (1992) Diagnosis: The struggle for a Meaningful Paradigm: In Edwin C. Nevis (Ed) Gestalt Therapy: Perspectives and Applications. Gestalt Institute of Cleveland, Gardner Press, New York.

Tobin, S. (1990) Self-Psychology as a Bridge between Existential Humanistic Psychology and Psychoanalysis. Journal of Humanistic Psychology, 30, 1, pp 14-63.

Yontef, G. (1993) Awareness, Dialogue and Process. Highland, New York, Gestalt Journal Press.

Shame, pride, envy and jealousy

Introduction

This workshop will critically explore the role of Shame as the master emotion affecting the development of individual identity, self esteem and interpersonal relationships. The workshop will further assess the influence of shame in the wider social/cultural context.

Training Outcomes

On completion of the workshop trainees will be able to:

- ☐ Critically assess the influence of shame in the development of identity and on the capacity for relationship.
- ☐ Critically assess the impact of shame on their own personal development.

Curriculum Content

- ☐ Affect Shame binds
- ☐ Shame and Identity
- ☐ Shame and Abuse of Power
- ☐ Introjection and osmosis
- ☐ Self image
- ☐ Body image
- ☐ Defences against shame
- ☐ Phenomenology of Shame
- ☐ Shame and Groups
- ☐ Shame and Ethnicity
- ☐ Shame and Education
- ☐ Shame and Addictions
- ☐ Shame and the Therapeutic Relationship

Assessment

Course Work Assignment:

A personal Development Profile of 2,500 words demonstrating the fulfilment of the Training Outcomes.

●●☐ Resources

- ☐ Evans KR (1994) Healing Shame: A Gestalt Perspective. Transactional Analysis Journal Vol 24. No.2.April 1994 (also published in the

Minneapolis Papers. ITAA - October 1993)

- English F (1975) Shame and Social Control. Transactional Analysis. Journal 5, (1).
- Goldberg K (1991) Understanding Shame. Northvale. NJ: Jason Aronson.
- Kaufman G (1985) Shame: The Power of Caring (2nd edit) Cambridge.Mass. Schenkman Books.
- Kaufman G (1989) The Psychology of Shame. New York Springer
- Nathanson DL (1987) The Many Faces of Shame. Baltimore Guildford Press.
- Wurmser L (1981) The Mask of Shame. Baltimore. John Hopkins University Press
- Yontef GM (1992) Awareness, Dialogue and Process Chapter 15 - Shame Gestalt Journal Publications.
- Further Reading
- Basch M (1988) Understanding Psychotherapy. New York. Basic Books.
- Jordan JV (1989) Relational Development: Therapeutic Implications of Empathy and Shame. Working Papers No.39. (1989) The Stone Centre. Wellesley. Massachusetts.USA.
- Nathanson D (1992) Shame and Pride. Affect, Sex and the Birth of the Self. New York.WW Norton.

Creativity and Experimentation

Introduction

Originating within Gestalt Therapy and arguably borrowed from psychodrama, 'Two Chair' work with clients is a method used extensively across a range of humanistic approaches to psychotherapy. It is a powerful technique for raising awareness that requires skill to use effectively but is frequently taught without sufficient theoretical understanding and little practical sophistication. This workshop is intended to teach the fundamentals of two chair work through theoretical explanation and practical demonstration.

Training Outcomes

On completion of the workshop trainees will be able to:

- ☐ Critically assess the theory underpinning this powerful technique.
- ☐ Demonstrate practical understanding of the application of this technique.

Curriculum Content

- ☐ Contact and Awareness
- ☐ Contact boundary, organism/environment field
- ☐ Polarities
- ☐ Paradox
- ☐ Organismic self-regulation
- ☐ Gestalt completion and destruction, unfinished business, the Cycle
- ☐ Figure/ground
- ☐ Phenomenological enquiry
- ☐ Interruptions to contact, Fixed Gestalts.
- ☐ Cushion work
- ☐ Two chair work

Assessment

Under the supervision of the Workshop Leader trainees will demonstrate practical skill in engaging in two chair work with peers. This demonstration of technique will be assessed by the trainee providing a brief description to the training group of the theory applied to the practical demonstration. Trainer and trainees will ask questions of clarification. The criteria of assessment will include:

- ☐ clarity of understanding of theory
- ☐ the balance of empathy and technique in the practical demonstration
- ☐ the degree of safety provided for the 'client'
- ☐ creativity in the application of the technique

Resources

- Beisser AR (1970) "The Paradoxical Theory of Change"
in Fagan J and Shepherd I (Eds)
"Gestalt Therapy Now": Harper
- Clarkson P (1989) "Gestalt Counselling in Action": Sage
- Conoley CW, Conoley JC, The Effects of the ABC's of Rational
McConnell JA and Kimzey Emotive Therapy and the Empty Chair
CG (1983) Technique of Gestalt Therapy on Anger
Reduction. *Psychotherapy: Theory
Research and Practice* 8, 10-14
- Gilbert M & Evans KR (1999) The Gestalt Approach in Palmer S, (Ed) Introduction to
Counselling and Psychotherapy. The Essential Guide.
Sage (London)
- Greenberg LS and Dompierre LM (1981) Specific Effects of Gestalt Two-Chair
Dialogue in Intrapsychic Conflict in
Counselling. *Psychology*. 28, 288-294.
- Mackewn JC (1997) Developing Gestalt Counselling: Sage
- O'Leary EC (1992) Gestalt Therapy. Theory, Practice & Research:
Chapman-Hall
- Perls FS (1973) "The Gestalt Approach and Eye Witness
to Therapy": Bantam
- Zinker I (1977) "Creative Process in Gestalt
Therapy": Vintage Books

Further Reading

- Clarkson P and Mackewn J (1993) "Fritz Perls": Sage
- Perls FS, Hefferline RF (1951) Gestalt Therapy: Excitement and
Growth in the Human Personality":
Penguin
- Simkin JS and Yontef GM (1984) "Gestalt Therapy" in Corsini RJ (Ed)
Current Psychotherapies": Peacock
- Zinker JC (1994) In Search of Good Form: Jossey-Bass

Human Development and Attachment

Introduction

This workshop will critically reflect on the relevance of early relationships to human development and adult functioning.

Training Outcomes

On completion of the workshop trainees will be able to:

- Identify key issues in their own development.
- Critically evaluate the application of a developmental-relational perspective to the practice of psychotherapy.

Curriculum Content

- Attachment, separation, individuation
- The notion of the 'good enough' parent
- Unfinished Gestalts
- Creative adjustment
- Introjection and osmosis
- The development of intrapsychic structure
- Script and interpersonal relationships
- Defence as a maintenance of the status quo
- Definition of personality

Assessment

Course Work Assignment:

Trainees will complete an assignment of 2,500 words which demonstrates their understanding of human development in the context of a relational-development model of psychotherapy.

Resources

Bowlby J (1988). *A Secure Base: Parent-Child Attachment and Healthy Human Development*. Basic Books, Harper & Row, New York.

Evans K R & Gilbert M (2005) *An Introduction to Integrative Psychotherapy*. Palgrave-Macmillan.

Mahler MS, Pine F & Bergman A (1990). *The Psychological Birth of the Human Infant: Symbiosis and Individuation*. Basic Books, Harper, New York.

Pine F (1985). *Development Theory and Clinical Process*. Yale University Press, New

Haven and London.

Salonia G (199?). From We to I-Thou.

Stern DN (1985). The Interpersonal World of the Infant: A View from Psychoanalysis and Developmental Psychology. Basic Books, New York.

Winnicott DW (1964). The Child, the Family and the Outside World. Hammondsworth Penguin Books.

Wright K (1991). Vision and Separation: Between Mother and Baby. Free Association Books, London.

Further Reading

Bollas C (1992). Being a Character: Psychoanalysis and Self Experience. Hill and Way, New York.

Buckley P (1986). Essential Papers on Object Relations. New York University Press, New York.

Davis M and Wallbridge D (1981). An Introduction to the Work of DW Winnicott. Karnac Books, London.

Kegan R (1982). The Evolving Self: Problem and Process in Human Development. Harvard University Press, Cambridge Mass.

Khan MMR (1983). Hidden Selves: Between Theory and Practice in Psychoanalysis. Hogarth Press, London.

Singer DG & Singer JL. The House of Make-Believe: Play and the Developing Imagination. Harvard University Press, Cambridge Mass.

Winnicott DW (1971). Playing and Reality. Penguin Books.

Winnicott DW (1982). Through Paediatrics to Psycho-Analysis. Hogarth Press, London.

Winnicott DW (1982). The Maturation Process and the Facilitating Environment. Studies in the Theory of Emotional Development. Hogarth Press, London.

Winnicott DW (1985). Therapeutic Consultations in Child Psychiatry. Hogarth Press, London.

Winnicott DW (1986). Holding and Interpretation: Fragments of an Analysis. Hogarth Press, London.

The Phenomenon of Transference and Projective Identification

Introduction

The workshop will begin to focus on a most powerful dynamic in therapy and one which is fundamental to an understanding of the process of Projection: Transference. Both the Gestalt course and Integrative course at SCPTI will include a further specialist workshop on this important phenomenon.

Training Outcomes

On completion of the workshop trainees' will be able to:

- Make an initial critical assessment of the notion of transference.
- Begin to critically reflect on the significance of transference in their own lives.

Curriculum Content

- Projection of disowned material.
- Projection as an interruption of contact with self (internal) and other (external).
- Racism.
- War and the shadow.
- Positive projection art, music, story, dreams, fantasy.
- History of the transference and countertransference within classical Gestalt and Contemporary Gestalt.
- Transference/countertransference typology
- Field theory.
- Hypnotic induction.
- Parallel Process
- Projective Identification

Assessment

Trainees will reflect on the didactic and experiential theory of the workshop and, in collaboration with a small group of peers, demonstrate to the rest of the training group their understanding of the basics of the transference and countertransference, through a dramatic re-enactment of a fairy tale or well known story of their choice.

The enactment will be assessed on clarity of communication together with demonstrable understanding on the rudiments of the phenomenon. Trainee members of each small group will answer questions from peer trainees and the trainer seeking clarification of degree of assimilation of the theory.

Resources:

Brown D and Pedder J (1991) Introduction to Psychotherapy. An Outline of Psychodynamic Principles and Practice. 2nd edition. Tavistock/Routledge.

Clarkson P ((1989) Gestalt Counselling in Action. Sage.
Psychotherapy.

Gilbert M and Evans K (2000) Psychotherapy Supervision: An Integrative Relational Approach. OUP

Kahn M (1991&1997) Between Therapist and Client. The New Relationship. Revised Edition. W. H. Freeman & Co. USA.

Masson J (1992) Against Therapy (2nd edition) Fontana.

Perls FS, Hefferline RF Gestalt Therapy. New York.
and Goodman P (1969) Julian Press

Taylor JH, Poole S, Rodway R, Tyson R (2006) Parallel Process in Supervision; A Qualitative Investigation In European Journal of Qualitative Research Issue 1, 2006 (online www.eurocps.eu)

Further Reading

Maroda K (1992) The Power of the Countertransference. Wiley

Theories of the Self

Introduction

The workshop will focus on a most important aspect of all psychotherapies and especially Gestalt Psychotherapy, the self. Gestalt has a most unique interpretation of the self which is essential to the theory and practice of Gestalt Psychotherapy. The self is always in process. This has a radical impact on the application of the Gestalt practitioner.

Training Outcomes

On completion of the workshop trainees' will:

- Have a workable understanding of the nature of the self in process.
- Have an understanding of the various other theoretical applications of the self
- Develop an understanding of a fixed Gestalt and its use as a creative adjustment
- Begin to develop a working relationship with the paradox of self and self in process
- Understand the nature of the between and its relationship to the forming of the self in process

Curriculum Content

- **Fixed Gestalts.**
- **Creative adjustments**
- **Self as process**
- **Self as formed in the “between” at the “contact boundary”.**
- **Individualistic and intersubjective models of self and their different implications.**
- **polarities.**
- **Self-process; self-organisation; fragile self-process.**

Assessment

Trainees will reflect on the didactic and experiential theory of the Self and, in collaboration with a small group of peers, demonstrate to the rest of the training group their understanding of the self in process and how it applies to the practice of Relational Gestalt Psychotherapy.

They will also be expected to produce a piece of written work which will clearly explore the nature of the Self in Gestalt Psychotherapy.

Resources:

Philipppson, P. (2009) The Emergent Self: An Existential-Gestalt Approach. Karnac, London.

- **Robine, J-M. (2011) On the Occasion of an Other. Gestalt Journal Press, Gouldsboro, MA.**
- **Philipppson, P. (2001) Self in Relation. Gestalt Journal Press. Highland NY.**
- **agnuolo Lobb, M. & Amendt-Lyon, N. (eds.) (2003) Creative Licence: The Art of Gestalt Therapy. Springer-Verlag Wein, Austria.**
- **Staemmler, F. M. (2009) Aggression, Time and Understanding: Contributions to the Evolution of Gestalt Therapy, Gestalt Press,**
- **Staemmler, F. M. (2012) Empathy in Psychotherapy: How Therapists and Clients Understand Each Other. Springer Publishing, New York.**
- **Wheeler, G. (1991) Gestalt Reconsidered: a new approach to contact and resistance. Gardner Press, NY.**
- **Woldt, A.L. & Tomam, S, M. (eds.) (2005) Gestalt Therapy: History, Theory and Practice. Sage Publications, London.**
- **Wollants, G. (2012) Gestalt Therapy. Therapy of the Situation. Sage Publications, London.**

Francesetti, G., Gecele, M. & Roubal, J. (eds.) (2013) Gestalt Therapy in Clinical Practice. From Psychopathology to the Aesthetics of Contact. FrancoAngeli, Milano, Italy.

Perls, F. (1942, 1947) Ego, Hunger and Aggression: A Revision of Freud's Theory and Method. Gestalt Journal Press, Cambridge MA.

- **Perls, F., Hefferline, R. & Goodman, P. (1951) Gestalt Therapy: Excitement and Growth in the Human Personality. Souvenir Press, London.**
- **Perls, F. (1969) Gestalt Therapy Verbatim. Gestalt Journal Press. Highland, NY.**
- **Perls, F. (1969) In and Out The Garbage Pail. Real People Press, Lafayette, CA.**
- **Perls, F. (1973) The Gestalt Approach and Eye Witness to Therapy. Bantam Books, NY.**
- **Perls, L. (1982) Living at The Boundary. Gestalt Journal Press, Cambridge MA.**
- **Polster, E. & Polster, M. (1974) Gestalt Therapy Integrated. Random House (Vintage), NY.**
- **Yontef, G. (1993) Awareness, Dialogue and Process. Gestalt Journal Press, Highland NY**

Optional Workshops

Full CPD programme available on SCPTI Website

Supervision

Following successful completion of the first year, students will be expected to find a training placement to further enhance their skills in a real-life environment. It is a mandatory, and essential requirement that students arrange for supervision of this work with a suitably qualified, UKCP supervisor. Students will be expected to complete the supervision requirements (equivalent to 2 hours per month) in both the second, third and fourth years. This can be a mixture of both individual and group. The cost of the supervision is not included in the course fees.

Personal therapy

All participants of the course will be expected to undertake their own personal therapy from the start of training and for the duration of the course. The choice of a suitable therapist is, of course, a very personal thing, however, the therapist must be fully qualified and UKCP accredited. The course is deemed to have ended upon successful completion of the diploma. The fees for the therapy will be the responsibility of the student.

A personal learning journal

A personal learning journal will be kept from the start of the course

Assessment

Assessment of knowledge and skills development is an ongoing part of the course, and will comprise self, peer and tutor assessment via written projects, case study, training log and technical demonstrations. A training log must be kept from the start of training for this purpose. Award of Diploma in Gestalt Psychotherapy Successful candidates will be awarded the Gestalt Diploma following successful completion of coursework assignments, and an end of training case study and tape transcript. In addition, candidates must have attended all training workshops and met the clinical obligations, including, client hours, supervision and personal therapy.

Course structure

There will be seven three day workshops and one five day workshop during each year of the course, run over weekends, (Fri – Sun). The training day will normally start at 9.30am and end at 5.30pm, with a morning and afternoon tea breaks and lunch break. There is an ample supply of accommodation available in this seaside resort, at very reasonable prices. Information on B&B accommodation is available from the SCPTI office.

Course Leader- Tim Carrette

Training and experience

I trained as a Gestalt Psychotherapist in 1997.

I have been offering individual sessions since 1990 on a private basis and for the NHS in both Nottinghamshire, Derbyshire, UK and Europe..

In addition to these I have regularly run Group Therapy sessions, Couples work and currently I am teaching on the Relational Gestalt Psychotherapy course and the Relational Integrative Psychotherapy course at The Scarborough Counselling and Psychotherapy Training Institute.

Currently I am writing and researching Relational Gestalt Psychotherapy.

What is Relational Gestalt Psychotherapy?

Gestalt is the quintessential relational therapy. The original birthplace of mindful awareness. Based in here and now process of relationship, it is a talking therapy which embodies the whole being, mind, body and emotion.

It focuses on three key aspects of relationship:

- The untapped potential which lives within the client and is making itself known by problems such as depression, anxiety, relationship difficulties etc.
- The here and now sense and perception of the therapist who will meet the client honestly, respectfully and authentically.
- Most importantly, the healing meeting of a therapeutic relational process.

Often called 'healing through meeting' the here and now focus enables the release of difficult experiences and emotions which are then healed and the therapeutic relationship is eventually embodied and remembered. The old "script" of poor self image and low self esteem is replaced by a reservoir of self worth which is potentially always available for future use through the journey of life.

Areas of expertise and specialist interests.

- Depression
- Anxiety
- Bereavement
- Relationship difficulties
- Emotional literacy
- Childhood issues
- Trauma
- Self Worth
- Sexuality issues
- Spirituality

I abide by the UKCP and SCPTI code of ethics. All my work is fully insured and Supervised.