

gti

gestalt
therapy
international



Experts on recovery from drug/gambling/alcohol addiction

ONENESS GROUP
FOUNDATION

2016



- ⊗ First time in Japan
- ⊗ Professional Psychotherapy Training
- ⊗ The New Contemporary Gestalt
- ⊗ World Class Program

Gestalt is...

1. An Existential Approach

- Grounded in the here and now.
- Emphasizes that each person is responsible for his or her own destiny.
- Respects the client as the best expert on themselves.

2. A Phenomenological Approach

- Focuses on the client's perception of reality.
- Aims to increase awareness both of self and of interconnectedness with others.
- Works with the 'what is'; change results from being more fully oneself.

3. A Dialogical Approach

- The therapist is an active participant in the process.
- Gestalt is known as *'therapy without resistance'*. The client's pace, priorities and creative adjustments are respected.
- The therapist is willing to not have the answers, to sit with the client in the 'creative void', allowing something new and surprising to emerge.

4. An Wholistic Approach

- The wider field is taken into account; past present and future, the individual, family and culture.
- There is a focus on integration – reowning all parts of self.

5. A Practical Approach

- The emphasis is on experiential learning rather than interpretation or cognitive insights: how rather than why .
- Creative experiments are used to embody abstract, generalised ideas.
- Past memories and future projections are brought into the present so they can be worked with directly.

An Exciting Therapy

"I always thought Gestalt was about talking to empty chairs. Through the training I discovered that it is actually an amazing practical philosophy, and I learnt ways to apply it my daily life."

At The Cutting Edge

Deep roots ~ Gestalt concepts have been around for a long time. The origins can be traced back to the cutting edge philosophies of the 19th Century which later developed into existentialism, postmodernism, and the wide range of humanistic and process psychologies that abound today. The Gestalt psychologists were among the first to speak of holism as a way of understanding human nature. Kurt Lewin went on to develop the basis for modern day group dynamics and organisational psychology; Kurt Goldstein first coined the term 'self-actualisation' a half century before Maslow popularised it.

Gestalt Pioneers

A rich mix ~ Fritz and Laura Perls were psychoanalysts who were also influenced by Gestalt psychology, existentialism, phenomenology, holism, and somatics. They broke from the orthodoxy of analysis and explored new theories and ways of doing therapy in the 1940's. With a circle of others (Paul Goodman and members of the 'New York Group'), they developed the basis of Gestalt therapy in the 1950's. This incorporated:

- a focus on relationship
- an appreciation of the wider field
- attention to the wisdom of the body
- an interest in the freshness of the here and now
- a valuing of authenticity and choiceful living
- an emphasis on action rather than abstract interpretation

Other influences which became woven into Gestalt therapy included some of the theories of Wilhelm Reich, psychodrama, anarchism, general semantics, and Zen Buddhism.



Popularity

Radical ~ Gestalt therapy was initially considered radical and fringe; it was mostly unrecognised until the 1960's when the human potential movement awakened many people's interest in the possibility of therapy as growth rather than a fix for dysfunction.

Gestalt became known as a powerful form of therapy and found a wide audience. Many practitioners as well as non-professionals received training or experience in the Gestalt approach. The ideas influenced many therapies which developed in the 1970's.

Evolution

Since that time Gestalt has continued to evolve, emerging in the 21st Century as a leading edge therapy. Its dynamism and longevity are due firstly to the potent nature of the core principles, and secondly to the refusal to practice by formulas.



Four Pillars

The basis of Gestalt as it is practiced today can be described through four lens'.

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Field Theory

Everything is interconnected in the bigger picture ~ Field Theory provides a way of seeing that encompasses the whole picture. Past, present, future; family, culture, society; by attending to our interconnectedness, we can understand the problems an individual faces in a larger context. Our world is too complex and our destinies too intertwined to limit psychology to a focus solely on the internal workings of each individual mind. Field theory offers a way of doing therapy which is respectful to the way a client is embedded in their world.

By working from this perspective we can use the power of the many connections and resources in a person's life which may have been overlooked as vehicles for change. A small movement in the right place can lead to surprisingly fast, dramatic, and long lasting change in the rest of our lives.

"Field Theory introduced me to a whole new way of thinking. I have been able to apply it both at work and home, finding solutions to situations I thought were hopeless."

Awareness

Here & now awareness, self & others ~

Awareness is the second major tool of Gestalt. Through being more fully present to our body and immediate environment we can experience life with more depth and excitement. Awareness of what is, the obvious, can lead to change without pushing. This is not a way of working with people which suggests they should be different, better, smarter, leaner or more successful. It involves a radical acceptance of the fullness of each moment; this naturally leads to an acceptance of the fullness of ourselves.



The expansion of awareness is supported gently; the result is that each person confronts their own choices, which led them to their particular predicament.

Gestalt encourages people to take responsibility for their choices, and works to expand the range of choice which is possible. The result is a greater sense of personal power, and increased creativity in living.



Relationship

Self support & interdependency ~ Relationship is the third dimension of Gestalt. The focus is not just on the client. Practitioners do not remain invisible, masked by silence or by interpretation. The personhood of the therapist contributes to the aliveness and realness of the therapeutic relationship. The therapist constantly works towards valuing the client, as they are, without imposing an agenda on them. What is interesting is the uniqueness of the person's experience, not the classification of it or the application of a ready-made set of tools.

Gestalt therapy is conducted as an exploration of the world of experience, as it is seen both by client and therapist. The client is seen as the best expert on themselves. As therapists, we can offer

our own experience in the here and now, as well as our perspectives and stories. These are seen to be of equal value, rather than having a corner on the 'truth' about life, or the client. Gestalt therapy is very respectful in this regard, treating any 'resistance' as a creative force, rather than trying to push through it. The result is often transformation within the therapeutic relationship, which provides a powerful template for growth within other relationships in the client's world.

"I have learned some fantastic skills which help me relate more fully to my clients."

Experiment

Authentic living ~ The experimental dimension differentiates Gestalt from 'talking therapies'. At the right point, action is called for. The once-removed stories and experiences of a client's life are brought alive in the therapy room. Abstract ideas are manifested in creative experiments, and familiar ways of doing things are expanded by trying out something new. This dimension of the work brings a great deal of colour, innovation and excitement to the practice of Gestalt therapy. The emphasis is on immediacy, freshness and playfulness. New possibilities emerge and new skills are developed in the supportive atmosphere of the therapeutic relationship.

"I had no real idea what support could mean. Through the training I have realised what a difference it makes in my personal and professional life."



Anarchy and Structure

Gestalt is an anarchic process in the sense that it does not conform to preset rules and expectations. Thus there is scope for a great deal of creativity and individuality, and encouragement for each therapist to find their own unique style. Formulas and technical skills are viewed as secondary to immediacy, creativity and a fresh, authentic response to the unique personhood of the client.

Training

The training takes place within a framework of 4 years part time study. Each year develops trainees to a particular level. The application can be for personal or professional purposes.

The entire course is currently structured at approximately 788 hours of face-to-face training and 70 hours of video instruction.

- Sessions are intensive and occur two times in a year
- Students are exposed to two international trainers of outstanding experience

Whilst the training is set at a minimum number of hours, trainees are encouraged to take a self-directed learning approach. Thus a person can choose their own pace and learning style, and can invest additional hours as they wish in order to derive more benefit from the training provided.

Study groups are encouraged throughout the three years, providing a forum to extend learning and build mutual support in the study process. A manual of exercises and discussion topics is provided which can be used in the study sessions.

The Foundation Gestalt training session acquaints participants with a personal experience of Gestalt theory in practice. It provides an opportunity experience the magic of Gestalt

The Intermediate Gestalt training session takes the first steps into the basic theory of Gestalt, covering the fundamental principles and theories.

In the first year trainees are introduced to more advanced understanding of the Gestalt discipline through an integrative approach of Theory, Skills and Practice. There is a component of written work and some readings are supplied; the main focus is on establishing an initial experiential familiarity with the application of Gestalt.

In second year, training builds on the basics of the first year but emphasises the application of the principles to working with people. By third year trainees are engaging in supervised Gestalt work, honing their skills to a high level of competence

Successful completion will lead to the issuing of a *Diploma of Gestalt Therapy.*



Accreditation

Gestalt Therapy International



The training is accredited by **Gestalt Therapy International**, and accords with core standards set by Gestalt accreditation authorities around the world

Oneness Group



The training is being auspiced under the umbrella of Oneness Group in Japan.



Course Philosophy

The training program seeks to develop a sense of personal agency and unique style, married with skills and knowledge. Being an experiential therapy, Gestalt training entails a significant amount of personal exploration and a willingness to 'Risk Being Alive'. However, the program is not solely therapeutic and participants need to have sufficient self support to handle the intensity of the training process.

The aim is to equip each person with a strong theoretical and philosophical grasp of Gestalt, as well as assist them to a point of personal integration and readiness to work with others in a Gestalt framework. A climate of authenticity is fostered in the training and each person is supported in their personal growth. A deepening of awareness and responsibility is facilitated, and creative experimentation is encouraged.

Gestalt therapy supports people to live without recipes, to find their own creative way through life; the training echoes this approach. Rather than give students a set of instructions on 'how to do therapy', the learning is how to trust in the process.

Knowledge and skills are essential in Gestalt practice, and are underpinned by a fundamental faith in human resilience and the ability of people to uncover their own truths. The 'empty vessel' model of learning is discouraged, and trainees are encouraged to have faith in their own wisdom rather adopt theories or beliefs without question.

The institute strives to treat every student as the individual they are, balancing the need for consistent standards and operating procedures with the unique needs of each person.

"I like the way theory is introduced and then applied. The demonstrations are fascinating, and I get a chance to put it into practice myself."



Training Standards

The program represents an investment of money as well as the time and personal effort required to succeed. Thus trainees can reasonably expect certain standards in the training provided to them and in the way they are treated as fee paying students. The kind of expectations that the Institute seeks to meet include the following:

- The training timetable set by the start of the training year, with any necessary changes kept to a minimum.
- The trainers treat trainees with respect, supporting the learning process of both individuals and the group.
- Trainers have a solid background of training experience and are internationally recognised.
- Trainers adhere to a professional code of ethics.
- Trainees are not discriminated against on the basis of gender, class, cultural background, sexual preference, or any disability or belief that does not directly interfere with fulfilment of their training.
- The training program is constantly evolving to incorporate feedback, current best practice, the demands of the workplace setting, and the standards of accrediting organisations.

Within each training year there are no 'hidden costs'. All financial requirements are spelled out at the start of each year.

Access and Equity

We are aware of the kinds of obstacles faced by those wishing to study. It is committed to making the training accessible to people from all walks of life. This attitude is manifested in some of the following ways:

- An equal opportunity policy which supports diversity.
- The premises is wheelchair accessible.

World Class Standards

Lifeworks training is committed to providing world class training for those living in Japan. Every aspect of the program and its delivery is oriented towards excellence, whilst at the same time striving to foster a sense of humour in a relaxed atmosphere. We pride ourselves on providing leading edge training in Gestalt therapy, supporting students through to the point of achieving competent practitioner status.

We have high commitment to quality in all our operations. The larger focus of supporting optimal student learning is constantly reassessed.



Admission

Eligibility is determined by a number of factors including life experience, degree of self-awareness, academic back-ground, personal stability, being open to positive and negative feedback, and a capacity to reflect on and learn from experience

This is designated as a professional program, but people who enrol come from all walks of life and it is not necessary to be a practicing health professional or psychologist to enter the course. Gestalt training has traditionally been open to a diverse range of people and this course recognises that sufficient life experience and learning can constitute an admissible prerequisite as much as a formal academic qualification.

Applications

Applications are done by filling out a form on the webpage.

Applications are accepted up to the start of training, but if received closer than 2 weeks before course commencement a late fee of ¥??? is charged.



Fees

Once accepted into the training, applicants sign a learning contract. After the commencement of the course, fees are non-refundable.

Notes

- Training fees may be allowable as a tax deduction. This must satisfy the requirement of an educational expense undertaken to maintain or improve skills required in one's employment or undertaken as additional training required by one's employer.
- The issuing of a completion statement at any level involves fulfilling the requirements as outlined. Any such statement reflects hours of attendance and work completed to that level.
- Dates and presenters are not finalised until the start of the training year. Whilst every effort is made to fix the schedule, we reserves the right to change dates and presenters if necessary.
- Completion of the course involves fulfilment of all requirements including personal development.

"Before I started training I was apprehensive because I had heard about the confronting style of Gestalt. I have discovered that the way it is practiced is actually gentle and supportive. I love the way in which Gestalt embraces all aspects of the human condition.."

"The teachers were brilliant. I got to see a range of styles and approaches, and this really broadened my understanding of Gestalt"

Faculty

Core Staff

Steve Vinay Gunther ~ MSc (Mental Health)



Steve is founder and Director of Training; he has a background in clowning, organisation development, small business, meditation, and community development.

His interest in psychotherapy began 40 years ago with the study and practice of Re-evaluation Counselling. His professional training was with the Gestalt Institute of Brisbane; other studies have included Narrative Therapy, Family Constellation work, and Eastern approaches to psychotherapy. His private practice also includes his other passion – Career Decision Coaching.

He is author of Understanding The Woman In Your Life, published in English and Spanish. He has 5 grown children, and 4 grandchildren.

He regularly tours the US, Mexico, China, Japan and Europe teaching workshops on Spirituality and Gestalt Therapy. He was a founding member of Ganz (Gestalt Australia and New Zealand) and was on the board for several terms.

He is currently director of the Masters of Spiritual Psychology program at Ryokan College, Los Angeles. He is a full clinical member of the European Association of Gestalt Therapy, and the Australian Association of Career Development.



Forrest James ~ MA (Analytical Psychology)



Forrest is a coach and consultant to executives, senior management and teams with 15 years experience. He has a particular interest in assisting senior leaders to respond to complexity through the development of personal coherence and integrity in their roles.

He regularly coaches and consults on issues such as role clarity, resilience, enhancing performance, motivating teams, managing system change, and balancing the people and technical aspects of executive and senior management roles.

Forrest draws on over 25 years of experience in leadership roles in the business, public and community sectors. He has consulted to senior managers and teams in AMP, ABC, Brookfield Multiplex, IBM, PFD, Monash University, Melbourne University, members of parliament, commonwealth and state government departments (FaCSIA, DoHA, DoCS) and the community sector. He has authored a number of wellbeing programs and delivered these and other innovative 4Points programs within organisations and communities around Australia.

His approach to his work is highly participative, and informed by expertise in organisational and group dynamics, contemporary organisational theories, relational approaches to leadership, and extensive training in the application of gestalt, psychodynamic and systems thinking in working with individuals, teams and organisations.

Forrest worked in the human services for 30 years (in the fields of HIV/AIDS, A&OD, men and family relationships, family violence, homelessness, and refugee resettlement) in management, supervisory and direct practice roles. He has lectured at a number of prominent Australian universities, maintains a part time independent practice in psychotherapy and supervision.



The program

Diploma of Gestalt Therapy

Foundation Sessions

Curriculum

Session 1

6 days

Introduction to Gestalt principles and methods, via experiential group format. Individual demonstration work, interactive group, and explanation of Gestalt theory as relevant to the work.

Session 2

6 days

Further introduction of basic Gestalt principles and methods, via experiential group format. Individual demonstration work, interactive group, and explanation of Gestalt theory as relevant to the work.

Hours

Training: 114

Cost

On application



Intermediate Sessions

Curriculum

Session 1

6 days

T-1 Gestalt Psychology/Awareness/Figure Ground
T-2 Field Theory
T-3 Responsibility

Session 2

6 days

T-4 Contact & Contact Boundary phenomenon
T-5 Polarities
T-6 Organismic Self Regulation
T-7 I-Thou

Course Requirements

- Essay
- Class Participation
- Process Journal
- Complete readings
- A concept map and reflection form must be completed after each training session.
- Demonstration of progression in terms of an explicit list of personal competencies.
- Completion of instructional videos
- Satisfactory attendance rate.

Hours

Training: 114

Cost

On application



First Year

Curriculum

Session 1

10 days

I-1 Dreamwork
I-2 Phenomenology
I-3 The Gestalt experiment
I-4 Middle Zone, metaphor, fantasy & Ericksonian approaches
I-5 Paradoxical Theory of Change
S-1 Supervision

Session 2

10 days

I-6 Style/Authenticity

I-7 Art & Creative Media

I-8 Managing a unit of work

I-9 Somatics & integrative body therapies

S-2 Supervision

E-1 Evaluation



Course Requirements

- Essay
- Class Participation
- Process Journal
- Personal Process Essay
- Reflection assignments
- Complete readings
- A concept map and reflection form must be completed after each training session.
- During the training year, 45 hours of study group time must be completed. The structure is flexible in terms of frequency and duration.
- Demonstration of progression in terms of an explicit list of personal competencies.
- Completion of instructional videos
- Satisfactory attendance rate.

Structure

First year consists of nine study units.

Hours

Training: 186

Cost

On application



Second Year

Session 1

10 days

2-1 Shame
2-2 Psychopathology
2-3 Suicide
2-4 Groupwork
S-3 Supervision

Session 2

10 days

2-5 Couples and family work
2-6 Sexuality
2-7 Groupwork
S-4 Supervision
E-2 Evaluation



Course Requirements

- Essay
- Class Participation
- Reflection assignments
- Interventions Journal
- Transcript Analysis
- Personal Process Journal
- Personal Process Essay
- Complete readings
- A concept map and reflection form must be completed after each training session.
- During the training year 45 hours of study group time must be completed.
- Demonstration of progression in terms of an explicit list of personal competencies.
- Satisfactory attendance rate.
- Required hours of casework
- Completion of instructional videos

Structure

Second year consists of seven study units,.

Hours

Training: 186

Cost

On application



Third Year

Curriculum

Session 1

10 days

- 3-1 Ethics, practice management
- 3-2 The transpersonal
- 3-3 Developmental approaches
- 3-4 Work with trauma and abuse
- 3-5 Character and personality systems
- S-5 Supervision

Session 2

10 days

- 3-6 Work with trauma and abuse
- 3-7 Mindfulness approaches
- 3-8 Neuroscience of attachment
- 3-9 Addictions
- 3-10 Working with children
- S-6 Supervision
- E-3 Evaluation



Course Requirements

- Journal of observed interventions
- Class Participation
- Personal Process Journal
- Personal Process Essay
- Essay
- Reflection and Essay on Relationship dynamics
- 70 hours of casework.
- A concept map and reflection form must be completed after each training session.
- 45 hours of study group time.
- Demonstration of progression in terms of an explicit list of personal competencies.
- Satisfactory attendance rate.
- Required hours of casework
- Completion of instructional videos

Structure

Third year consists of ten study units,.

Hours

Training: 188

Cost

On application



Endpiece

Martin Buber on wholism and multiplicity;
I-Thou and I-It.

*Just as the melody is not made up of notes
nor the verse of words nor the statue of lines,
but they must be tugged and dragged
till their unity has been scattered
into these many pieces;
so with the man to whom I say Thou.
I can take out from him
the colour of his hair,
or the colour of his speech,
or the colour of his goodness.
I must continually do this.
But each time I do it
he ceases to be Thou.*

1st Year

2nd Year

3rd Year

Graduate

Training Sessions | Journaling | Study Group | Concept Maps | Reflection

Awareness: zones, figure/ground, awareness cycle

Responsibility; maturation, support

Understanding THEORY

Organismic Self Regulation

Field Theory

Contact: boundaries, functions

Contact Boundary phenomena

Polarities

Readers

Email List

Writing/ Assignments

Background Reading

Relationships

Journaling

Work

Daily Living

PERSONAL DEVELOPMENT

- Clear but flexible boundaries
- Sensitivity to others
- Allow others to be different
- Stand one's ground, disagree
- Perceive the 'between' in relationship
- Attitude of responsibility in relationship
- Clear, direct, succinct, open
- Stay grounded during stress
- Commitment to dialogue
- Breathe fully and deeply
- Interdependent
- Care for own body
- Living in the present
- Identify own emotional/sensory experience
- Express energy not bottle it up
- Willing to take risks
- Creativity, inventiveness
- Aesthetics – appreciate beauty
- Listen to intuition
- Curiosity
- Make 'I' statements
- Recognise own polarities
- Flexibility, adaptiveness
- Bracket thoughts, feelings, attitudes and beliefs
- Aware of strengths/weaknesses of own style
- Lack of defensiveness, take in feedback
- Aware of preferred role in a group
- High degree of self acceptance
- Aware of own blind spots
- Act out of own values
- Commitment to own growth
- Willing to stay with the existential void
- Clear and consistent with own code of ethics
- Humility, willingness to learn
- Compassion
- Patience

Training Sessions

Reflection

Study Group

Personal Therapy

Self Evaluation | Assignments | Feedback Sessions | Trainer Observation

Understanding Theory

ASSESSMENT

Personal Development

Practice Skills

Peer Evaluation

Ongoing Feedback

Concept at Training Maps

Attendance

Training Sessions

Daily Living

Work

Practice SKILLS

- Support oneself in intense situations
- Think and work in field terms
- Acute observation of phenomena
- Keep a here and now focus
- Work with breathing
- Notice the obvious
- Attend to language
- Sharpen the emerging figure
- Work at the contact boundary
- Work with 'resistance' as creative and interactive energy
- Support client to be responsible for self
- Work with internal dialogue
- Facilitate integration of polarities
- Focus on embodying client experience
- Shuttle client/self awareness between all three zones
- Transform structures into processes
- Trust in ongoing process
- Trust in the wisdom of the organism
- Respect client as expert on self
- Identify boundary distortions/styles

Exercises

Study Group

With Friends