

Training Curriculum - Psychotherapy  
2023 – 2024 Nordic and Baltic Training

## **The Gestalt Institute of Scandinavia** **GIS-International**



### **4-YEAR GESTALT TRAINING PROGRAM** **Clinical Gestalt Psychotherapist**

**Training Handbook for the Clinical Gestalt Psychotherapist Specialisation**  
*Denmark, Estonia, Latvia, Faeroe Islands, Norway, Finland, Sweden*

Gestalt Institute of Scandinavia, GIS • International ApS.

CVR 27 50 48 09

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Certified by EAGT, The European Association for Gestalt Therapy and EAP, The European Association for Psychotherapy,  
And by The Danish Association for Psychotherapy.

## **The GIS-International Vision**

- GIS is the significant International Training Institute with the Highest International Standards in Gestalt Methodology and Psychotherapy
- GIS works for Life, Authentic Living, and Learning
- GIS Provides Students with more than a Profession.
- GIS Faculty strives for High Ethics, Deep Know-how, and Excellent Teaching Skills.
- GIS makes an Authentic difference in Life and Leadership.
- GIS lived values are Respect, Compassion, and Humility.

## **About Gestalt Therapy and Methodology**

Gestalt therapy was introduced in the Nordic countries in the late 60's.

The original American approach and style has through the years been heavily influenced by the Nordic culture and existential tradition.

Nordic Gestalt therapy has nowadays developed a balanced approach of respect, empathy and clarity in the relational, dialogical meeting between persons.

The three elements in Gestalt Therapy and Methodology are:

- The Meta theory, that builds on Existentialism.
- The theory, that builds on Gestalt Psychology, Field Theory, Developmental Psychology, and Social- and Clinical Psychology.
- The method, that builds on the Phenomenological Method.

*January 2023*

*GIS-International reserves the right to make adjustments in this program.*

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## The Gestalt Institute of Scandinavia, GIS-International.

GIS-International is an international institute for training in Gestalt methodology in the areas of therapy, personal growth, creativity in art and development of leadership and organisations. The institute was founded in 1976. Now, 80 students and postgraduates from the Nordic countries including Faroe Islands and Estonia are involved in the GIS-International training programs.

GIS-International arranges long-term Gestalt training programs.

- 4-year Gestalt Training Program
  - Clinical Psychotherapist
  - Gestalt Practitioner, Organizational Consultant, Coach and Counselor
- Master Class Post Graduate Training and Supervision
- 2-year Gestalt Training Program in Creative Expressiveness and Personal Leadership for Actors and Instructors of Theatre
- Gestalt Pre-Training Programs
- Supervision and Training programs for professionals
- Post Graduate Training and Supervision
- Personal Authentic Leadership training
- Specific Long and Short-Term Gestalt Programs for Personal Development, Couple Therapy, Seminars, Supervision and Training

### EAGT, EAP and PF

The Gestalt Institute GIS-International has received the highest standards of accreditations in Europe. GIS is accredited by EAGT, the European Association of Psychotherapy. GIS is accredited by EAP, the European Association of Psychotherapy. GIS is accredited by PF, the Danish Association for Psychotherapy.

**EAP**, the European Association of Psychotherapy. EAP is the umbrella organization that oversees the implementation of the highest standards in all the different modalities of psychotherapy in Europe.



Member of the World Council for Psychotherapy (WCP)  
NGO with consultative status to the Council of Europe  
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To  
**GIS International**  
Attn. Jette Maja Porting/John Ewans Porting  
Næsbyvej 28  
43005 ØRØ  
DENMARK

Vienna, October 13<sup>th</sup>, 2022

#### **Successful EAPTI RE-Accreditation for further 7 years**

with follow up

Dear colleagues,

At first, we would like to thank you for your active participation in the re-accreditation process of your EAPTI status, which has to be followed by each accredited EAPTI every 7 years according to the TAC procedures.

After a careful checking by the EAP Registrar and TAC chair, your EAPTI re-accreditation was discussed in detail by the Training Accrediting Committee (TAC) of the EAP, which decides by majority of votes for the re-accreditation.

We have the pleasure to inform you that your institute, the

#### ***Gestalt Institute of Scandinavia GIS-International***

was successfully **re-accredited as a European Accredited Psychotherapy Training Institute (EAPTI)** for the period of 7 years as foreseen by the re-accreditation procedure (next re-accreditation will be due in 2029) by the Training Accrediting Committee (TAC) in its online Meeting on October 13<sup>th</sup>, 2022.

Re-accreditation is given without conditions for the period of seven years the **Gestalt Institute of Scandinavia (GIS) with the follow up of the changes in the training program due to recognition of the training at Master level by Denmark state authorities and with providing support to GIS (if needed) in achieving of this important goal.**

We thank you for your good cooperation; wish you a prosperous future and all the best for your work!

With best regards,

Ivana Slavkovic  
Chair of the TAC & EAP Registrar

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And by The Danish Association for Psychotherapy.

**EAGT**, the European Association of Gestalt Therapy is an organization with the aim of gathering European Gestalt therapists, Training Institutes and National Associations and fostering highest professional standards of Gestalt therapy.  
GIS-International was accredited in 2008 and re-accredited in 2013, 2018 and in 2020.



In Denmark GIS-International has also been evaluated and has received accreditation in 2008 and re-accreditation in 2013 and in 2018 according to the Quality-Evaluation standards organized by the Danish Association for Psychotherapy (PF) in cooperation with the evaluation company Reflektor following the guidelines outlined by the Ministry of Social Affairs, the Ministry of Educational Affairs and the Ministry of Home Affairs.

# CERTIFIKAT

Tildelt

**Gestalt Institutet i Skandinavien**

**GIS-International**

*Næsbyvej 28, Orø, 4300 Holbæk*

Det dokumenteres hermed, at den 4-årige uddannelse til gestalt-psykoterapeut udbudt af GIS-International, opfylder de tværministerielle vejledende kvalitetskriterier for private psykoterapeutuddannelser.

**Godkendt den 26-03-2018**

Godkendelse forudsætter en tilfredsstillende opretholdelse af uddannelsens kvalitetskriterier.

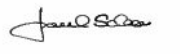
**Gyldigt indtil den 26-03-2022**

Væsentlige organisatoriske eller indholdsmæssige ændringer af kvalitetskriteriegrundlaget skal dokumenteres og fremsendes til den eksterne evaluator Reflektor.

*For oplysninger om dette certifikats gyldighed venligst kontakt Reflektor.*



Pia Jeppesen  
Formand DPFO



Poul Schou  
Direktør REFLEKTOR

REFLEKTOR Granly 26, 8760 Ribe  
Tlf.: 29 49 48 90 [www.reflektor.nu](http://www.reflektor.nu)



In connection to the accreditation from EAGT, EAP and PF, GIS is now able to offer certification within the EAGT, the EAP frame and the PF frame when you fulfill the GIS-International requirements.

GIS-International is a member of EAP, European Association of Psychotherapy, of EAGT, the European Association of Gestalt Therapy. These associations represent the highest standards in psychotherapy training and in the practice of psychotherapy.

GIS-International is also a member of the Danish association PF, Psykoterapeut Foreningen. The associations EAP, EAGT and PF have codes of ethics that has been agreed upon by GIS-International.

GIS-International is a legalized company and has the Head Office placed in Denmark.

John Ewans Porting is Managing Director and leads the Senior Education Board: John Ewans Porting, Liisa Halonen, SF - Barbro Huldén, SF - Katrin Rosental, EE - Jette Maja Porting, DK.

The GIS-International faculty are members of their national Gestalt association.

They are involved with the ongoing development of psychotherapy and psychotherapeutic professionalism in several bodies: Psykoterapeut Foreningen (DK) - regular meetings and seminars, EAGT and EAP - international conferences, workshops and seminars as participants and/or lecturers, international conferences and seminars organized by EAGT, AAGT, EAP, i.e.

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## The GIS-International 4-year Training Programs

### Overall Purpose, Goals and Objectives

- To develop and maintain training programs of high international standard and professionalism
- To encourage the students to achieve personal development as individuals, therapists and leaders
- To train highly skilled and professionally competent clinical Gestalt psychotherapists and/or Organizational Consultants who are compatible with the highest international standards
- To ensure deep personal integration of theory, practice and ethics
- To train the students ability to cultivate skills and ethics in themselves and in their surroundings.
- To train student in being more able to inspire and direct people for the shared goals and values.

### Contents

The training programs are experiential, theoretical, and practical. The study program is divided into 2 parts. 1<sup>st</sup> part of 2 years and a 2<sup>nd</sup> part of 2 years with duration of 4 ½ years altogether including a ½ year of pre-training. Each year the student concludes by an evaluation, an oral examination and a written work. The total minimum of the Training Program is 1678 hours of 60 minutes or 2237 study hours of 45 minutes. Individual study, self-reflection and written tasks are estimated extra 990 hrs./1320st.hrs.

### The Program Includes:

- Intensive personal development work in theory and in practice, integrating Gestalt Theory, principles and methodology.
- Experience and training in working with the client's change process in the mental health area
- Personal and professional leadership training.
- Specialization within Clinical Psychotherapy 3<sup>rd</sup> and 4<sup>th</sup> year.
- Specialization within Organizational Consulting and Counselling, 3<sup>rd</sup> and 4<sup>th</sup> year
- Direct and indirect supervision.
- Theoretical and practical experience with most significant other psychotherapeutic theories and methodologies.
- Clinical work with individual clients and with groups under intensive direct and indirect supervision.

### 1<sup>st</sup> part

In the 1<sup>st</sup> part of the training program the emphasis is on personal development work, relational work, leadership, and Gestalt theory and methodology.

The members within a training group do not develop at the same speed. Nevertheless, the standard process is described as the structural overview of the training program as a following page shows.

At the end of 2<sup>nd</sup> year the student takes part in an evaluation process before applying and entering the 2<sup>nd</sup> part of the Training Program. The specific criteria's for entering the program are dealt with and agreed upon (Professional background, clinical experience, sufficient knowledge of psycho-pathology and developmental and clinical psychology).

### 2<sup>nd</sup> part

In the 2<sup>nd</sup> part of the training program the focus is on leadership, on group and individual supervision, and on theory both in group work and in individual work.

Each student learns from individual direct and indirect supervision. The purpose is that the student maximises his/her personal leadership skills: integration of personality, therapeutic practice, theory, and ethics.

During 3<sup>rd</sup> and 4<sup>th</sup> year the student specialises in one of the following lines:

- Clinical psychotherapy
- Organizational consultancy and counselling

From 2022 and on GIS-International has integrated the Research Program organized by The Danish Association for Psychotherapy and Crossfield Institute in England. The GIS Training program is aiming for level 7 which means for later possible recognition on Master level.

The specialisation within the Gestalt Therapist, Organizational Consulting and Counselling is open for persons working with development of other people and organizations (see below Terms of admission).

Dispensation: For students wanting to specialize in both areas further and specific studies and experience is required. A specific contract is made with the individual student.

After 2<sup>nd</sup> year exam and evaluation students stopping training are Gestalt Practitioners.

### **Terms of Admission**

1. To becoming Clinical Gestalt Psychotherapist. (Category 1) Relevant higher education and training; psychologists, MD's, psychiatrists, nurses, occupational therapists, physiotherapists, priests, special teachers, social workers, psychotherapists, and others with sufficient clinical and theoretical background, experience and education.

2. To becoming Gestalt Therapist –practitioner, -organizational consultant, -counsellor, -mediator and –coach, (Category 2, other academic master level educations/professions, and Category 3, bachelor level educations/professions):

This program is for professional people, who through their training and work experience with development and leadership of people have gained sufficient practical and theoretical background. Accepted to the organizational consultant line of training are leaders and managers, HR consultants, actors and instructors of theatre, other artists, teachers, educators, media people (TV and radio), journalists, employees in company departments, and other applicants with sufficient and relevant education and experience.)

3. Undergone Gestalt therapy or other psychotherapy in groups or individually corresponding to a minimum of 120 hours (60 minutes).

4. Minimum 26 years of age.

5. Theoretical studies in developmental psychology, clinical psychology and in psychopathology in the specialisation as a clinical psychotherapist is required.

6. Personal interview.

7. Personality test and test-review. Agreement is made on areas of development within personal development, theory, clinical experience according to background.

### **The Practical Steps in Applying**

1. You apply by filling out the GIS application form. You will find the form on our website or you will get it by phoning our GIS office.
2. You have a dialogue by phone with the GIS office to clarify who of the study counsellors from the Training Board you are to meet for interview and test feed-back.
3. The GIS office sends you an invoice on test, interview and test feedback and a deposit. In case of you not being accepted to the training program your deposit will be returned.
4. We send you a personality test. You fill in the test (1 Hour) and return it to the GIS office.
5. The independent test psychologist corrects and returns the test.
6. You meet the senior GIS leader and counsellor in person or on Skype for an interview and a test feed-back. In this interview, you and the GIS representative will discuss the premises, possibilities and specific requirements and dispensations for entering the training program.
7. The GIS Training Board and administration confirms you as a student.
8. As a private student, you make a motivated application for the possible GIS grant and reduction of the training fee.
9. You receive a contract and you choose whether to pay upfront or in three instalments.
10. The GIS office sends you the bill on the remaining training fee for the year.
11. Be aware of GIS-International having integrated Research study and standards for reaching level 7.

### **Application**

Please forward application to: The GESTALT INSTITUTE OF SCANDINAVIA

#### **GIS-International**

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Please enclose CV and photo with the application.

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## Educational and Ethical Board

The Educational and Ethical Board (EEB) consist of five members: John Ewans Porting (JEP) chairman, DK – Liisa Halonen (LH), SF, (Ethics) - Barbro Huldén (BH), SF – Katrin Rosental, (KR), EE, (Psychotherapist Education) – Jette Maja Porting (JMP) coordinator

John Ewans Porting (JEP) DK is chairman of the Educational and Ethical Board (EEB). The Educational and Ethical Board (EEB) has regular meetings on site or by phone/Skype/Teams/Zoom.

Once a year the meetings are extended meetings with censors and/or representatives from the student council. (April or June or September)

The EEB oversees and evaluates the training programme to insure quality and development of teaching and faculty – and to ensure quality and the on-going development of the training program.

The EEB supervises, gives feedback to and inspires the faculty members in their professional development.

The Educational and Ethical Board (EEB) instructs the leader before entering the group and passes on the group reference book in which group process from prior groups are described by former leaders.

## Study Counsellors

The study counsellors are:

Katrin Rosental (KR), EE – for students living in Eastern Countries and Finland and John Ewans Porting (JEP), DK for students living in the Western Countries Denmark. In 2020-2021 16 Nationalities are enrolled in the GIS Training Program.

## Student Council

The students elect four students, - two students from the 1<sup>st</sup> and 2<sup>nd</sup> year international groups and two from 3<sup>rd</sup> and 4<sup>th</sup> year. The election takes place in the September training seminar. The student council of 4 students elects a spokesman who has regular meetings with the training board.

The student council meet on site twice a year when all training groups are gathered (April and June). In connection to the intensive training periods the student council meets on Skype.

## Overview of the Training Program

### Pre-training

Purpose and goal: To provide the students with the first basic knowledge about Gestalt. To give the client/potential student awareness and personal insight of how Gestalt methodology works. Total of 120 hours of 60 minutes/160 study hours of 45 minutes. To assess and evaluate the student's background: Education, experience, other training, own therapy, existential readiness to start/continue the demanding GIS training program.

### First Year. Seminar 1-5

Purpose and goal: To provide the students with basic knowledge about Gestalt principles, -methodology and therapeutic practice – the philosophical, theoretical and therapeutic directions that has influenced Gestalt. To put emphasis on the student's personal development and emerging integration.

- Intensive personal development
- Basic notions and theory of Gestalt
- Gestalt therapy's history, development and place in society
- Developmental psychology and personality formation
- Individual therapy and self-reflection
- Oral examination in Gestalt principles and methodology
- Written work: Auto biography describing own personal development and connecting to Gestalt terminology and methodology
- Evaluation process where the evaluation tools are introduced and integrated

### Second Year. Seminar 6-10 + Supervision option 1 – 2.

Purpose and goal: To continue personal development with increasing integration. To deepen knowledge about the fundamental psychological and therapeutic theories and methods of Gestalt and to provide knowledge about the roots of Gestalt (Existentialism (Kirkegaard, Yalom, Spinelli), Gestalt Psychology, Psychodrama (Moreno), Psychoanalysis (Freud) Body oriented therapy (Reich and Lowen). To integrate ethics in the work with Gestalt methods, principles and techniques. To understand and integrate how the emotional Gestalt approach connects to the existential Doing and Being.

- Continued personal development with emphasis on relational work starting with the group process and group dynamics
- Deepened work with communication skills and conflict resolution (encounter)
- Training in basic skills (Person-~~T~~herapist-Observer work)

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- Integrate understanding of and skills in working with the basic theories, concepts and methods in Bioenergetics, Psychodrama, Existentialism, Psychoanalysis, Zen etc.
- Oral examination in the fundamental psychotherapeutic theories and how they connect to Gestalt theory, approach and practice
- Basic knowledge about other psychotherapeutic methods and their connection to Gestalt therapy
- Written work about how one of the fundamental psychotherapeutic theories and how it has influenced Gestalt theory, approach and practice
- Evaluation process where the student's readiness personally, relationally and professionally is assessed. The process determines whether the student is accepted to the third year of training or is recommended another second year

### **Third Year. Seminar 11 – 15 + Supervision Option 3 – 4.**

Purpose and goal: To get maximum focus on the role as a therapist and emphasis on the relational area. Training of personal leadership. Training of own therapist role in clinical individual therapy under direct and indirect supervision. Starting training of own therapist role in group therapy. Acquiring theoretical and practical knowledge about Mental illness and Diagnostic systems, and personal integration. Deep understanding and integration of own parallel process, transference, counter transference, ethics and boundaries. Understanding and integration of Field theory and Phenomenology in theory and in practice.

- Focus on individual therapy and relational processes
- Direct and indirect supervision techniques
- Methods and techniques of Gestalt – their strengths and weaknesses
- Understanding the international and the national diagnostic terminologies in the Mental Health area and how they relate to Gestalt practice in theory and practice
- Improve the ability in assessing the therapeutic process between client and therapist
- How to interact and cooperate with other professionals in the mental health area
- Ethics, boundaries and norms of the therapist
- How to integrate research into practice and final work in training
- Training of skills in clinical therapy under supervision, individually and in groups
- Assistantship/supervised leadership in the other students' P-T-O groups
- Oral examination in Gestalt theory and clinical methodology
- Written work describing an area of Gestalt theory and applied clinical methodology
- Evaluation introducing the end-evaluation process in connection to the student's professional capabilities in the clinical and mental health field

### **Fourth Year. Seminar 16 – 19 + Supervision Option 5 – 6.**

Purpose and goal: That the student gets psychotherapeutic skills through personal, professional supervision and integration of theory, practice and psychotherapeutic ethics. Specialization and preparation of thesis that is presented and published at the end of the training. Final examination. Finishing-up evaluation where strengths, weaknesses, continued personal and professional areas of development and boundaries are defined and integrated. Continued focus on deep understanding and integration of own parallel process, transference, counter transference, ethics and boundaries.

- Strong emphasis on group therapy and group processes in systems (couples/families)
- Understanding the cultural and social conditions for clients, families and other systems
- Direct and indirect supervision techniques
- The strengths and weaknesses of Gestalt therapy
- The strengths and weaknesses of the therapist
- Ethics, boundaries and norms
- Training of skills in clinical therapy under supervision, individually and in groups
- Assistantship with – and supervision from – senior leaders
- How to interact and cooperate with other professionals in the mental health area
- Supervision in how to build own practice: Legal, professional, supervision, journaling and ethics
- Presentation of a written research study and thesis work as a lecture, integrated in supervised practice and in the final oral examination and evaluation
- Oral examination where the student demonstrates clinical psychotherapeutic skills in theory and in practice
- The research written work – thesis – is anchored in the student's supervised practice with outside clients, describing, discussing, and concluding the chosen subject.
- The student presents the thesis in a lecture given to all students, leaders and invited guests.
- Professional end-evaluation process in connection to the student's professional and personal capabilities in the clinical and mental health field. In the evaluation process the student gets clarity on the further personal and professional development and ongoing supervision after training.

## **Educational Structure and Form**

The Gestalt Training Program is experimental, therapeutic and theoretical. To ensure fulfilling the overall goal the following educational structures and forms are used:

**Lectures** where theory and themes are introduced deepened and discussed.

**Experimental experiments and exercises** where personal awareness and experience grows.

**Personal therapeutic work and self-reflection**, for personal integration in the Here and Now.

**Group work** where group dynamics are addressed made aware, understood, and integrated.

**Feedback processes** to learn to give and receive valuable information in a dialogue.

**Individual study guidance** of the student for inspiration and keeping the student on track.

**Supervision, direct and indirect.**

## **Structure of the Training Program**

### **Pre-training Courses (National)**

Before entering the training program, students must have undergone Gestalt therapy in groups or individually corresponding to a minimum of 120 hours (60 minutes). One possibility is the one-year basic training consisting of 160 lessons (45 minutes).

### **Training Courses/Intensive Residential Seminars**

The first 2 years of the training program consist of 10 full-day seminars of 6-7 days. The students work with their personal and professional development under therapeutic, psychological and pedagogical guidance. Seminars 1-3 mainly have a personal development focus. Seminars 4-6 mainly have a relational focus. Seminars 7-10 mainly have a focus on group therapy and leadership issues.

During the last 2 years the focus is on direct and indirect supervision and on individual specialization either in the therapeutic or the organizational area. The student connects to the same international group although the training

### **International Training Settings**

Twice a year all students from all countries meet in intensive seminars for international and inter cultural exchange and experience. This takes place in April Estonia and in June in Denmark.

### **Assisting in Therapy Groups (Practical Training and Direct Supervision)**

The student gets the opportunity to train his/her leadership role with instruction and under direct supervision. The student participates with increasing responsibility throughout 1<sup>st</sup> year, 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> year - individually considering the student's need and actual capability. The student takes part in · GIS-International's other training activities in Denmark, Estonia, Faroe Islands, Finland and Sweden.

### **Supervision and Training Seminars.**

These seminars are held with parallel client groups. The students work under direct supervision with outside clients in an intensive development process and -setting.

The aim of the work and structure is "stretching" the student's personal and professional capability and self-understanding. Important issues are therapist boundaries, strengths and weaknesses, "how to treat", "how to teach", working with transference and counter transference (projections), and therapeutic ethics.

### **Clinical work under supervision**

The student is having clients and groups under supervision outside the training seminars (3<sup>rd</sup> and 4<sup>th</sup> year)

#### **Group Supervision (National)**

In the group supervision program, the students work with outside client groups learning the dynamics, strengths, weaknesses, possibilities, and limitations of the leadership, experiencing own leadership in small and large groups, in co-operation, etc. The student gives 120 group hours and receives 40 hours of supervision (3<sup>rd</sup> and 4<sup>th</sup> year)

#### **Individual Supervision (National)**

In the individual supervision program, the student is instructed, taught and supervised in one to one therapy with clients. The program is organized in groups of 3-4 students under direct and indirect supervision. The focus is on integration of theory and practice, and development of the student's style of leadership and role as a therapist. The student gives 100 individual hours to outside clients and receives 60 hours of supervision. (3<sup>rd</sup> and 4<sup>th</sup> year)

### **Supervision on Voluntary and Professional Work with Clients (National)**

Voluntary work with clients in cooperation with an outside social and/or treatment oriented organization. 180 hours during the last part of 2nd year to the first part of 4th year. Contract that includes supervision is made prior to start between the student, the outside organization and GIS-International. For students already working clinically in the Mental Health Field see to getting relevant professional supervision on their clinical work.

### **Individual Therapy (National)**

The one-to-one work (therapist and student). The student works through his/her personality and personal life issues using Gestalt principles and methodology. The goal is that the student gets a profound knowledge, understanding and acceptance of him/herself as a person and as a professional.

### **Development Dialogue, Study Guidance, and Need for Dispensation**

Twice a year of training (minimum) the student meets one of the members/counsellors of the Training Board for a development dialogue. The issues are: Personal development, professional development, supervision and practicum, future planning, special personal or professional wishes or needs for dispensation, etc. The student writes the agreed resume that is signed by the study-counsellor from the training board.

### **Theory Seminars**

Theory seminars are either recommended (outside the institute) or arranged (by GIS) in various subjects within Gestalt therapy in theory and practice, developmental psychology, clinical psychology, psychopathology, psychiatry, psychoanalytic theory and practice, existentialism, psychodrama, body therapy, and system and leadership development.

### **Theory, Study and Personal Reflection**

During the training program, a catalogue of examination requirement books and articles is recommended or handed out to the participants. Through the Training Program approximately 6000 pages are read and discussed.

A library is established and situated at the GIS-International Training Centre at Orø in Denmark.

### **Special Theory Studies**

GIS has in cooperation with Tartu University initiated a Bachelor program in Development Psychology in Cooperation with Tartu University in Estonia. The program takes place partly in connection to some of the training weeks and is partly Web based. The intention is to start similar programs in Clinical Psychology and Psychopathology.

### **National Study Groups, P-T-O**

Throughout the time of study, the students work in organised study-, development-, and training-subgroups, where P-T-O work practice take place: **P**erson (client), **T**herapist, and **O**bserver. In the study groups, the curriculum of approximately 6000 pages are discussed. (300 hours/400 Study hours).

### **Dispensation**

It is possible to prolong the study with 2 years in general.

The dispensation is discussed with the national study counsellor and confirmed in the international Educational and Ethical Board (EEB). Dispensation for more than 2 years (1 to 2 years extra) is given in rare cases: Giving birth, job abroad, serious illness, i.e.

### **Examination**

During the last part of the 1<sup>st</sup> year the student writes an auto biography including integrating Gestalt methodology and awareness. At the end of 1<sup>st</sup> year there is an oral examination in the Gestalt methodology and principles related to own development and personal behavioural patterns.

During the last part of the 2<sup>nd</sup> year the student writes an essay describing one of "the Roots of Gestalt" and how the root has influenced Gestalt therapy and terminology. At the end of 2<sup>nd</sup> year there is an oral examination in the roots of Gestalt, which means to say the basic theories for Gestalt: Existentialism, Developmental Psychology, Psychodrama, Gestalt Psychology, Psychoanalysis, Psychoanalytic Theory, Reich: Body Awareness (Therapy), Analytic Psychology, Buddhism, Zen, and Taoism.

During the last part of the 3<sup>rd</sup> year the student writes about and discusses a chosen theoretical aspect in Gestalt theory and methodology in combination with a client case. At the end of 3<sup>rd</sup> year, the oral exam is on Gestalt Theory and Methodology.

The student ends his/her 4-year study by writing a thesis, in which the coming Gestalt therapist proves personal and professional integration of theory and practice. Therapeutic research is described deeply analysing, planning, executing, evaluating, and discussing a therapeutic project with guidance and supervision by the senior faculty of GIS-International.

At the end of 4<sup>th</sup> year there is an oral examination in theory and practice, in which the student accounts for and demonstrates and practices Gestalt methodology and principles. The student does the final examination under the guidance of one internal senior leader and one external censor.

Individual Study inclusive written work from 1<sup>st</sup> to 3<sup>rd</sup> year (360/480), PTO study groups (300/400), written work, Research and Thesis (330/440). Total of 990 hours/1320 st.hrs.

## External Examiners

Karen Dons Blædel, PhD, Gestalt Psychotherapist, (DK), Ivika Pöldsepp, Psychologist, Gestalt Psychotherapist (EE), Karmel Tall, Gestalt Psychotherapist and lecturer in Social Science and Psychology at Tartu University, (EE), Jacob Wiemann, Gestalt Psychotherapist (DK).

## Evaluation

Evaluations take place after 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> year.

The evaluation process consists of a self-evaluation, an evaluation made by the other students, and an evaluation made by the leaders teaching in the program in connection to the training board

- 1<sup>st</sup> year evaluation is an introduction of the evaluation tool, in which Gestalt methodology and principles are integrated.
- 2<sup>nd</sup> year evaluation is determining whether the student immediately can proceed on the second part of the training program - and on which terms (making personal contract)
- 3<sup>rd</sup> year evaluation leads to specification of the personal contract.
- 4<sup>th</sup> year evaluation is the final evaluation.

In connection to the evaluation processes at the end of 2<sup>nd</sup> year, 3<sup>rd</sup> year and 4<sup>th</sup> year GIS has developed specific systems to ensure each student and becoming therapist the ethical awareness of therapeutic and personal strengths and weaknesses (areas of further development and growth).

## Ethics

GIS-International follows the ethical and professional guidelines of EAGT and EAP and of the national Danish therapeutic association PF. In practice, the national and international guidelines are discussed and implemented all through the training program. In connection to the individual and the group supervision programs and in the evaluation processes and oral exams transference and counter transference is an important issue where boundary issues are discussed found and implemented in the coming therapist's personal style and professionalism.

The GIS-International students mainly come from Denmark, Estonia, Finland, and Sweden. Fewer students come from Belgium, Canada, England, France, Greece, Italy, Latvia, Malta, Mexico, Netherlands, Norway, and Poland.

The overall teaching language is English. The students are also connected in national study groups, where national perspectives and issues, national study literature, personal, and professional developmental issues are addressed, supervised, and integrated.

## Research

GIS-International has since 2009 strengthened the Gestalt approach to research by cooperating with Dr. Ken Evans who is a well-known expert in the area of qualitative research. Ken Evans also supervised several of the GIS graduating students in their final work and inspired the GIS faculty in taking over. We are sorry to tell, that Ken died in the summer 2015.

We are having contact to Linda Finlay, who is the co-author together with Ken Evans on their book on Qualitative Research, to take over after Ken in inspiring, supporting, and supervising GIS-International in the Qualitative Research Methodology.

Karmel Tall has been conducting the yearly Research seminars in connection to the September seminars.

From 2022 and on GIS-International has joined a process upgrading the Research part of the study to level 7. This process is done in close cooperation with the Danish Association for Psychotherapy and with Crossfield Institute in England. The aim is Partly focusing and sharpening Research as such and partly that Students learn and reach level 7.

(Level 7 is the so called "Master level", which is the future aim for GIS to achieve).

## The Total of the Training Program

**The total minimum hours of study are 1678 hours of 60 minutes (2237 lessons of 45 minutes) + Optional training of 384 hours of 60 minutes (512 lessons of 45 minutes).**

H = hours of 60 minutes. L = lessons of 45 minutes.

Pre-training, a minimum of 120 H/160 L is required.

1<sup>st</sup> year is estimated to 334 H/445 L + 51 H/68 L of optional training

2<sup>nd</sup> year is estimated to 333 H/443 L +111 H/148 L of optional training

3<sup>rd</sup> year is estimated to 456 H/608 L +111 H/148 L of optional training

4<sup>th</sup> year is estimated to 435 H/580 L +111 H/148 L of optional training

The total minimum of training is estimated to 1678 H/2237 L + 384 H/512 L of optional training. The individual study hours, written work, research and thesis (not PTO/Study groups) are estimated to 690 H/920 L.

**Total of the 4-year training program including the individual study: 2368 H/3157 L**

The minimum hours required are 1639 hours of 60 minutes (2185 lessons of 45 minutes) not including the optional training, voluntary work, and individual study.

In case of missing seminars/hours compensation is done either in Estonia or in the Nordic countries.

The Training Program is under constant improvement. GIS is involved in the ongoing European EAP, EAGT, and PF accreditation procedures. This means that adjustment of the program may occur.

## Total of training hours of 60 minutes/lessons of 45 minutes

Theory and methodology:	465/620
Personal therapy, group therapy experience and supervision:	460/613
Supervision Program on Individual Therapy:	160/213,3
Supervision Program on Group Therapy:	160/213,3
Indirect and direct supervision in training seminars	133/177
PTO study groups integrated in the training structure	300/400
<b>Total of training seminars and supervision programs</b>	<b>1678/2237</b>

Individual Study inclusive written work from 1<sup>st</sup> to 3<sup>rd</sup> year 360/480

Written work, Research and Thesis 4<sup>th</sup> year 330/440

Total of individual study, group study and self-reflection 690/920

**Total of the 4-year training program including the individual study: 2368 H/3157**

Optional and individually planned:

Voluntary Clinical Work or equivalent including supervision: 180/240

Optional GIS training seminars under supervision: 204/272

## The Nordic Groups incl. Faeroe Islands and the Finnish/Estonian Training Groups

- 4-6 intensive training or supervision seminars per year. Each training week/seminar is 42 – 51 hours of 60 minutes (56 – 68 lessons)
- 20 hours of individual therapy per year the first two years
- 10 hours of individual therapy per year the last two years
- Study counseling and development dialogues twice a year (2 x 1 hour).
- 75 hours/100 lessons of national sub-group meetings per year
- 160 hours/213 lessons supervision program in clinical individual psychotherapy during 3<sup>rd</sup> and 4<sup>th</sup> year
- 160 hours/160 lessons supervision programs in clinical group psychotherapy during 3<sup>rd</sup> and 4<sup>th</sup> year
- 180 hours/240 lessons voluntary work under supervision during 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> year
- Possibility for compensation for lost training time in a Nordic/Estonian parallel group
- Supervision on establishing own practice with clients
- Optional national and international training and supervision seminars with several possibilities for practicum/assistantship and supervision

## The GIS-International Training Program *Hours = 60 min. Lessons = 45min.*

Pre-training	Structure			Remarks	hours	lessons
<b>Time of study - pre-training</b>	120 hours	120	hours	Pre-training in Gestalt	120	160
<b>1<sup>st</sup> year</b>					<b>120</b>	<b>160</b>
Interview and test feedback	Intake 1st year	3	hours	Intake conditions	3	4
Training seminars	1 x 7 days	51	hours	Including 2 days in weekends	51	68
Training seminars	4 x 6 days	168	hours	Including 8 days in weekends	156	208
Study group (P-T-O)	10 x 1 day	75	hours	In weekends	75	100
Ind. therapy/study counseling	Min. 20 +2 hour	22	hours	Individually appointed	22	29
Personal preference (relevant training)		27	hours	Individually arranged	27	36
Additional training,	1 x 7 days	51	hours	Optional (68 lessons)	(51)	(68)
Written essay; Autobiography				During 1 <sup>st</sup> year		
Examination in group	End of year	1	hour	Gestalt Methodology		
Evaluation in group	End of year	2	days	Included in the study		
<b>Time of study - 1<sup>st</sup> year</b>					<b>334</b>	<b>445</b>
				Optional Training	(51)	(68)
<b>2<sup>nd</sup> Year</b>						
Training seminars	1 x 7 days	51	hours	Including 2 days in weekends	51	68
Training seminars	4 x 6 days	156	hours	Including 6 days in weekends	156	208
Study group (P-T-O)	10 x 1 day	75	hours	In weekends	75	100
Ind. therapy/study counseling	Min. 20 +2	22	hours	Individually appointed	22	29
Personal preference and choice		27	hours	Individually arranged	27	36
Additional training, Practicum	1 x 7 days	51	hours	Optional (68 lessons)	(51)	(68)
Voluntary work under supervision	External	60	hours	Clinical Supervised Experience	(60)	(80)
Written task: Roots of Gestalt				During 2 <sup>nd</sup> year		
Examination	End of year	1,5	hour in pairs	Roots of Gestalt (2 St.hrs.)	1,5 h -> 2	2
Evaluation for entering 3rd year	End of year	2	days	Included in the study		
<b>Time of study - 2<sup>nd</sup> Year</b>					<b>333</b>	<b>443</b>
				Optional Training and Supervision	(111)	(148)
<b>3<sup>rd</sup> year</b>						
Supervision & training seminars	1 x 7 days	51	hours	Including 2 days in weekends	51	68
Supervision & training seminars	4 x 6 days	117	hours	Including 6 days in weekends	156	208
Study group (P-T-O)	10 x 1 day	75	hours	In weekends	75	100
Individual supervision with clients	30 hours	30	hours	Individually arranged	30	40
Given individual psychotherapy	50 hours	50	hours	Individually arranged	50	67
Group supervision with clients	60+20 hours	80	hours	Individually arranged	80	107
Ind. therapy/study counseling	Min. 10 +2 hour	12	hours	Individually arranged	12	16
Additional training, Practicum	1 x 7 days	51	hours	Optional (68 lessons)	(51)	(68)
Voluntary work under supervision	External	90	hours	Clinical Supervised Experience	(90)	(120)
Written task: Gestalt theory				During 3 <sup>rd</sup> year		
Examination	End of year	1,5	hour in pairs	Gestalt theory (2 lessons)	2	2
Evaluation	End of year	2	days in group	Included in the study		
<b>Time of study - 3<sup>rd</sup> year</b>					<b>456</b>	<b>608</b>
				Optional Training and Supervision	(111)	(148)
<b>4<sup>th</sup> year</b>						
Supervision & training seminars	1 x 7 days	51	hours	Including 4 days in weekends	51	68
Supervision & training seminars	3 x 6 days	117	hours	Including 4 days in weekends	117	156
Study group (P-T-O)	10 x 1 day	75	hours	In weekends	75	100
Individual supervision with clients	30 hours	30	hours	Individually arranged	30	40
Given individual psychotherapy	50 hours	50	hours	Individually arranged	50	67
Group supervision with clients	60+20 hours	80	hours	Individually arranged	80	107
Ind. therapy/study counseling	Min. 10 +2 hour	12	hours	Individually arranged	12	16
Supervised assistantship in training groups	1 x 7 days	51	hours	Optional (68 lessons)	(51)	(68)
Ind. therapy/study counseling	Min. 10 +2 hour	12	hours	Individually arranged	12	16
Voluntary work under supervision	External	60	hours	Clinical Supervised Experience	(90)	(120)
Written thesis, supervised and presented	End of year	6	hours	Thesis published – presentation and	6	8
Final examination	End of study	1½	hour	Oral exam., integration of therapeutic theory & practice (2 lessons)	2	2
Final evaluation in the group	End of study	2	days	Included in the study		
<b>Time of study - 4<sup>th</sup> year</b>					<b>435</b>	<b>580</b>
				Optional Training and Supervision	(111)	(148)
<b>Total of the 4-year training program</b>					<b>1.678</b>	<b>2.237</b>
<b>Individual study hours, written work, research and thesis (not PTO/Study groups)</b>					<b>690</b>	<b>920</b>
<b>Total of the 4-year training program including the individual study</b>					<b>2.368</b>	<b>3.157</b>
<b>Optional training Seminars</b>					<b>(204)</b>	<b>(272)</b>
<b>Voluntary Work / Clinical Practice under Supervision</b>					<b>(180)</b>	<b>(240)</b>

## A Thematic Overview for all Training Seminars

### Pre-training. Total of 120 hours

#### Purpose and Goal

To provide the students with basic knowledge of Gestalt. To let the student, get the awareness of how Gestalt methodology fits her/him. And to let the leaders of the pre-training get the awareness and knowledge of the student to decide whether she/he is ready to start/continue the 4-year training program.

### First Year, Clinical Psychotherapist

#### Purpose and Goal

To provide the students with basic knowledge about Gestalt principles, -methodology and therapeutic practice. To provide knowledge about the roots of Gestalt – the philosophical, theoretical and therapeutic directions that has influenced Gestalt. To put emphasis on the student's personal development and emerging integration.

- Seminar 1**      Establishing the group.  
Introduction to Gestalt psychotherapy: Awareness, Here-and-now, Responsibility, Contact, Resistances.  
The roots of Gestalt – a historic overview  
**September**
- Seminar 2**      Body work in Gestalt. The hidden resources of the body.  
Retroflection, body awareness, figure-ground, unfinished business.  
Focus on developmental psychology.  
**November**
- Seminar 3**      The roots of Gestalt: Existentialism and Zen. Choice and responsibility.  
Awareness processes and the connection to Existentialism and Zen.  
**February**
- Seminar 4**      Confluence and dependency.  
Basic field theory and attachment theory  
Group dynamics and process work, encounter.  
**April**
- Seminar 5**      Examination and evaluation. Gestalt theory related to own development and personality.  
The roots of Gestalt: Psychodrama and creativity.  
Gestalt work with autobiography.  
**June**

During the first year of training the student integrates the basic theory of Gestalt. In the written autobiography, the student integrates her Gestalt perspective documenting her deep understanding and integration of own process.

## Second Year, Clinical Psychotherapist

### Purpose and goal

That the student continues her personal development with increasing integration. That she deepens her knowledge about the fundamental psychological and therapeutic theories and methods of Gestalt. Integrate ethics in the work with Gestalt methods, principles and techniques. Understand how the emotional Gestalt approach connects to the existential Doing and Being.

<b>Training Seminar 6</b>	<u>Psychodrama and creativity in Gestalt, continued.</u> Confluence, dependency and co-dependency in couples and families. Dialogical work. Relational work, encounter, conflict resolution in systems and in organizations. Field theory and practice. <b>September</b>
<b>Training Seminar 7</b>	<u>Bodywork in Gestalt.</u> Gestalt and Bioenergetics. Creative work with dreams and fantasy. Deep integration Gestalt work individually and in the group with body awareness as a key issue. Developmental psychology in connection to the body. <b>November</b>
<b>Training Seminar 8</b>	<u>Gestalt methods and techniques – in clinical work and in development work.</u> Psychopathology in theory and practice. Boundaries and contact. Ethics. <b>February</b>
<b>Training Seminar 9</b>	<u>Gender issues: Sexuality and sensuality related to own personality.</u> Ethics and boundaries. Couple therapy, Gestalt work with families and systems. <b>April</b>
<b>Training Seminar 10</b>	<u>Examination, evaluation and Gestalt work with the roots.</u> Transition to the 3rd and 4th year. Supervision and action plans. <b>June</b>
<b>Voluntary Work Client Supervision</b>	<u>Supervision on client work.</u> 60 hours. Voluntary work with clients 1. Transition to becoming a therapist. The student organizes therapeutic practicum/work under supervision in an organization in cooperation with GIS-International. Individually planned. <b>Through last part of the training year</b>

During the last part of the second year the student writes an essay describing one of "the Roots of Gestalt" and how that root has influenced Gestalt therapy and terminology. At the end of the year there is an oral examination in the roots/the basic theories of Gestalt.

### Third Year, Clinical Psychotherapist

#### Purpose and goal

That the student gets maximum focus on the role as a therapist and emphasis on the relational area. Training of personal leadership. Training of own therapist role in clinical individual therapy under direct and indirect supervision. Starting training of own therapist role in group therapy. Acquiring theoretical and practical knowledge, and personal integration. Deep understanding and integration of own parallel process, transference, counter transference, ethics and boundaries.

<b>Training Seminar 11</b>	<u>Psychopathology in theory and practice.</u> Conditions and limitations in the clinical psychotherapy and in the psychiatric treatment. Confluence, dependency and co-dependency. The role as a therapist. Deepening the issues of transference, counter transference and ethics. <b>September</b>
<b>Training Seminar 12</b>	<u>Field Theory in Practice</u> Focus on the role as a group therapist. Nowness and presence Confluence, dependency and co-dependency Focus on transference and counter transference (Projections, i.e.) Couple- and Family work in theory and practice (1) Dialogical approach in a group setting Thematic intervention in the field <b>November</b>
<b>Training Seminar 13</b>	<u>Role as a Therapist. Supervision on client work.</u> Transition to becoming a therapist. Focus on transference and counter transference. Individual psychotherapy and supervision in group settings. Focus on continuity, ethics and boundaries. Continued training on balanced empathy and confrontation. Direct and indirect supervision. <b>February</b>
<b>Training Seminar 14</b>	<u>Gestalt methodology and techniques in clinical work – and in development work. Field theory in practice.</u> Assisting in working in a cross-cultural setting with 4 nationalities. The emotional pedagogy. Leadership and personal style. How to teach and how to lead. Direct and indirect feed-back processes. Nowness and presence. Dialogical approach in a group setting. <b>April</b>
<b>Training Seminar 15</b>	<u>Examination and evaluation.</u> Preparation of subject for next year's thesis. Theory of science and writing of thesis. <b>June</b>  During the last part of the third year the student writes about and discusses a chosen theoretical aspect in Gestalt theory and methodology. At the end of third year the oral exam is on Gestalt Theory.

## Fourth year, Clinical Psychotherapist

### Purpose and goal

That the student gets psychotherapeutic skills through personal, professional supervision and integration of theory, practice and psychotherapeutic ethics. Specialization and preparation of thesis that is presented and published at the end of the training. Final examination. Finishing-up evaluation where strengths, weaknesses, continued personal and professional areas of development and boundaries are defined and integrated. Continued focus on deep understanding and integration of own parallel process, transference, counter transference, ethics and boundaries.

**Seminar 16**      Dialogical work - I and Thou. How the leader and therapist use herself. Relations, encounter, conflict resolution in systems and organizations. Boundaries and ethics. Theory of scientific research and writing the thesis on a chosen subject under supervision.  
**September**

**Seminar 17**      The therapist as a leader and a role model.  
Deepening Field Theory in Practice. Deepening the issues of transference, counter transference and ethics. Couple- and Family work in theory and practice (2) Feed back and evaluation processes.  
**November**

**Seminar 18**      Teaching, leading groups, co-work with seniors  
Presentation and discussion of thesis. Assisting therapist in the international training program. Therapist in an international client and student group. All under direct and indirect supervision by senior leaders.  
**April**

**Seminar 19**      Presentation and discussion of thesis. Examination with an external examiner. Evaluation and certification. Feedback on personal therapeutic style, boundaries and ethics.  
**June**

**Client Supervision Individual 80 hours**      Given Individual Psychotherapy and Supervision. Focus on the role as an individual therapist. Focus on relational issues, dialogical approach, and transference and counter transference. Starting practicing individual psychotherapy with clients under direct supervision. The students organize clients in cooperation with GIS-International. 50 hours given + 30 hours supervision.  
**Through whole training year**

**Client Supervision 60 hours**      Group supervision program. The student in co-operation with another student organizes own national group of minimum 6 clients for continuous work over a period of 4 – 6 months. Part of final examination and final evaluation process.  
**Through last part of last training year**

The student ends his/her 4-year study by writing a thesis, in which the coming Gestalt therapist proves personal and professional integration of theory and practice. At the end of fourth year there is an oral examination, in which the student accounts for and demonstrates and practices Gestalt methodology and principles.

**Please note:** All students must have a minimum of 300 hours of group supervision seminars with clients (= 5 seminars of 60 hours or equivalent experience with clients): 60 hours on second year, 120 hours on third year and 120 hours on fourth year.

## Description of the Core Training Seminars

### FIRST YEAR

#### Seminar 1 (September)

*Establishing the group. Introduction to Gestalt psychotherapy,  
Awareness, Here-and-now, Responsibility, Contact, Resistances.  
The roots of Gestalt – a historic overview*

#### Goal

That the group is established and the student is introduced to the history, methodology and basic theory of Gestalt therapy. That the student works with her defense mechanisms, and developmental psychology in a Gestalt perspective related to own development.

#### Content

Individual Gestalt therapeutic work in the group

Life line

Developmental psychology related to own development

Introduction of Gestalt concepts:

- Here-and-now
- Awareness
- Responsibility
- Contact and communication
- The emotional personality model (psychodrama)
- Defense mechanisms and functional mechanisms
- The existential significance of emotions

Establishing sub-groups (P-T-O groups)

Allocate individual therapists for the students

Individual contracting for the training process

#### Educational structure and form

Lectures

Experimental exercises

Personal therapeutic work hours

Group work

Feedback processes

Individual study guidance of the students

#### Time and place

Residential course (6 days)

First day from 6 PM until 2 PM on day 6.

Class hours

08:30 AM – 12:30 PM

03:30 PM – 07:00 PM

08:00 PM – 10:00 PM

#### Distribution of lessons of 45 minutes/hours of 60 minutes

Theory and method 16 lessons/12 hours

Individual therapy/self-reflection/group 16 lessons/12 hours

Basic training, integration 12 lessons/9 hours

Supervision, P-T-O work 12 lessons/9 hours

Total amount: 56 lessons/42 hours

#### Leaders

From the Senior Faculty.

#### Literature

Please refer to reading list.

## **Seminar 2 (November)**

*Reichian Body Work, Bioenergetics,  
Gestalt Body Awareness*

### **Goal**

To highlight the hidden resources of the body in a developmental psychological and therapeutic perspective, and the connection to Gestalt. That the student gets awareness of her own body, blocks and bodily reactions, and that she gets a theoretical knowledge of body awareness.

### **Content**

Reichian body work:

- Breathing exercises
- Body exercises
- Armour
- Defenses/blocks
- Creative work with dreams and fantasy
- Theory of developmental psychology related to own development and personality
- Individual body work/bioenergetic in the group
- Deep integrational clinical Gestalt work individually and in the group with the bioenergetic exercises as a starting point

### **Educational structure and form**

Lectures

Group-exercises

Individual therapeutic work in a group

Theoretical going through therapeutic processes

Self-reflection

Integrational work in sub-groups

Working with Gestalt awareness

### **Time and place**

Residential course (6 days)

First day from 6 PM until 2 PM on day 6.

Class hours

08:30 AM – 12:30 PM

03:30 PM – 07:00 PM

08:00 PM – 10:00 PM

### **Distribution of study hours (lessons) of 45 minutes/hours of 60 minutes**

Theory and method 16 lessons/12 hours

Individual therapy/self-reflection/group 16 lessons/12 hours

Basic training, integration 12 lessons/9 hours

Supervision, P-T-O work 12 lessons/9 hours

Total amount: 56 lessons/42 hours

### **Leaders**

From the Senior Faculty.

### **Literature**

Please refer to reading list.

### **Seminar 3 (February)**

*Roots of Gestalt. Existentialism and Zen.*

#### **Goal**

That the student gets acquainted with the basic existential notions and how they connect to Gestalt. That the student knows her own personality and – in an existential perspective – takes responsibility for her own choices.

#### **Content**

Choice and responsibility

Awareness processes and the connection to Zen

Dream and fantasy work

Individual therapeutic work in the group

P-T-O work

Supervision of the qualitative function of the P-T-O groups

Enlarged perspective on the roots of Gestalt - philosophical and therapeutic directions that Gestalt originates from

#### **Educational structure and form**

Lectures

Group work

Theoretical introduction to exercises, discussion and self-reflection

Individual therapy in the group

#### **Time and place**

Residential course (6 days)

First day from 6 PM until 2 PM on day 6

Class hours

08:30 AM – 12:30 PM

03:30 PM – 07:00 PM

08:00 PM – 10:00 PM

#### **Distribution of study hours**

Theory and method

16 lessons/12 hours

Individual therapy/self-reflection/group 16 lessons/12 hours

Basic training, integration

12 lessons/9 hours

Supervision, P-T-O work

12 lessons/9 hours

Total amount: 56 lessons/42 hours

#### **Leaders**

From the Senior Faculty.

#### **Literature**

Please refer to reading list.

## **Seminar 4 (April)**

*Confluence and Dependency  
The Roots of Gestalt Therapy. Basic Field Theory  
Attachment Theory, Group Dynamics and Process Work.*

### **Goal:**

That the relations in the group are made aware, taken responsibility for and worked on. That the student acknowledges her own personal share/responsibility for all her relations. That the student takes responsibility for own unfinished relational and developmental issues.  
That the student acquires an overview of the roots of Gestalt - the philosophical and therapeutic directions that Gestalt is based on.

### **Content**

Encounter technique as a method for solving conflicts - the setting, the guidelines and the process  
Relational work in the group  
Sociogram as an awareness method  
Individual therapeutic work in the group – self-reflection  
P-T-O work  
Supervision of the qualitative function of the P-T-O groups  
The roots of Gestalt - philosophical and therapeutic roots and directions that Gestalt is based on

### **Educational structure and form**

Lectures  
Group work in big group  
Small group work  
Theoretical introduction to exercises, discussion and self-reflection

### **Time and place**

Residential course (6 days)  
First day from 6 PM until 1 PM on day 6  
Class hours

08:30 AM – 12:30 PM
03:30 PM – 07:00 PM
08:00 PM – 10:00 PM

### **Distribution of study hours**

Theory and method	16 lessons/12 hours
Individual therapy/self-reflection/group	16 lessons/12 hours
Basic training, integration	12 lessons/9 hours
Supervision, P-T-O work	12 lessons/9 hours
<u>Total amount: 56 lessons/42 hours</u>	

### **Leaders**

From the Senior Faculty.

### **Literature**

Please refer to reading list.

## **Seminar 5 (June)**

*Examination, evaluation, psychodrama and Gestalt work with autobiography*

### **Goal**

That the student evaluates herself – theoretically, personally and group-wise. That the student has integrated the basic Gestalt theory, and that she has written her autobiography and documented a Gestalt perspective on her deep understanding of her own psychological development.

### **Content**

Examination in the group: Gestalt theory related to own development and personality. Internal examiner Evaluation. Feedback processes

Individual therapeutic work in the group, self-reflection

P-T-O work

Supervision of the P-T-O groups

Thematic lectures with discussion and self-reflection

### **Educational structure and form**

Lectures

Group work

Theoretical introduction to exercises, discussion and self-reflection

Individual therapy in the group

### **Time and place**

Residential course (7 days)

First day from 6 PM until 2 PM on day 7

Class hours

08:30 AM – 12:30 PM

03:30 PM – 07:00 PM

08:00 PM – 10:00 PM

### **Distribution of lessons of 45 minutes/hours of 60 minutes**

Theory and method 16 lessons/12 hours

Individual therapy/self-reflection/group 16 lessons/12 hours

Basic training, integration 18 lessons/13½ hours

Supervision, P-T-O work 18 lessons/13½ hours

Total amount: 68 lessons/51 hours

### **Leaders**

From the Senior Faculty.

### **Literature**

Please refer to reading list.

## SECOND YEAR

### Purpose and Goal

To provide the students with basic knowledge about Gestalt principles, -methodology and therapeutic practice. To provide knowledge about the roots of Gestalt – the philosophical, theoretical and therapeutic directions that has influenced Gestalt. To put emphasis on the student's personal development and emerging integration.

### Detailed Description of the Core Seminars

#### Seminar 6 (September)

##### *Psychodrama and Creativity in Gestalt*

### Goal

That the student gets insight in, and experience with, working with psychodrama in its varied forms: Psychodrama, sociodrama, monodrama. That the student trains assistantship in psychodrama techniques.

### Content

Personal development is continued with focus on higher integration

The psychodrama technique is gone through in theory and practice

Clarification of the methods and tools of the psychodrama technique: Alter-ego, doubling, catharsis, identification, feedback etc.

Relevance and connection to Gestalt principles and methods

### Educational structure and form

Lectures

Psychodrama and role playing

Group work

Theoretical introduction to exercises, discussion and self-reflection

Individual therapy in the group

### Time and place

Residential course (6 days)

First day from 6 PM until 2 PM on day 6.

Class hours

08:30 AM – 12:30 PM

03:30 PM – 07:00 PM

08:00 PM – 10:00 PM

### Distribution of study hours (lessons) of 45 minutes/hours of 60 minutes

Theory and method 16 lessons/12 hours

Individual therapy/self-reflection/group 16 lessons/12 hours

Basic training, integration 12 lessons/9 hours

Supervision, P-T-O work 12 lessons/9 hours

Total amount: 56 lessons of 45 minutes/42 hours of 60 minutes

### Leaders

From the Senior Faculty.

### Literature

Please refer to reading list.

## **Seminar 7 (November)**

*Body Awareness and Body Work in Gestalt  
Bioenergetics - the connection to Gestalt*

### **Goal**

That the student gets a deep understanding of how body awareness influences the existential being. That the student gets acquainted with the theory and practice of bioenergetics – the true self, the inner core, the healthy child.

### **Content**

Body work and exercises individually, in couples and in the group  
Developmental psychology in connection to the body  
Creative work with dreams and fantasy  
Deep integrational clinical Gestalt work individually and in the group with the bioenergetic exercises in focus

### **Educational structure and form**

Lectures  
Experiments and exercises  
Group work, P-T-O  
Theoretical introduction to the exercises, discussion and self-reflection  
Individual therapy in the group

### **Time and place**

Residential course (6 days)  
First day from 6 PM until 2 PM on day 6.  
Class hours

08:30 AM – 12:30 PM  
03:30 PM – 07:00 PM  
08:00 PM – 10:00 PM

### **Distribution of study hours (lessons) of 45 minutes/hours of 60 minutes**

Theory and method	16 lessons/12 hours
Individual therapy/self-reflection/group	16 lessons/12 hours
Basic training, integration	12 lessons/9 hours
Supervision, P-T-O work	12 lessons/9 hours
<u>Total amount: 56 lessons/42 hours</u>	

### **Leaders**

From the Senior Faculty.

### **Literature**

Please refer to reading list.

## **Seminar 8 (February)**

### *Gestalt Methods and Techniques – in Clinical Work and in Development Work*

#### **Goal**

That the student learns and understands Psycho pathology, and can differentiate mental illness from other human behaviors. That the student recognizes how her personality influences the field (the client). Understanding cultural and social conditions and how they influence clients and families

#### **Content**

Psychopathology in theory and practice:  
Lectures, experiments and student own experience with mental disturbances  
Boundaries and contact  
Ethics and growing edge as a therapist

#### **Educational structure and form**

Lectures  
Group work  
Theoretical introduction to exercises, discussion and self-reflection  
Individual therapy in the group

#### **Time and place**

Residential course (6 days)  
First day from 6 PM until 2 PM on day 6.  
Class hours

08:30 AM – 12:30 PM
03:30 PM – 07:00 PM
08:00 PM – 10:00 PM

#### **Distribution of study hours (lessons) of 45 minutes/hours of 60 minutes**

Theory and method	16 lessons/12 hours
Individual therapy/self-reflection/group	16 lessons/12 hours
Basic training, integration	12 lessons/9 hours
Supervision, P-T-O work	12 lessons/9 hours
<u>Total amount: 56 lessons/42 hours</u>	

#### **Leaders**

From the Senior Faculty.

#### **Literature**

Please refer to reading list.

## **Seminar 9 (April)**

### *Gender Issues, Sexuality and Sensuality*

#### **Goal**

That the student develops her overall perspective of gender issues – in the society, in the group and individually. And how these issues connect to field theory.

#### **Content**

Sexuality and sensuality related to own personality  
Gender issues and sexuality in a group context  
Ethics and boundaries  
Field theory, -analysis and -intervention  
Resistances and contact

#### **Educational structure and form**

Lectures  
Psychodrama and role playing  
Group work  
Theoretical introduction to exercises, discussion and self-reflection  
Individual therapy in the group

#### **Time and place**

Residential course (6 days)  
First day from 4 PM until 11 AM on day 6.  
Class hours

08:30 AM – 12:30 PM  
03:30 PM – 07:00 PM  
08:00 PM – 10:00 PM

#### **Distribution of study hours (lessons) of 45 minutes/hours of 60 minutes**

Theory and method	16 lessons/12 hours
Individual therapy/self-reflection/group	16 lessons/12 hours
Basic training, integration	12 lessons/9 hours
Supervision, P-T-O work	12 lessons/9 hours
<u>Total amount: 56 lessons/42 hours</u>	

#### **Leaders (options)**

From the Senior Faculty.

#### **Literature**

Please refer to reading list.

## **Seminar 10 (June)**

### *Examination, Evaluation and Gestalt Work with the Roots of Gestalt*

#### **Goal**

That the student and profs her theoretical knowledge in theory of roots and how they have influenced the Gestalt theory, methodology and therapeutic approach. (Examination)  
That the student demonstrates her personal growth, self-support, therapeutic skills and leadership (P-T-O work).  
That the student gives and receives feedback in the evaluation process

#### **Content**

Evaluation of each student  
Dialogical work in small groups, P-T-O  
Individual Action plans for the next year of training  
Transition to the next level of the training

#### **Educational structure and form**

Lectures  
Group work  
Theoretical introduction to exercises, discussion and self-reflection  
Individual therapy in the group

#### **Time and place**

Residential course (7 days)  
First day from 6 PM until 2 PM on day 7.  
Class hours  
08:30 AM – 12:30 PM  
03:30 PM – 07:00 PM  
08:00 PM – 10:00 PM

#### **Distribution of lessons of 45 minutes/hours of 60 minutes**

Theory and method	16 lessons/12 hours
Individual therapy/self-reflection/group	16 lessons/12 hours
Basic training, integration	18 lessons/13½ hours
Supervision, P-T-O work	18 lessons/13½ hours
<u>Total amount: 68 lessons/51 hours</u>	

#### **Leaders**

From the Senior Faculty.

#### **Literature**

Please refer to reading list.

**Starts 2<sup>nd</sup> year: Clinical voluntary work outside the institute under supervision. (Supervision and time contract between student, outside organization and GIS. 90 hours, 120 st.hrs. during 2<sup>nd</sup> to 4<sup>th</sup> year.**

## **Client Supervision in Week Seminar**

*Optional group supervision seminar, partly assistantship,  
beginning transition from being a participant to being an assistant*

### **Goal**

That the student trains her ability to be an active dialogue partner with foreign/new group members. That she trains her ability to balanced empathy and confrontation. That she catches and acknowledges own parallel processes. And that she starts to identify with the therapist role as an assistant for senior students and –leaders.

The student brings the needed clients for supervision.

### **Content**

Working with a parallel group  
Direct and indirect supervision  
Teaching Gestalt principles (thematic) in a parallel group  
Assistantship in awareness exercises  
P-T-O work  
Supervision of the P-T-O groups  
Thematic lectures with discussion and self-reflection

### **Educational structure and form**

Lectures  
Group work  
Theoretical introduction to exercises, discussion and self-reflection  
Individual therapy in the group

### **Time and place**

Residential course (7 days)

First day from 6 PM until 2 PM on day 7

Class hours	8:30 AM – 12:30 PM
	3:30 PM – 07:00 PM
	8:00 PM – 10:00 PM

### **Distribution of lessons of 45 minutes/hours of 60 minutes**

Theory and method	16 lessons/12 hours
Individual therapy/self-reflection/group	16 lessons/12 hours
Basic training, integration	18 lessons/13½ hours
Supervision, P-T-O work	18 lessons/13½ hours
<u>Total amount: 68 lessons/51 hours</u>	

### **Leaders**

From the Senior Faculty.

### **Literature**

Please refer to reading list.

## THIRD YEAR

### Purpose and Goal

That the student gets maximum focus on the role as a therapist and emphasis on the relational area. Training of personal leadership. Training of own therapist role in clinical individual therapy under direct and indirect supervision. Starting training of own therapist role in group therapy. Acquiring theoretical and practical knowledge, and personal integration. Deep understanding and integration of own parallel process, transference, counter transference, ethics and boundaries.

### Detailed Description of the Core Seminars

#### Seminar 11 (September)

Psychopathology in Theory and Practice

*The role as a therapist, transference, counter transference and ethics*

### Goal

That the student learns to identify the conditions for therapy: Indication and contra-indication, long- or short-term therapy, therapeutic approach, individual or group, prognosis, evaluation, journal and report, supervision

### Content

Psychopathology, diagnosis and treatment

Conditions and limitations in the clinical psychotherapy and in the psychiatric treatment

The role as a therapist

Deepening the issues and understanding of transference, counter transference and ethics

### Educational structure and form

Lectures

Group work

Theoretical introduction to exercises, discussion and self-reflection

Individual therapy in the group

### Time and place

Residential course (6 days)

First day from 6 PM until 2 PM on day 6.

Class hours

08:30 AM – 12:30 PM

03:30 PM – 07:00 PM

08:00 PM – 10:00 PM

### Distribution of lessons of 45 minutes/hours of 60 minutes

Theory and method 16 lessons/12 hours

Individual therapy/self-reflection/group 12 lessons/9 hours

Basic training, integration 14 lessons/10½ hours

Supervision, P-T-O work 14 lessons/10½ hours

Total amount: 56 lessons/42 hours

### Leaders

From the Senior Faculty.

### Literature

Please refer to reading list.

## **Seminar 12 (November)**

### *Field Theory and Phenomenology in Theory and in Practice*

#### **Goal**

That the student in theory and practice understands field theory and philosophy.  
That the student gets the experience of how she influences the field.

#### **Content**

Nowness and presence  
Confluence, dependency and co-dependency  
Relations and avoidances (Projection, Introjection, Retroflection, i.e.)  
Transference and counter transference  
Dialogical approach in a group setting  
Couple- and Family work in theory and practice (1)  
Thematic intervention in the field  
Conflict resolution in the field

#### **Educational structure and form**

Lectures  
Group work  
Theoretical introduction to exercises, discussion and self-reflection  
Individual therapy in the group

#### **Time and place**

Residential course (6 days)  
First day from 6 PM until 2 PM on day 6.  
Class hours  
08:30 AM – 12:30 PM  
03:30 PM – 07:00 PM  
08:00 PM – 10:00 PM

#### **Distribution of lessons of 45 minutes/hours of 60 minutes**

Theory and method	16 lessons/12 hours
Individual therapy/self-reflection/group	12 lessons/9 hours
Basic training, integration	14 lessons/10½ hours
Supervision, P-T-O work	14 lessons/10½ hours
<u>Total amount: 56 lessons/42 hours</u>	

#### **Leaders**

From the Senior Faculty.

#### **Literature**

Please refer to reading list.

## Seminar 13 (February)

### *Gestalt Methodology in Clinical Work – and in Developmental Work*

#### **Goal**

Role as a Therapist. Supervision on client work.

Transition to becoming a therapist. Focus on transference and counter transference in the Now. Individual psychotherapy and supervision in group settings. Focus on continuity, ethics and boundaries. Continued training on balanced empathy and confrontation. Direct and indirect supervision.

#### **Content**

Practicing techniques in mirroring using counter transference in awareness.

Personal Leadership and style

How to teach and how to lead

Direct and indirect feed-back processes

Reflection and evaluation

#### **Educational structure and form**

Lectures

Group work

Theoretical introduction to exercises, discussion and self-reflection

Individual therapy in the group

#### **Time and place**

Residential course (6 days)

First day from 4 PM until 11 AM on day 6.

Class hours

08:30 AM – 12:30 PM

03:30 PM – 07:00 PM

08:00 PM – 10:00 PM

#### **Distribution of lessons of 45 minutes/hours of 60 minutes**

Theory and method 16 lessons/12 hours

Individual therapy/self-reflection/group 12 lessons/9 hours

Basic training, integration 14 lessons/10½ hours

Supervision, P-T-O work 14 lessons/10½ hours

Total amount: 56 lessons/42 hours

#### **Leaders**

From the Senior Faculty.

#### **Literature**

Please refer to reading list.

## Seminar 14 (April)

### *Gestalt Methodology in Clinical Work – and in Developmental Work*

#### **Goal**

That the student practices her role as assisting therapist, as a teacher and a group leader in small cross-cultural settings with students of four nationalities.

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And by The Danish Association for Psychotherapy.

## **Content**

Understanding cultural differentness  
Leadership and personal style  
How to teach and how to lead  
Direct and indirect feed-back processes  
Reflection and evaluation

## **Educational structure and form**

Lectures  
Group work  
Theoretical introduction to exercises, discussion and self-reflection  
Individual therapy in the group

## **Time and place**

Residential course (6 days)  
First day from 4 PM until 11 AM on day 6.  
Class hours

08:30 AM – 12:30 PM  
03:30 PM – 07:00 PM  
08:00 PM – 10:00 PM

## **Distribution of lessons of 45 minutes/hours of 60 minutes**

Theory and method	16 lessons/12 hours
Individual therapy/self-reflection/group	12 lessons/9 hours
Basic training, integration	14 lessons/10½ hours
Supervision, P-T-O work	14 lessons/10½ hours
<u>Total amount: 56 lessons/42 hours</u>	

## **Leaders**

From the Senior Faculty.

## **Literature**

Please refer to reading list.

## **Seminar 15 (June)**

*Exam week and evaluation*

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Certified by EAGT, The European Association for Gestalt Therapy and EAP, The European Association for Psychotherapy,  
And by The Danish Association for Psychotherapy.

## Goal

That the student evaluates herself and gets evaluated by peer group and leaders with the maximum focus on the role as a therapist and emphasis on the relational area. That the student is examined in theoretical and practical Gestalt knowledge and personal integration and in deep understanding and integration of own parallel process, transference, counter transference, ethics and boundaries.

## Content

Feedback processes  
Evaluation responsibility contact and self-support  
Thematic lectures with discussion and self-reflection  
Preparation of theme for thesis  
Theory of science and writing of thesis  
Action and personal development plan for coming year

## Educational structure and form

Lectures  
Group work  
Evaluation in the group  
Oral examination

## Time and place

Residential course (7 days)  
First day from 6 PM until 2 PM on day 7.  
Class hours

08:30 AM – 12:30 PM
03:30 PM – 07:00 PM
08:00 PM – 10:00 PM

## Distribution of lessons of 45 minutes/hours of 60 minutes

Theory and method	16 lessons/12 hours
Individual therapy/self-reflection/group	16 lessons/12 hours
Basic training, integration	18 lessons/13½ hours
Supervision, P-T-O work	18 lessons/13½ hours
<u>Total amount: 68 lessons/51 hours</u>	

## Leaders

From the Senior Faculty.

## Literature

Please refer to reading list.

## **Clinical Psychotherapeutic Work under Supervision for 3rd and 4th Year**

### **The overall goal**

That the student is focused on the role as an individual - and as a group therapist; on continuity, ethics and boundaries. That she practices individual- and group therapy with the members of the parallel group under direct and indirect supervision. That she trains her ability to balanced empathy and confrontation. That she continues to work on her own parallel processes. That she is engaged many-faceted with the therapist role as an assistant for senior students and –leaders. And that the student gets focus on her own supervised practice, and forms a general view of her professional strengths, weaknesses, areas of development and psychotherapeutic ethics.

### **Different structures for group supervision programs are accepted**

1. Working with a parallel group with outside clients
2. Clinical voluntary work outside the institute under supervision. (Supervision and time contract between student, outside organization and GIS. 180 hours)
3. Parallel client group work under direct supervision. (Intensive supervision seminar where students get supervision on working with a parallel group with outside clients)
4. Week-end groups. (3 week-ends + individual therapy. 60 hours)
5. 1-year groups. 5 long week-ends + meetings + individual therapy. 120 hours.
6. Different client group organized by GIS.
7. Individual supervision program. Minimum 160 hours. For all students
8. Group Supervision Program. Minimum 120 hours.

All groups are defined as client groups when participants are from outside the institute. Students in 3<sup>rd</sup> and 4<sup>th</sup> year training participate as assistant therapists under direct supervision of a senior leader/supervisor. Each student fulfills her required group supervision in dialogue with the GIS supervisor. The student trainee's get clients from own practice and from outside professional institutions/organizations/psychotherapists.

GIS-International refers outside clients to the professional network of Psychotherapists. Some of these clients from the professional network are referred to the intensive parallel client group.

### **Supervision on Voluntary and Professional Work with Clients**

Voluntary work with clients in cooperation with an outside social and/or treatment oriented organization. 180 hours during the last part of 2nd year to the first part of 4th year. Contract that includes supervision is made prior to start between the student, the outside organization and GIS-International. For students already working clinically in the Mental Health field see to getting relevant professional supervision on their clinical work.

### **Assisting in Therapy Groups (Practical Training and Supervision)**

The student gets the opportunity to train his/her leadership role with instruction and under direct supervision. The student participates with increasing responsibility throughout 1<sup>st</sup> year, 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> year - individually considering the student's need and actual capability. The student takes part in GIS-International's other training activities in Denmark, Estonia, Faroe Islands, Finland and Sweden.

### **Supervision and Training Seminars**

These seminars are held with parallel client groups. The students work under direct supervision with outside clients in an intensive development process and -setting. The aim of the work and structure is "stretching" the student's personal and professional capability and self-understanding. Important issues are therapist boundaries, strengths and weaknesses, "how to treat", "how to teach", working with transference and counter transference (projections), and therapeutic ethics.

### **The GIS Group Supervision Program**

In the group supervision program, the students work with client groups learning the dynamics, strengths, weaknesses, possibilities, and limitations of the leadership, experiencing own leadership in small and large groups, in co-operation, etc.

### **The GIS Individual Supervision Program**

In the individual supervision program, the student is instructed, taught and supervised in one to one therapy with clients. The program is organized in groups of 3-4 students under direct and indirect supervision. The focus is on integration of theory and practice, and development of the student's style of leadership and role as a therapist. The student gives 100 individual hours to clients and receives 60 hours of supervision.

## Leaders and Supervisors

From the Senior Faculty.

## Time and place

The supervision takes place in Denmark, Estonia, Faroe Islands, Finland and Sweden

## Total distribution of supervision: hours of 60 minutes/lessons of 45 minutes

Supervision Program on Individual Therapy:	160/213
Supervision Program on Group Therapy:	160/213
Indirect supervision in training seminars 3 <sup>rd</sup> and 4 <sup>th</sup> year	124/165
Optional seminars under supervision	204/272
Total	648/863
Voluntary Work or equivalent including supervision:	180/240

## **Group supervision seminars**

*Focus on the role as assisting therapist; focus on relations,  
transference and counter transference.  
Start to practice individual therapy with clients under direct supervision.*

### **Goal**

That the student trains her ability to be an active dialogue partner and therapist with the members of the parallel group. That she trains her ability to balanced empathy and confrontation. That she gets aware, acknowledges, and works on her own parallel processes. And that she identifies with the therapist role as an assistant for senior students and –leaders.

### **Content**

Working with a parallel group  
Direct and indirect supervision  
Teaching Gestalt principles (thematic) in a parallel group  
Assistantship in awareness exercises  
P-T-O work  
Supervision of the P-T-O groups  
Thematic lectures with discussion and self-reflection

### **Educational structure and form**

Lectures  
Group work  
Theoretical introduction to exercises, discussion and self-reflection  
Individual therapy in the group

### **Time and place**

Residential course (7 days)  
First day from 6 PM until 2 PM on day 7.  
Class hours  
08:30 AM – 12:30 PM  
03:30 PM – 07:00 PM  
08:00 PM – 10:00 PM

### **Distribution of lessons of 45 minutes/hours of 60 minutes**

Theory and method	16 lessons/12 hours
Individual therapy/self-reflection/group	16 lessons/12 hours
Basic training, integration	18 lessons/13½ hours
Supervision, P-T-O work	18 lessons/13½ hours
<u>Total amount: 68 lessons/51 hours</u>	

### **Leaders**

From the Senior Faculty.

### **Literature**

Please refer to reading list.

## FOURTH YEAR

### Purpose and goal

That the student gets psychotherapeutic skills through personal, professional supervision and integration of theory, practice and psychotherapeutic ethics. Specialization and preparation of thesis that is presented and published at the end of the training. Final examination. Finishing-up evaluation where strengths, weaknesses, continued personal and professional areas of development and boundaries are defined and integrated. Continued focus on deep understanding and integration of own parallel process, transference, counter transference, ethics and boundaries.

### Detailed Description of the Core Seminars

#### **Transversal Seminar for Research,Theses, and Supervision**

*Research on Client work in own Practice*

*40 Hours on Research Methodology and Supervision*

*60 hours of Supervision on Individual Therapeutic Client Project Work*

*40 Hours on Supervision on Group Therapeutic Client Work*

*Dialogical work - I and Thou.*

*How the therapist/the leader uses herself.*

*Boundaries and ethics.*

### Goal

Working with relations in the group where the student's strengths, weaknesses, continued personal and professional areas of development and boundaries are defined and integrated. Continued focus on deep understanding and integration of own parallel process, transference, counter transference, ethics and boundaries.

### Content

Dialogical theory and approach

Thematic intervention techniques

Conflict escalation in systems and organizations

How avoidance of confrontation becomes a conflict

Boundaries and ethics in intervention

Theory of scientific research and writing the thesis on a chosen subject under supervision

### Educational structure and form

P-T-O work

Direct and indirect supervision

Teaching Gestalt principles (thematic

Assistantship in awareness exercises

Supervision of the P-T-O groups

Thematic lectures with discussion and self-reflection

### Time and place

Residential course (6 days)

First day from 6 PM until 2 PM on day 6.

Class hours

08:30 AM – 12:30 PM

03:30 PM – 07:00 PM

08:00 PM – 10:00 PM

### Distribution of study hours (lessons) of 45 minutes/hours of 60 minutes

Theory and method 16 lessons/12 hours

Individual therapy/self-reflection/group 12 lessons/9 hours

Basic training, integration 12 lessons/9 hours

Supervision, P-T-O work 16 lessons/12 hours

Total amount: 56 lessons/42 hours

### Leaders

From the Senior Faculty.

### Literature

Please refer to reading list.

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**Seminar 16 (September)**  
*Dialogical work - I and Thou.*  
*How the therapist/the leader uses herself.*  
*Boundaries and ethics.*

**Goal**

Working with relations in the group where the student's strengths, weaknesses, continued personal and professional areas of development and boundaries are defined and integrated. Continued focus on deep understanding and integration of own parallel process, transference, counter transference, ethics and boundaries.

**Content**

Dialogical theory and approach  
Thematic intervention techniques  
Conflict escalation in systems and organizations  
How avoidance of confrontation becomes a conflict  
Boundaries and ethics in intervention  
Theory of scientific research and writing the thesis on a chosen subject under supervision

**Educational structure and form**

P-T-O work  
Direct and indirect supervision  
Teaching Gestalt principles (thematic  
Assistantship in awareness exercises  
Supervision of the P-T-O groups  
Thematic lectures with discussion and self-reflection

**Time and place**

Residential course (6 days)  
First day from 6 PM until 2 PM on day 6.  
Class hours

08:30 AM – 12:30 PM  
03:30 PM – 07:00 PM  
08:00 PM – 10:00 PM

**Distribution of study hours (lessons) of 45 minutes/hours of 60 minutes**

Theory and method	16 lessons/12 hours
Individual therapy/self-reflection/group	12 lessons/9 hours
Basic training, integration	12 lessons/9 hours
Supervision, P-T-O work	16 lessons/12 hours
<u>Total amount: 56 lessons/42 hours</u>	

**Leaders**

From the Senior Faculty.

**Literature**

Please refer to reading list.

## **Seminar 17 (November)**

*The therapist as a leader and a role model  
Deepening Field Theory and practice  
Deepening the issues of transference, counter transference and ethics.*

### **Goal**

That the student trains her awareness and ability to feel, mirror, contain and respond to the client field whether it is a two-person field or a larger field.  
That the student becomes aware of the boundary issues and her influence being part of the field.  
That the student becomes aware of her parallel process

### **Content**

Training the inner Zone awareness getting in touch with her real/true self.  
How the therapist uses her inner awareness to reflect the perceived outer Zone before the relevant intervention.  
Couple- and Family work in theory and practice (2)  
Transference and counter transference  
Process of containment  
Thematic intervention in the field

### **Educational structure and form**

Lectures  
Group work  
Theoretical introduction to exercises, discussion and self-reflection  
Individual therapy in the group

### **Time and place**

Residential course (6 days)  
First day from 6 PM until 2 PM on day 6.  
Class hours  
08:30 AM – 12:30 PM  
03:30 PM – 07:00 PM  
08:00 PM – 10:00 PM

### **Distribution of lessons of 45 minutes/hours of 60 minutes**

Theory and method	16 lessons/12 hours
Individual therapy/self-reflection/group	12 lessons/9 hours
Basic training, integration	14 lessons/10½ hours
Supervision, P-T-O work	14 lessons/10½ hours
<u>Total amount: 56 lessons/42 hours</u>	

### **Leaders**

From the Senior Faculty.

### **Literature**

Please refer to reading list.

## **Seminar 18 (April)**

*Therapist in a cross-cultural setting with 4 nationalities  
Direct and indirect supervision by senior leaders  
Teaching, leading groups, co-work with seniors  
Presentation and discussion of thesis*

### **Goal**

That the student is focused on the role as group therapist; on continuity, ethics and boundaries. That she practices group therapy with students under direct and indirect supervision by senior leaders. That she trains her ability to balanced empathy and confrontation. That she continues to work on her own parallel processes. That she is engaged many-faceted with the therapist role as an assistant for senior students and –leaders. And that the student gets focus on her own supervised practice, and forms a general view of her professional strengths, weaknesses, areas of development and psychotherapeutic ethics.

### **Content**

Teaching and leading subgroups of student in an international setting  
Feedback and supervision techniques

### **Educational structure and form**

Lectures  
Group work  
Theoretical introduction to exercises, discussion and self-reflection  
Individual therapy in the group

### **Time and place**

Residential course (6 days)  
First day from 4 PM until 11 AM on day 6.  
Class hours

08:30 AM – 12:30 PM

03:30 PM – 07:00 PM

08:00 PM – 10:00 PM

### **Distribution of study hours (lessons) of 45 minutes/hours of 60 minutes**

Theory and method	16 lessons/12 hours
Individual therapy/self-reflection/group	12 lessons/9 hours
Basic training, integration	12 lessons/9 hours
Supervision, P-T-O work	16 lessons/12 hours
<u>Total amount: 56 lessons/42 hours</u>	

### **Leaders**

From the Senior Faculty.

### **Literature**

Please refer to reading list.

## **Seminar 19 (June)**

*Presentation and Discussion of Thesis.  
Oral Examination with an External Examiner.  
Evaluation ethics and boundaries  
Certification*

### **Goal**

That the student gets a solid and profound awareness about herself, her professionalism and her ethical perspective as a coming Gestalt psychotherapist.

### **Content**

Final evaluation and certification.

Feed-back on personal therapeutic style, boundaries and ethics

Focus and awareness on:

- strengths and weaknesses
- what to work on
- what to avoid (ethics)
- who to refer to whom
- ethics and boundaries as a person and as a professional individual and group therapist
- ongoing supervision

### **Educational structure and form**

Dialogue in the group

Mandela with types of clients and mental disturbances

Self-, group- and senior faculty- (2) evaluation and feed-back

Preparation for presentation seminar of 1½ hour including experiment, discussion and feed-back.

### **Time and place**

Residential course (7 days)

First day from 6 PM until 2 PM on day 7.

Class hours

08:30 AM – 12:30 PM

03:30 PM – 07:00 PM

08:00 PM – 10:00 PM

### **Distribution of lessons of 45 minutes/hours of 60 minutes**

Theory and method 16 lessons/12 hours

Individual therapy/self-reflection/group 16 lessons/12 hours

Basic training, integration 18 lessons/13½ hours

Supervision, P-T-O work 18 lessons/13½ hours

Total amount: 68 lessons/51 hours

### **Leaders**

From the Senior Faculty.

### **Literature**

Please refer to reading list.

## **Client Supervision Summer Seminar**

*Group supervision seminar (3). National practicum and supervision.*

### **Goal:**

That the student gets focus on the role as individual- and group therapist, and on continuity, ethics and boundaries. That she practices individual- and group therapy with clients under direct and indirect supervision. That she trains her ability to be an active dialogue partner and therapist with the members of the parallel group. That she continues to train her ability to balanced empathy and confrontation. That she works on her own parallel processes. And that she is engaged many-faceted with the therapist role as an assistant for senior students and –leaders.

### **Content:**

Working with a parallel group  
Direct and indirect supervision  
Teaching Gestalt principles (thematic) in a parallel group  
Assistantship in awareness exercises  
P-T-O work  
Supervision of the P-T-O groups  
Thematic lectures with discussion and self-reflection

### **Educational structure and form:**

Lectures  
Group work  
Theoretical introduction to exercises, discussion and self-reflection  
Individual therapy in the group

### **Time and place:**

Residential course (7 days)  
First day from 6 PM until 2 PM on day 7.  
Class hours

08:30 AM – 12:30 PM
03:30 PM – 07:00 PM
08:00 PM – 10:00 PM

### **Distribution of lessons of 45 minutes/hours of 60 minutes:**

Theory and method	16 lessons/12 hours
Individual therapy/self-reflection/group	16 lessons/12 hours
Basic training, integration	18 lessons/13½ hours
Supervision, P-T-O work	18 lessons/13½ hours
<u>Total amount: 68 lessons/51 hours</u>	

### **Leaders:**

From the Senior Faculty.

**Literature:** Please refer to reading list.

## **Client Supervision Summer Seminar**

*Summer Couple Group supervision seminar (4). Partly assistantship.  
Couple therapy, working with family dynamics.*

### **Goal**

That the student learns and experiences the techniques and dynamics in couple therapy.  
That the student works with her emerging transition from being a participant to being an assistant. That she works with couples-relations. That she trains her ability to be an active dialogue partner and therapist with the members of the parallel group. That she trains her ability to balanced empathy and confrontation. That she perceives, acknowledges and works on her own parallel processes. And that she identifies with the therapist role as an assistant for senior students and –leaders.  
The student brings a family member (spouse or close relative) for 3 days/½ seminars.

### **Content**

Working with a parallel group  
Direct and indirect supervision  
Teaching Gestalt principles (thematic) in a parallel group  
Assistantship in awareness exercises  
P-T-O work  
Supervision of the P-T-O groups  
Thematic lectures with discussion and self-reflection

### **Educational structure and form**

Lectures  
Group work  
Theoretical introduction to exercises, discussion and self-reflection  
Individual therapy in the group

### **Time and place**

Residential course (8 days)  
First day from 6 PM until 2 PM on day 7.  
Class hours  
08:30 AM – 12:30 PM  
03:30 PM – 07:00 PM  
08:00 PM – 10:00 PM

### **Distribution of lessons of 45 minutes/hours of 60 minutes**

Theory and method	20 lessons/16 hours
Couple therapy/self-reflection/group	20 lessons/16 hours
Basic training, integration	20 lessons/16 hours
Supervision, P-T-O work	20 lessons/16 hours
<u>Total amount: 80 lessons/64 hours</u>	

### **Leaders**

From the Senior Faculty.

### **Literature**

Please refer to reading list.

## **Educational and Ethical Board (EEB, Senior-Faculty, -Supervisors and -Psychotherapists**

**John Ewans Porting** (JEP), Denmark. Gestalt therapist. Started his therapeutic training in 1969 in Gestalt and in Psychodrama 1970. Trained at the Scandinavian Institute of Gestalt, which offered the first 3-year Gestalt training in Scandinavia in 1976. The Gestalt Institute of Toronto brought leaders from the USA and Canada to direct this program. The institute later changed name into the Gestalt Institute of Scandinavia, GIS-International. JEP is trained in psychodrama (2-year training program + 1-year post graduate advanced program).

JEP is executive director of GIS-International and of Personal Management International (PMI-International). PMI is a company that works with leadership and organizational development using Gestalt methodology.

JEP worked for many years as trainer/supervisor for psychiatric and other institutional staffs. In the beginning of 1992 he started the first gestalt-training program in Estonia. JEP is deeply involved in integrating the Gestalt approach and methodology into areas of therapy, teaching, organizational development and leadership training. He is director of training within GIS-International and as such together with the GIS Training Board engaged in conducting the training programs in Denmark, Estonia, Faroe Islands, Finland and Sweden.

Member of the GIS Training Board. Member of PF and EAGT. Senior leader, teacher study counselor, and supervisor at GIS-International.

**Katrin Rosental** (KR), Estonia. MD, Psychiatrist. Educational and Ethical Board (EEB). Gestalt therapist trained at GIS-International.

Director of the GIS training in Estonia. Has own practice.

Member of the GIS Educational and Ethical Board (EEB). Senior leader, study counselor, teacher and supervisor at GIS-International.

**Barbro Huldén** (BH), Finland. Trained at GIS-International. Educational and Ethical Board (EEB). Österbottens Högskola and Gestalt Therapy Institute of Los Angeles. Has own practice.

Member of the GIS Training Board. Senior leader, study counselor, teacher and supervisor at GIS-International.

**Liisa Hallonen** (LH), Finland. Teacher, Educational and Ethical Board (EEB).

Gestalt therapist trained at GIS-International.

Member of the GIS Educational and Ethical Board (EEB). Senior leader, teacher and supervisor at GIS-International. Has own practice.

**Jette Maja Porting** (JMP), Denmark. Gestalt therapist. Trained at GIS-International. Has own practice. Coordinator in the Educational and Ethical Board (EEB)

Individual psychotherapist and supervisor at GIS-International.

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**Sue Congram** (SG), England. Sue is a qualified psychologist based in the UK, where she has worked extensively developing psychotherapists, and leaders and executives. She has published books on business psychology and is studying `the complex nature of leadership through Phd research.

Senior leader, teacher and supervisor at GIS-International.

**Chotta Grandell** (CG), Finland. Teacher.

Gestalt therapist trained at GIS-International.

Individual Psychotherapist, Senior leader, teacher and supervisor at GIS-International.

Has own practice.

**Yaro Starak** (YS), Australia. MSW. Trained Gestalt therapist at Gestalt Institute of Toronto by Jorge Rosner. Leader of Gestalt Institute of Queensland and Brisbane Gestalt Therapy Centre. YS worked extensively in Canada, Hong Kong, South America, and in Europe for many years. Senior leader, teacher and supervisor at GIS-International.

**Ole Ry** (OR), Denmark. MD, Psychiatrist. For more than 35 years he has been practicing individual, group, couple and family therapy. In the late seventies, he completed his Gestalt training at the Gestalt Institute of Scandinavia with different leaders from the USA and Canada. The Gestalt Institute of Toronto directed the program. In recent years (ORN) has trained with Stanislav Groff and is also a Certified Facilitator of Holotropic Breath-work. For many years he worked as a consultant and psychiatrist applying Gestalt therapy within an institutional context.

Senior leader, censor, examiner and supervisor at GIS-International.

**Katarina Fagerström** (KF), Finland. Gestalt therapist. Trained at GIS-International.

Has own practice.

Individual therapist and supervisor at GIS-International.

**Malle Päeva** (MP), Estonia. Gestalt therapist. Trained at GIS-International. Has own practice.

Teacher, Individual Psychotherapist and supervisor at GIS-International.

**Anne-Grethe Mathiesen** (AGM), Denmark. Gestalt therapist. Trained at GIS-International. Has own practice.

Teacher, Individual Psychotherapist and supervisor at GIS-International.

**Tordis Fragaranes** (TF), Faeroe Islands. Gestalt therapist. Trained at GIS-International. Has own practice.

Individual psychotherapist and supervisor at GIS-International.

**Kasper Kivilo** (KK), Estonia. Gestalt therapist. Trained at GIS-International. Has own practice.

Teacher and supervisor at GIS-International. Organizational Line

**Frans Meulmeester** (FM), Belgium. Gestalt therapist and Gestalt OD consultant. Has own practice.

Teacher, psychotherapist and supervisor at GIS-International.

**Kia Karrebæk** (KK), Denmark. Gestalt therapist. Trained at GIS-International. Has own practice. Teacher and psychotherapist at GIS-International.

In addition, several special invited foreign and national guest leaders and lecturers will teach during the 4-year training program.

## **Gestalt Therapy Literature List for the Clinical Gestalt Psychotherapist Training Program and for the Gestalt Practitioner, Coach, Counselor, and Organizational Consultant.**

### Modern Gestalt Introductions

Gestalt Counseling in Action by Petruska Clarkson (2004)

Gestalt Therapy: The Art of Contact by Serge Ginger, (2007)

Gestalt Therapy: A Guide to Contemporary Practice by Philip Brownell (2010)

Gestalt Therapy: History, Theory, and Practice by Ansel L. Woldt and Sarah M. Toman (2005)

Gestalt Therapy: An Introduction to the Basic Concepts of Gestalt Therapy by Hanne Hostrup (2010)

Skills in Gestalt Counseling & Psychotherapy, 2nd edition by Phil Joyce and Charlotte Sills (2009)

Gestalt Therapy: Therapy of the Situation by Georges Wollants (2007)

Gestalt Review: Publications of the Gestalt International Study Center (2000 – 2012)

### Classic Gestalt

Ego, Hunger and Aggression by Fritz Perls (1969)

Peeling the Onion by Jorge Rosner (1987)

Risking Being Alive by Tony Key, Yaro Starak & James Oldham (1978)

Creative Process in Gestalt Therapy by Joseph C. Zinker (1978)

Gestalt Therapy: Excitement and Growth in the Human Personality by Frederick S. Perls, Ralph Hefferline, Paul Goodman (1977)

Gestalt Therapy Integrated: Contours of Theory & Practice by Erving Polster and Miriam Polster (1974)

Gestalt Therapy Now by Irma Lee Shepherd and Joen Fagan (1970)

Gestalt Therapy Verbatim by Fritz Perls (1992)

Living at the Boundary by Laura Perls (1992)

From Planned Psychotherapy to Gestalt Therapy: Essays and Lectures of Frederick by Frederick S. Perls and Peter Philippon (2012)

The Gestalt Approach & Eye Witness to Therapy by Frederick S. Perls (1973)

In and out the Garbage Pail by Fritz Perls (1969/1992)

Creative Process in Gestalt Therapy by Joseph C. Zinker (1978)

Beyond the Hot-Seat: Gestalt Approaches to Group edited by Bud Feder and Ruth Ronall

### Advanced

Aggression, Time, and Understanding: Contributions to the Evolution of Gestalt Therapy by Frank-M. Staemmler (2009)

Awareness, Dialogue and Process: Essays on Gestalt Therapy by Gary M. Yontef (1993)

Creative License: The Art of Gestalt Therapy by Margherita Spagnuolo Lobb, Nancy Amendt-Lyon (editors) (2003)

Developing Gestalt Counseling by Jennifer MacKewn (1997)

**Gestalt Institute of Scandinavia, GIS • International ApS.**

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Certified by EAGT, The European Association for Gestalt Therapy and EAP, The European Association for Psychotherapy,  
And by The Danish Association for Psychotherapy.

Gestalt Reconsidered: A New Approach to Contact and Resistance by Gordon Wheeler (1996)

Gestalt Therapy by Claudio Naranjo (2004)

Gestalt Therapy: Advances in Theory and Practice by Talia Bar-Yoseph Levine (2011)

Handbook for Theory, Research, and Practice in Gestalt Therapy by Philip Brownell (2008)

Relational Approaches in Gestalt Therapy by Lynne Jacobs, Richard Hycner and Erving Polster (2010)

The Emergent Self: An Existential-Gestalt Approach by Peter Philippson (2009)

The Healing Relationship in Gestalt Therapy: A Dialogic Self-Psychology Approach by Richard Hycner and Lynne Jacobs (1995)

The Voice of Shame: Silence and Connection in Psychotherapy by Robert G. Lee and Gordon Wheeler (1997)

Who Could We Ask?: The Gestalt Therapy of Michael Kriegfield by Lee Kassan (2007)

Nature Heals: Psychological Essays by Paul Goodman (1977/1991)

Relational-centered Research for Psychotherapists: Exploring Meanings and Experience by Linda Finlay and Ken Evans (2008)

Psychotherapy Supervision: An Integrative Relational Approach to Psychotherapy Supervision by Maria C. Gilbert and Kenneth Evans (2000)

### Organizations:

### **Books on Gestalt Approaches with Organisations**

Barber P. (2012). *A Reflective Guide to Facilitating Change in Groups and Teams – A Gestalt Approach to Mindfulness*. Oxford: Libri Press.

Bluckert P. (2015). *Gestalt Coaching: Right Here, Right Now*. London, UK: Open University Press.

Bos, M., (2012). *Coaching en diversiteit*. Houten, The Netherlands: Bohn Stafleu van Loghum.

Bentley, T. and Boorman, H. (2005). *Advanced Facilitation*. San Francisco, USA, Jossey-Bass.

Bentley T. and Boorman H. (2008). *Moments of Leadership: Leadership with a Gestalt Focus*. Australia: [www.lulu.com](http://www.lulu.com)

Chidiac M.A. (2018). *Relational organisational Gestalt, An emergent approach to organisational development*. NY, USA: Routledge.

Congram S., Mayes R., Musselbrook M. (2015). *Engendering Balance, A fresh approach to leadership*. St. Weonards, UK: Engendering Balance Publishing.

Dvergsdal D. (2014). *Expanding your leadership. A Journey Towards Building Character*. Oslo: Abstrakt forlag AS.

Francis T., Parlett M. (2016). *Contact and Context: New Directions in Gestalt Coaching*. UK: Gestalt Press

Gaffney S. (2013). *Groups, teams and groupwork revisited*. Australia: Ravenwood Press

Gill W., Engelmann S. (2016). *Coaching perspektiven*. Germany: IGW.

Gnudi F., ed. (2015). *La Gestalt nelle organizzazioni*. Italy: Scuola Gestalt di Torino.

Gross, T., ed. (2013). *Bringing Citizen Voices to the Table: A Guide for Public Managers* by Carolyn J. Lukensmeyer, San Francisco: Jossey-Bass.

Hardaway N. (2013). *The Awareness Paradigm: A Story of Leadership Success*. Cambridge, MA: Merrimack Media.

- Leary-Joyce J. (2014). *Fertile Void: Gestalt Coaching at Work*. UK: AoEC Press.
- Lukensmeyer C. (2013). *Bringing Citizen Voices to the Table: A Guide for Public Managers*. San Francisco, CA: Jossey-Bass.
- Marmgren L. (2014). *People at Work: Gestalt Methodology and Management*. Norderstedt , Germany: Books On Demand.
- Maurer R. (2004). *Making a compelling case for change*. USA: Maurer & Associates.
- Melnick J., Nevis E.C., eds. (2009). *Mending the world, Social interventions by Gestalt practitioners worldwide*. USA: Gestalt International Study Center.
- Merry U., Brown G. (1990). *The neurotic behaviour of organisations*. USA: Gestalt Institute of Cleveland.
- Meulmeester F. (2013). *Changing is standing still, a gestalt perspective on organizations*. The Netherlands: Brave new books.
- Meulmeester F., Rizou I., Stamatis G. (2016). *The art of change: Gestalt: a different approach for organizations*. Greece: I. Sidderis.
- Nevis E.C. (1986). *A Gestalt approach to organisational consulting*. USA: Gestalt institute of Cleveland.
- Parlett M. (2015). *Future Sense: Five Explorations of Whole Intelligence for a World That's Waking Up*. Leicestershire, UK: Matador.
- Rainey, M.A. and Jones, B., eds. (In press). *Gestalt Practice: Living and Working in Pursuit of Holism*.
- Rask G. (2014). *Meetings with Meaning: A Guide to Strategic Collaboration*. Riga, SE: Vulkan.
- Siminovitch D.E. (2017). *A Gestalt Coaching Primer: The Path Towards Awareness IQ*. USA: Gestalt Coaching Works.

### Special Themes:

- Bioenergetics by Alexander Lowen (1975)
- Love, Sex and Your Heart (1993)
- Brief Gestalt Therapy by Gaie Houston (2003)
- Body Process: A Gestalt Approach to Working with the Body in Psychotherapy by James I. Kepner (1997)
- In Search of Good Form: Gestalt Therapy with Couples and Families by Joseph C. Zinker (1998)
- Gestalt Therapy for Addictive and Self-Medicating Behaviors by Dr. Philip Brownell (2011)
- Organizational Consulting: A Gestalt Approach by Edwin C. Nevis (1987)
- The Handbook of Gestalt Play Therapy: Practical Guidelines for Child Therapists by Rinda Blom (2006)
- Windows to Our Children: A Gestalt Therapy Approach to Children and Adolescents by Violet Oaklander (1988)
- The Bridge: Dialogues Across Cultures edited by Talia Levine Bar-Yoseph (2005)
- Holism and Evolution by Jan Christian Smuts (1925)
- Attachment and Loss: Attachment, Vol 1 by John Bowlby (1985)
- Attachment and Loss: Separation – Anxiety and Anger, Vol 2 by John Bowlby (1985)
- Attachment and Loss: Sadness and Depression, Vol 3 by John Bowlby (1985)
- Ego, Distortion in Terms of True and False Self by D. W. Winnicott (1965)

The Child, the Family and the Outside World by D. W. Winnicott (1992)

Self and Other by R. D. Laing (1969)

### General Psychotherapy

Attachment in Psychotherapy by David J. Wallin (2007)

Body Psychotherapy: History, Concepts, and Methods By Michael C. Heller and Marcel Duclos (2012)

Character Analysis by Wilhelm Reich (1933)

Healing Trauma: Attachment, Mind, Body, and Brain by Daniel J. Siegel, Marion Solomon (editors) (2003)

An Introduction to Integrative Psychotherapy by Kenneth R. Evans and Maria C. Gilbert (2005)

Existential Psychotherapy by Irvin D. Yalom (1980)

The Gift of Therapy: An Open Letter to a New Generation of Therapists and Their Patients by Irvin D. Yalom (2002)

Love 's Executioner and other Tales of Psychotherapy by Irvin D. Yalom (1991)

Practicing Existential Psychotherapy: The Relational World by Ernesto Spinelli (2007)

Demystifying Therapy by Ernesto Spinelli (1994)

Integral Psychology: Consciousness, Spirit, Psychology, Therapy by Ken Wilber (2000)

Introductory Lectures on Psychoanalysis by Sigmund Freud

A Therapist 's View of Psychotherapy: On becoming a Person by Carl R. Rogers (1979)

Learning Emotion-Focused Therapy: The Process-Experiential Approach to Change by Robert Elliott, Jeanne C. Watson, Rhonda N. Goldman and Leslie S. Greenberg (2004)

The Healing Power of Emotion: Affective Neuroscience, Development & Clinical Practice. Diana Fosha, Daniel J. Siegel, Marion Solomon (Editors). (2009)

The Denial of Death by Ernest Becker (1973)

The Neuroscience of Psychotherapy: Healing the Social Brain (2nd Edition) by Louis Cozolino (2010)

Human Teaching for Human Learning: An Introduction to Confluent Education (1972)

Windows to our Children by Violet Oaklander (1988)

The Practice of Emotionally Focused Couple Therapy: Creating Connection by Susan M. Johnson (2004)

Art and Intimacy: How the Arts Began by Ellen Dissanayake (2000)

Theory and Practice of Experiential Dynamic Psychotherapy Ferruccio Osimo and Mark Stein (Editors) (2012)

Theory and Practice of Group Psychotherapy, 5th Edition by Irvin D.Yalom and Molyn Leszcz (2005)

Trauma and the Body: A Sensorimotor Approach to Psychotherapy by Pat Ogden, Kekuni Minton, Clare Pain and Daniel J. Siegel (2006)

In Finnish:

Elävä kontaktidialogi - Gestalt-terapiaa by Walter Arnold (1998) Rakasta rohkeasti: Uskalla lähteä uskalla jäädä by Heidi Valasti (2008)

In Swedish:

Från Skam till Självrespekt by Marta Cullberg Weston (2010)

Kränkningar och förlåtelse av Ann Heberlein (2005)

In Danish:

Fra Skam til Selvrespekt by Marta Cullberg Weston (2010)

Gestaltterapi og Oplevelse af Walther Kempler (1975)

De Stakkels Børn af Gideon Zlotnik (2002)

Supervision: På Gestaltterapeutisk Grundlag af Hanne Hostrup (2002)

Supervision af Psykoterapi: Teori og Praksis af Claus Haugaard Jacobsen og Karen Vibeke Mortensen (2007)

Fakta om Livet af R. D. Laing (1976)

Many of the English books are translated into Danish, Swedish, Finish, and some into Estonian.

Through the Training Program a mandatory minimum of 4000 pages are studied and discussed. Another 2000 pages are recommended voluntary and personal studies.

The Hours of study are 690/920 Study Hours.

## Recommended Study Literature (2000)

1. year	2. year	3. year	4. year	Author	Title
General					
+				Daniel Coleman	Emotional Intelligence
	+			Alexander Lowen (1975)	Bioenergetics
+				Oldham, Key & Starak (1978)	Risking being alive
+	+	+	+	Perls, Goodman, Hefferline (1951)	Gestalt Therapy. Exitement and Growth in the Human Personality.
	+			F.S. Perls (1969)	Gestalt Therapy Verbatim
+				F.S. Perls (1969)	In and Out of the Garbage Pail.
	+	+		E & M Polster (1974)	Gestalt Therapy Integrated
+				J. Rosner (1985)	Peeling the Onion
	+	+		Ian Smuts (1926)	Holism – Evolution
Gestalt					
	+			J. Fadiman, R. Frager, R. (1976)	Personality and Personal Growth
	+	+		E.V.L Smith, (Ed.) (1976)	The Growing Edge of Gestalt Therapy
	+	+	+	F.S. Perls, F. (1992)	Ego, Hunger and Aggression
	+	+		E. Douglas Stephenson m.fl.	Gestalt Therapy Primer
	+			Zinker (1978)	Creative process in gestalt therapy
				Philip Brownell (2010)	Gestalt Therapy: A Guide to Contemporary Practice. Springer Publishing Company
		+	+	Ansel L. Woldt & Sarah M. Tolman (2005)	Gestalt Therapy. History, Theory, and Practice.
		+	+	G. Yontef (1993)	Awareness, dialogue, and process.
Developmental Psychology					
+	+			George Butterworth (1994)	Principles of Developmental Psychology: An Introduction
		+	+	Daniel Stern (1985)	The Interpersonal World of the Infant
Psychoanalysis					
	+			Sigmund Freud	Introductory lectures on psychoanalysis.
	+	+		Peter Gay (1990)	Freud
Analytical Psychology					
	+	+		Thomas T. Lawson (2008)	Carl Jung, Darwin of the Mind
Psycho Analytical Theory and Methology					
		+	+	Johan Cullberg, J.	Dynamisk Psykiatri
Body Oriented Therapy					
		+		George Downing (1997)	Kroppen och Ordet - kroppsoriterad psykoterapi, teoretisk bakgrund och klinisk

	+			Alexander Lowen (2004)	Narcissism: Denial of the True Self
	+			Alexander Lowen (1995)	Joy: The Surrender to the Body and to Life
	+	+		Tree Staunton (Ed.) (2004)	Body Psychotherapy
<b>Existentialism</b>					
	+		+	Johs. Sløk	Existentialismen (S)
	+	+	+	Ernesto Spinelli (2007)	Practicing Existential Psychotherapy.
<b>Phenomenology</b>					
	+	+	+	Ernesto Spinelli (2005)	The Interpreted World: An Introduction to Phenomenological Psychology.
<b>Eastern Philosophy</b>					
	+		+	Taisen Deshimaru	Samtal med en Zenmestere
	+		+	Eugen Herrigel	The Method of Zen
<b>Gestalt Psychology</b>					
	+	+		W. Kohler	Gestaltpsykologi (DK)
			+	Daniel Coleman	Work with Emotional Intelligence
<b>Psychopathology and Psychiatry</b>					
		+	+	J. Lönnqvist, M. Henriksson, M. Marttunen, T. Partonen 2011	Psykiatria, 9. p.
			+	ICD-10 Version 2010,	International Statistical Classification of Diseases and Related Health Problems 10th Version, Chapter 5, Mental and Behavioural Disorders
<b>Research</b>					
		+	+	Linda Finlay & Ken Evans (2009)	Relational-centered Research for Psychotherapists. Exploring meanings and experience.
			+	Philip Brownell (Ed.) (2008)	Handbook for Theory, Research, and Practice in Gestalt Therapy.
<b>Supervision</b>					
			+	Maria C. Gilbert & Kenneth Evans (2000)	Psychotherapy supervision. An integrative relational approach to psychotherapy supervision.

# GIS-International Arranges Intensive Seminars at Hegnegaarden on the Island Orø in Denmark

[www.hegnegaarden.dk](http://www.hegnegaarden.dk)



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