

Curriculum for the four-year GESTALT THERAPY programme

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1. Introduction

Gestalt therapy is a relational, experience-based and process-oriented direction within psychotherapy, based on theories taken from gestalt psychology, existentialism, phenomenology and Zen Buddhism. The word gestalt is German and translates as "a meaningful whole", a figure or form. In gestalt therapy, it is believed that change can occur here-and-now, in the moment, through increased attention to oneself and one's surroundings. The relationship between therapist and client, and the interaction between them, is of great importance.

Gestalt therapy has developed methods to make people aware of their own feelings, reactions, and actions, so that they can acknowledge and see themselves and their choices. This awareness is created through dialogue, experiments, and role-playing. The methods are also used for processing past, unfinished experiences, crises, and in self-development.

The study programme in gestalt therapy is based on confluent pedagogy, model learning, and the phenomenological method. Confluent pedagogy, or experiential learning, is a direction within pedagogy that aims to bring together the processes of teaching and learning, so that emotional, intellectual, and bodily aspects are integrated.

The purpose of the programme is that the student learns gestalt therapeutic theories and methods and the philosophy on which these are based, as well as how to apply them in practice. Through awareness of one's own values, experiences, and the learning of gestalt methods supported by theoretical studies, students will develop knowledge, skills, attitudes, and the ability to act as a gestalt therapist. They should then be able to use this in their work as therapists or in their work situations. Students will develop a critical understanding of research and learn to apply research-based knowledge and reflect critically on their own and others' research on gestalt therapy.

After successfully completing the programme, students should understand the dynamics between client and therapist, see the possibilities, limitations, and consequences of therapy, and the connection between practical work, theory, and method. In professional relations, students should be able to support, intervene, build strategies, make hypotheses, experiment, harvest, and learn from experiments, create and enter into contracts with clients, carry out therapeutic work according to the contract, and finish this work. Students should be able to assess which clients the student can take in therapy and which should be referred further. Students should in addition be able to assess when s/he needs guidance, academic stimulation and continuing education, and when to cooperate with other professions.

The gestalt therapy education is vocational and qualifies students to work professionally with people, either as therapists in private practice or in the work situation where the students in question already are. Gestalt therapists often work within different types of social work, for example in the health services, teaching, HR, substance abuse care, sales, or in organisational and leadership development.

No framework plan has been set for the programme.

2. Target group and admission requirements

The target group is people with education in the humanities who work professionally with people and want an education in gestalt therapy.

Admission requirements

- accredited bachelor's degree or equivalent
- experience in professional work with people in health, social care, teaching, personnel management, management, customer care, consultancy
- approved interview to observe whether the applicant has a congruent form of expression

3. Organisation

The programme is part-time over four years. Each academic year constitutes one subject and is conducted via nine teaching modules of 2/2.5 days. Six of these are held online, three are held at the college's premises in Sandvika.

Each teaching module has a specific theme that deals with one or more key areas in gestalt theory, psychology, philosophy, psychotherapy, and research (see chapter 6 on content). Subject completion consists of final exams at the end of the academic year. Passing the exams from the previous subject is a prerequisite to starting the next course. Objective and subjective work requirements must also be satisfied in each subject year. Upon request, the student will be able to obtain a transcript of grades. Diplomas and transcripts of grades are otherwise issued upon passing the final written and oral exam at the end of the programme.

The study plan is divided into the following subjects:

1. Introduction to Gestalt therapy. Theory and method
2. Gestalt therapy theory in practice
3. Therapeutic skills and characteristics
4. Gestalt therapeutic practice

All subjects are compulsory. Subject descriptions and the structure of the programme are discussed in more detail in Chapter 7.

All subjects have compulsory attendance at teaching modules, supervision groups, and study groups. More detailed provisions on absences can be found in the Regulations for Absence at the Norwegian Gestalt Institute University College.

4. Learning outcomes

The competence to be developed through the training in gestalt therapy is complex. It takes a long time to develop and presupposes a high degree of maturity and ability for personal development and growth. An important part of the learning outcome is related to awareness of attitudes and values, and as such, a significant part of the education's general competence must be said to consist of self education/maturation.

A candidate with a completed and passed programme in gestalt therapy has the following learning outcomes defined as knowledge, skills, and general competence:

Knowledge:

- has knowledge of the history of gestalt therapy, gestalt therapeutic theories, and the different traditions of psychotherapy
- has a broad knowledge of central themes and issues in gestalt therapy
- has insight into and understands gestalt therapeutic methods and the philosophical basis for these methods
- has knowledge of human behaviour, development, and growth and understands this in a relational and holistic theoretical context
- has knowledge of trauma, crises, and psychopathology seen from a gestalt therapeutic diagnostic perspective
- has knowledge of central and relevant laws and regulations governing gestalt therapists in private practice
- has knowledge of the use of gestalt therapy in areas such as couples therapy, working with groups, coaching, guidance, and organisational development
- is familiar with and can evaluate research and development work in gestalt therapy and related disciplines
- has knowledge of how to update his/her knowledge in the field
- has knowledge of professional ethical guidelines for gestalt therapists and the need and requirements for regular supervision
- has knowledge of philosophy of science and research methods

Skills:

- applies gestalt therapeutic methods and skills in working with people
- applies experience-, theory- and research-based knowledge and critical judgment in the practice of gestalt therapy
- makes independent and reasoned choices, reflects critically on their his/her own professional practice and adjusts this through supervision
- acts transparently and clearly in different situations and shows congruence between bodily, emotional, and linguistic expressions
- uses gestalt therapeutic diagnostics, decides which clients are suitable for gestalt therapeutic treatment and which should be referred to other agencies in the support system (e.g., doctor, psychiatric outpatient clinic, legal expertise)
- demonstrates independence and responsibility in the performance of gestalt therapeutic work
- interacts with other professionals and professions in clients' treatment programs
- applies professional knowledge and relevant results from research and development work to practical and theoretical issues and make informed choices

- contributes to professional development work where they work
- finds, evaluates, and refers to information and subject matter and presents this in such a way that it sheds light on a problem

General competence:

- supports and assists clients in their own change work
- applies a critical, exploratory, and reflective attitude in the practice of gestalt therapy
- conveys gestalt therapeutic theories and issues in writing and orally
- has insight into relevant professional and ethical issues
- has integrated awareness of his/her values in gestalt therapeutic work and has developed capacity for empathy and human understanding
- is learning-, development- and change-oriented
- plans and carries out varied work tasks and projects that extend over time, alone and as a participant in a group, and in accordance with ethical requirements and guidelines
- exchanges views and experiences with others with backgrounds in the field and thereby contributes to the development of best practice
- has insight into relevant research methods related to gestalt therapy

5. Completed education and degree awarded

Completed education confers a diploma in gestalt therapy.

6. Internationalisation

NGI has for many years collaborated with international professional communities in psychotherapy and education. This has resulted in extensive international cooperation in faculty exchange.

NGI organises a number of international seminars and lectures every year, thereby facilitating continuous professional renewal for students and staff.

NGI's collaboration on master's programmes with the Metanoia Institute in London and Middlesex University, England, resulted in approximately 30 master's theses in gestalt therapy.

In 2007, NGI was approved as a "Training Institute" by the European Association of Gestalt Therapists and Gestalt Institutes, the European Association for Gestalt Therapy (EAGT), and the European Association for the Directions of Psychotherapy, where Gestalt therapy is one of several branches of therapy, the European Association for Psychotherapy (EAP). This means that NGI satisfies all academic requirements set by EAGT and EAP for the development and implementation of the study programmes. Joint education programmes and methods with other European educational institutions provide opportunities for student exchange, as well as the extension of education across institutions.

7. Content and structure of the programme

The programme consists of four compulsory subjects. The subject descriptions provide an overview of the learning outcomes, topic, work methods, coursework requirements, and examination forms for the individual subjects. The teaching plan provides more detailed information about the subjects' content.

Table 1. Overview of the programme's content and structure

Year	Course description	Credits
1.	<p>Introduction to Gestalt therapy/theory and method:</p> <ul style="list-style-type: none"> • Philosophical and psychological roots of Gestalt therapy • Central concepts in gestalt theory • The phenomenological method • Theory and method in individual and group work • Experiential learning / confluent pedagogy / model learning <p>Final annual exam (written and oral)</p>	30
2.	<p>Gestalt therapeutic theory in practice:</p> <ul style="list-style-type: none"> • Forms of communication in a therapeutic relationship • Theory and methods in working in and with groups • The use of creative means of expression, role-playing, experiments, body, and movement in therapy • Work with content and process in therapy • Theory and methods in working with conflicts/conflict management • Theory and methods in working with responsibility and choice • Theory and methods in working with dreams • Supervision <p>Theory exam Final annual exam (written and oral)</p>	30
3.	<p>Therapeutic skills and characteristics:</p> <ul style="list-style-type: none"> • The therapist's function • Ethical guidelines and legal matters • Diagnoses • Theory and methods in working with trauma and crises • Theory and methods in working with couples and groups • Theory and methods in working with sexuality • Theory and methods in working with existential and spiritual themes • Introduction to philosophy of science and research methods • Practical aspects of establishing own practice • Supervision <p>Final annual exam (written and oral)</p>	30
4.	<p>Gestalt therapeutic practice:</p> <ul style="list-style-type: none"> • Active praxis with own clients • Relationship client – therapist • Theory as support for practice • Supervision • Collaboration with health services • The use of the gestalt therapeutic method in professional work with people (other than therapeutic) <p>Final exam (written and oral)</p>	30

Varied working methods are employed in the gestalt therapy programme. The work methods alternate between lectures, group work, and discussion, individually and in the group, work with literature on gestalt theory and method, mutual exchange of experience and supervision, reflection on own and others' experiences, observation, simulation of and training in skills through role-play and observation, as well as regular writing of logs and reports. In order for students to gain a common experience of learning and understanding of the expected learning outcomes, active participation in modules and study groups is required. This involves familiarising oneself with other students' work and giving and receiving guidance (fellow-student response) as well as writing and sharing logs and reports with descriptions of one's own learning both in individual work and working in groups. Literature studies and written work requirements are an important part of the learning process.

A. Exercises

The exercises facilitate, in various ways, the students' basic understanding of gestalt theory and for them to learn about themselves in relation to others, about their own and others' feelings and reactions. This is important learning for future therapists. In addition, students practice different skills and methods in the context of therapist and client with fictitious or real issues.

B. Lectures and discussion

Theoretical models, recent research-based literature, current psychotherapy research, research methods, and philosophy of science are presented and reviewed. The theory is linked as far as possible to the experiences the students have had during exercises. The lectures have a dialogical form that provides an opportunity for students to reflect on and confirm their understanding of the theory. The teaching method stimulates reflection and critical thinking about theory and practice.

C. Demonstrations

In the first and second years of study (first and second subjects), the class teacher works as a therapist and demonstrates gestalt therapy in front of the class. The students in the class are used as clients. After the demonstrations, the teacher discusses the therapeutic work theoretically and methodically with the students. In the third and fourth academic years, these demonstrations are done by the students, working as therapists with fellow students as clients, in front of the class; the teacher supervises the work during and/or afterwards. Here, too, the work is discussed theoretically and methodically by the teacher and the class. The demonstration of therapeutic work serves as models for the students, and they learn what gestalt therapy looks like and how it can be done. The students also demonstrate how the theory works in practice. The teaching of theory is linked to current research within the subject area under review.

D. Supervision – practice and reflection on practice

Students are introduced to supervision in the form of supervision groups in the fourth semester of the programme. Supervision of clinical therapeutic practice takes place during the third and fourth years of study. Supervision takes place in the classroom, when the students have worked as therapist and client with each other, and in separate supervision groups, where the students bring cases from their working life or cases with their own

clients. In class, the supervision is carried out by the teacher; supervision in the supervision groups is carried out by one of the supervisors from the supervision staff. The purpose of the supervision is for the students to receive feedback on their practice of gestalt therapy or the gestalt therapeutic approach, to have the opportunity to confirm or correct the work they show, and to see new opportunities in working with people where they perceive the work to be problematic. Supervision is an important way of working to develop the students' ability to reflect methodically and ethically on their therapeutic work. It is also emphasised that the student should develop a scientific attitude when reflecting on and evaluating their therapeutic work.

E. Process work

Process work is a work method that is central to many of the programme's components. By process work we mean work that stimulates awareness of students' own attitudes, thoughts, and feelings. This work is done in class, with the teacher as facilitator/guide. The teacher uses reactions, thoughts, and feelings that arise in one or more students in the class through the meeting with the learning material, to facilitate learning that stimulates personal growth and development in the individual student. Situations that arise in class, such as conflicts, disagreements, and lack of understanding, can be the starting point for this work. In addition to the class situation, process work is done in the therapy students themselves attend as clients and to some extent in the study groups and supervision groups.

F. Attending therapy with an approved gestalt therapist, individually and in groups

An important part of the students' learning process is attending therapy with an approved gestalt therapist. During the four years of study, students must have completed at least 70 hours of therapy with an approved gestalt therapist. The numbers of hours of therapy to be completed are specified in the subject descriptions, and the disposition of the hours is explained in the points below. Through attending therapy, students learn to become aware of how they influence and are influenced by others. There, they can process and further develop aspects of themselves that can stand in the way of meeting clients with openness and empathy. They learn through their own experience what it is like to be met with respect, commitment, and trust, which is fundamental to creating a healing therapeutic relationship. The students' therapists also act as role models where the students experience how therapeutic interventions and experiments are presented and what effect these have on them as clients. They also experience how vulnerable it can be to be in need of help and dependent on another person whose power relationship is different from what they would otherwise experience as therapists.

- Students are required to complete a minimum of 18 hours of therapy with an approved gestalt therapist in the first subject year, a minimum of 18 hours in the second subject year, a minimum of 17 hours in the third subject year, and a minimum of 17 hours in the fourth subject year. Hours students complete beyond this during the course of a subject year are transferred to the subsequent subject year.
- Students are required to complete a minimum of 30 hours of individual therapy with an approved gestalt therapist before they can begin with one-on-one clients in their own practice in the 5th semester of the programme (other criteria must also be met before students can begin one-to-one practice).

- Students are required to complete a minimum of 70 hours of therapy in total with an approved gestalt therapist during the four subjects that comprise the programme. Up to 30 of these hours can be in group therapy (see the Guidelines for registration of and requirements for therapy and praxis in the gestalt therapy programme for a description of group therapy).

G. Self-study

Self-study consists of written work and literature studies.

9. Evaluation

The gestalt therapy programme consists of four subjects organised into one subject per academic year. All subjects are compulsory. Each subject has final exams. Passing the exams, in addition to satisfaction of objective and subjective requirements, is the prerequisite to start the next subject. At the end of the final year, diplomas are awarded and diploma supplements are provided for the entire study programme.

The programme is based on the following forms of evaluation:

Objective requirements:

- Participation in teaching modules, supervision, and study groups. (see the absence regulations). Absence from modules and supervision groups is registered by the teacher and supervisor. For participation in study groups, fellow students sign a separate form to confirm/deny attendance.
- Submission of a log after each module and a report at the end of the autumn semester, the payment of tuition fees, examination fees, and fees to the student welfare organisation
- Passing written and oral exams

Subjective requirements:

- Personal and professional development according to the stated goals for the individual subject year
- Suitability to work professionally with people. This is assessed by the main teacher, other teachers, and supervisors who have had the student in teaching/supervision in the individual school year, according to the specified subjective criteria. Each student is assessed at a separate meeting with both supervisors and teachers present prior to the completion of the oral exam. Emphasis is placed on observations in class, supervision groups, and written process reports, in addition to final written and oral exams. This assessment is closely linked to the assessment of the student's learning process (see next point).
- An assessment of the student's learning process throughout the year, based on observation of the student in class, report writing, subjective and objective criteria and, if applicable, supervision

Table 2. Overview of subjects of study and forms of assessment

Subject name	Evaluation	Assessment expression
Introduction to Gestalt therapy: theory and method	Year-end exam: written (home exam) and oral, individual	Pass/fail
Gestalt therapy theory in practice	Mutiple choice task with supervision, individual	
	Year-end exam: written (home exam) and oral, individual	Pass/fail
Therapeutic skills and characteristics	Year-end exam: written (home exam) and oral, individual	Pass/fail
Gestalt therapeutic practice	Final exam, individual Written (home exam) Article analysis Practical work: therapy with unfamiliar client	Pass/fail

Suitability assessment:

The college has continuous assessments of the students' suitability. For supplementary provisions and information, see Section 4-4 of the Study Regulations and Guidelines and procedures for assessing students' suitability.

The forms and expressions of assessment are described under each subject.

10. Quality system

The programme follows the university college's system for quality and will, among other things, contribute to:

- ensuring that the educational programmes offered at all times are in accordance with the objectives set out in legislation, accredited curricula, and in the college's strategy and regulations
- the continuous development and improvement of the quality of study programmes
- helping students achieve learning outcomes as described in the curriculum
- documentation of good quality and development potential
- ensuring broad participation in quality work
- implementing measures that promote the quality of education

Through its study programmes, the university college shall ensure that it educates professionals who have skills, knowledge, and attitudes that are important for society and the profession they will enter.

The participation and influence of students is a main principle in the implementation of the programme. Emphasis is placed on formal and informal feedback from students as part of the quality work of the study plan, subject, learning environment, and further development of the programme. Students have the opportunity to provide feedback in the Study Quality Survey and in subject evaluations. Furthermore, students can provide feedback via the college's digital platform for development potential. Students are also invited to a continuous assessment of the study programme through participation in the planning of learning activities and systematic exchange of experience with teachers and fellow students. The assessments are incorporated into the continuous further development of the programme.

International requirements for quality assurance

NGI is approved as a "Training Institute" by the European professional organisations in gestalt and psychotherapy: the European Association for Gestalt Therapy (EAGT) and the European Association for Psychotherapy (EAP). This approval means that the university college satisfies academic requirements for the quality of the education and the organisation of the educational institution, in accordance with their provisions.

11. SUBJECT DESCRIPTIONS

1. Introduction to gestalt therapy: Theory and method

Subject name:	Introduction to gestalt therapy. Theory and method
Semester:	1 and 2
Instruction:	English, campus and online
Type of study:	Four-year diploma

Prerequisite knowledge

Admission to the programme

Learning outcomes

The course focuses on the academic basis for gestalt therapy. Students work with key concepts, theories, and methods. After completing the subject, students have acquired the following learning outcomes, defined as knowledge, skills, and general competence:

Knowledge:

- Has knowledge of the history of gestalt therapy, gestalt therapeutic theories and methods, and the various traditions of psychotherapy
- Has knowledge of the scientific basis on which gestalt therapy is based and reads research-based literature
- Has knowledge of how different situations affect them and how they affect the situation
- Has knowledge of theories about groups and group dynamics

Skills:

- Is aware of the ways in which they contact their surroundings (recognise contact functions and contact forms)
- Can use the contact functions, i.e., to see clearly, hear what others say, and be congruent in how they express themselves
- Can reflect on and highlight their own processes, i.e., have developed awareness of what happens to themselves, to others, and between these two
- Can analyse process in gestalt therapy
- Can explain change processes
- Is aware of the dynamics of various fields
- Communicates clearly, gives and receives constructive feedback, reflects on it, and manages it
- Can reflect on and apply research-based knowledge

General competence:

- Has knowledge of theory and method in gestalt therapy in light of research in the field
- Has insight into key academic issues
- Adopts a metaperspective on various interaction situations they have experienced

Content

- Philosophical and psychological roots of gestalt therapy
- Central concepts in gestalt theory (formation of gestalts, awareness, field theory in practice, paradoxical change, contact, contact functions, contact forms, creative adjustment, the contact process, the process of experience, polarities, the theory of self, the change model)
- The phenomenological method
- Theory and method in individual and group work
- Experiential learning, confluent pedagogy and model learning

Method of work

- Lectures and dialogue teaching
- Study groups
- Exercises
- Demonstrations
- Therapy with an approved gestalt therapist
- Self-study, log and report writing

Coursework requirements

- Participation in modules and study groups
- Submitted logs and report
- Completed a minimum of 18 hours of therapy with an approved gestalt therapist (If the student completes more than 18 hours, these will be transferred to the following subject.)
- Participation in evaluation of the programme

Final assessment

- There is a written take-home exam that is assessed as pass/fail. The requirements for the written exam's content, scope, and submission time are described in the teaching plan. All aids allowed.
- There is an oral exam that is assessed as pass/fail.

Literature for course Introduction to gestalt therapy: Theory and method

Required reading

Books and book excerpts

- Skottun, G. & Krüger, Å. (2021). *Gestalt Therapy Practice. Theory and experiential learning*. Routledge. Chap. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 18, 19, 20, p. 169–172 and 254–256
- Wollants, G. (2012). *Gestalt Therapy: Therapy of the Situation*. SAGE Publications. Chap. 1, 4
- Zinker, J. C. (1978). *Creative process in gestalt therapy*. Vintage Books. Chap. 5, 7, 8, 9

Compendium

Translated articles from *The Flying Dutchman*

- Skottun, G. (2008c). Reisebrev: Essay om kontaktformer og figurdannelser [Travel letter: Essay on contact forms and figure formation] (A. Kunish, Trans.). In S. Jørstad & Å. Krüger (eds.), *Den flyvende hollender : Festskrift til Daan van Baalen* [The flying Dutchman: Essays in honor of Daan van Baalen] (2nd ed., pp. 105–127). Norsk Gestaltinstitutt.

Translated articles from *Norsk Gestalttidsskrift*

- Skottun, G. (2005). Figur/grunn — og dannelse av gestalter nok en gang [Figure/ground — and gestalt formation once again] (A. Kunish, Trans.). *Norsk Gestalttidsskrift*, II(1), 37–42.
- Skottun, G. (2008a). Arven etter Paul Goodman og teorien om selv nok en gang [Paul Goodman's legacy and figure formation once again] (A. Kunish, Trans.). *Norsk Gestalttidsskrift*, V(2), 22–32.

Other articles and translated articles

- Beisser, A. (2004). The Paradoxical Theory of Change. *International Gestalt Journal*, 27(2), 103–107.
- Dale, G. (2020). *Kjøreregler for kommunikasjon, etter Jan Atle Andersen* [Guidelines for communication, after Jan Atle Andersen] (A. Kunish, Trans.). Norsk Gestaltinstitutt, unpublished.
- Grendstad, N. M. (1986). What is Confluent Pedagogy? Excerpt from *Å lære er å oppdage* [To Learn Is To Discover]. (A. Kunish, Trans.). Didakta. Original text accessed 26.06.22. from <https://gestalt.no/om-gestalt/hva-er-konfluent-pedagogikk/>
- Milum, L. (undated). The hero's journey: A Campbellian look at the metaphorical path to personal transformation. Accessed 11. juni 2021 from <https://online.fliphtml5.com/bljm/sbzs/#p=1>
- Skottun, G. (1998/2020). *Feedback eller tilbakemelding* [Feedback] (A. Kunish, Trans.). Norsk Gestaltinstitutt, unpublished.

Skottun, G. (2014). *Læringsmodeller* [Pedagogical models] (A. Kunish, Trans.). Norsk Gestaltinstitutt, unpublished.

van Baalen, D. (1990). *Gestaltterapi — bakgrunn og utsikter* [Gestalt therapy — Beginnings and future] (A. Kunish, Trans.). Norsk Gestaltinstitutt, unpublished.

Suggested reading

Books and book excerpts

Feder, B. (2013). *Gestalt Group Therapy: A practical guide*. Ravenwood.

Kolmannskog, V. (2018). *The Empty Chair: Tales from gestalt therapy*. Routledge. Chap. 1

University of Minnesota (2015). *Introduction to Psychology*. University of Minnesota Libraries Publishing. <https://open.umn.edu/opentextbooks/textbooks/48> Chap. 1.1 – 1.3, 11.2, 14,1–14.3

Parlett, M. (2005). Contemporary Gestalt Therapy: Field theory. In A. L. Woldt & S. M. Toman (eds.), *Gestalt therapy. History, theory, and practice* (pp. 41–63). Sage.

Perls, F. S. (1947/1991). *Ego, Hunger and Aggression: A revision of Freud's theory and method*. Gestalt Journal Press. Chap. 1

Perls, F. S. Hefferline, R. F., & Goodman, P. (1951/1994). *Gestalt Therapy. Excitement and growth in the human personality*. Gestalt Journal Press. Part 3, Chap. 10, 12, 13

Polster, E. & Polster, M. (1974). *Gestalt Therapy Integrated: Contours of theory and practice*. Vintage. Chap. 6,

Stevens, J. O. (1989). *Awareness: Exploring experimenting experiencing*. Real People Press.

Wheeler, G. (1998). *Gestalt Reconsidered: A new approach to contact and resistance*. (2nd ed.). The Gestalt Institute of Cleveland Press. Chap. 5

Compendium

Staemmler, F.-M. (2006). A Babylonian confusion?: On the uses and meanings of the term „field“. *British Gestalt Journal 2006*, 15(2), 64–83.

Translated articles from *Den flyvende hollender*

Jørstad, S. (2008). Oversikt over kontaktformene [An overview of contact forms]. In S. Jørstad & Å. Krüger (eds.), *Den Flyvende hollender: Festskrift til Daan van Baalen* [The flying Dutchman: Essays in honor of Daan van Baalen] (A. Kunish, Trans.). (2nd ed., pp. 128–139). Norsk Gestaltinstitutt.

Krüger, Å. (2008). Gestaltterapeutisk metode: Fenomenologi i teori og praksis [Gestalt therapeutic method: Phenomenology in theory and practice]. In S. Jørstad & Å. Krüger (Eds.), *Den Flyvende hollender: Festskrift til Daan van Baalen* [The flying Dutchman: Essays in honor of Daan van Baalen] (A. Kunish, Trans.) (2nd ed., pp. 93–104). Norsk Gestaltinstitutt.

Skottun, G. (2008b). Gestaltterapi, en eksistensiell terapi [Gestalt therapy, an existential therapy]. In

S. Jørstad & Å. Krüger (eds.), *Den Flyvende hollender: Festskrift til Daan van Baalen* [The flying Dutchman: Essays in honor of Daan van Baalen] (A. Kunish, Trans.) (2. utg., pp. 78–92). Norsk Gestaltinstitutt.

Other translated articles

Herrestad, H. (2018). Endring og gestaltterapi [Change and gestalt therapy] (A. Kunish, Trans.). *Gestalt* (1), 44–50. https://ngfo.no/wp-content/uploads/2018/11/GESTALT_01_2018.pdf

2. Gestalt therapy theory in practice

Subject name:	Gestalt therapy theory in practice
Semester:	3 and 4
Instruction:	English, campus and online
Type of study:	Four-year diploma

Prerequisite knowledge

It is a prerequisite that the student has passed the previous subject.

Learning outcomes

The course focuses on gestalt therapy theory in practice by means of specialisation in the gestalt therapeutic method in addition to the student as a participant in a group and personal development. Group process is also emphasised. After completing the second subject, students will have achieved the following learning outcomes defined as knowledge, skills, and general competence:

Knowledge:

- Has knowledge of forms of communication in a therapeutic relationship
- Has knowledge of human behaviour, development and growth, and understands these in a relational and holistic theoretical context
- Has knowledge of theory and methods appropriate to working with choice, conflict, conflict management, and dreams
- Has knowledge of group facilitation and phases in a group's development

Skills:

- Can analyse steps in a therapeutic process
- Can apply dialogue in a therapeutic relationship
- Can create and grade experiments
- Can use creative means of expression therapeutically
- Can work with polarities and paradoxes
- Can use gestalt therapeutic methods in dialogue with people and distinguish between process and content interventions

General competence:

- Can use the contact functions and is congruent in expression
- Is aware of own and others' reactions in a situation
- Is aware of which interventions may work in relation to contact forms/figures in the situation

Content

- Communication in therapeutic relationships
- Therapeutic processes
- Theory and methods in working in and with groups
- Developmental theories

- The use of creative means of expression, role-playing, experiments, body, and movement in therapy
- Work with content and process in therapy
- Theory and methods in working with conflicts/conflict management
- Theory and methods in working with responsibility and choice
- Theory and methods in working with dreams

Method of work

- Lectures and dialogue/discussion
- Study groups
- Exercises
- Demonstrations
- Therapy with an approved gestalt therapist
- Self-study, written reflection logs and a half-year report
- Supervision

Coursework requirements

- Participation in teaching modules, supervision, and study groups (see the regulation for absences)
- Submission of logs and report
- Completion of multiple choice assignment
- Completed a minimum of 18 hours of therapy with an accredited gestalt therapist (if the student completes more than 18 hours, they will be transferred to the following subject year)
- Participation in evaluation of the programme

Final assessment:

- Written home exam that is assessed as pass/fail. The requirements for the written exam's content, scope and submission time are described in the teaching plan. All aids allowed.
- oral exam that is assessed as pass/fail

Literature

Gestalt therapy theory in practice

Required reading

Books and book excerpts

Duncan, B., Miller, S., Wampold, B. & Hubble, M. (2009). *The Heart and Soul of Change. Delivering what works in therapy* (2nd ed.). SD Books. Foreword, Chap. 2–5

Joyce, P. & Sills, C. (2018). *Skills in Gestalt Counselling & Psychotherapy* (4th ed.). SAGE. Chapter 2, 4, 10–12, 14–15

Skottun, G. & Krüger, Å. (2021). *Gestalt Therapy Practice. Theory and experiential learning*. Routledge. Chap. 11

Wollants, G. (2012). *Gestalt Therapy. Therapy of the Situation*. SAGE Publications. Chap. 2, 6

Zinker, J. C. (1978). *Creative Process in Gestalt Therapy*. Vintage Books. Chap. 3, 6

Translated article from Den flyvende Hollender [The Flying Dutchman]

Carling, A., Mjelve, H., Myhre, G., Skottun, G. & Tveit, H. (2008). What Exactly Am I Doing? Gestalt therapy with children and Daniel Stern's developmental theories. In S. Jørstad & Å. Krüger (Eds.), *Den flyvende hollenderen. Festskrift til Daan van Baalen* [The Flying Dutchman. Essays in honor of Daan van Baalen]. (2nd ed., pp. 154–188). Norsk Gestaltinstitutt.

Translated articles from the collection *Gestalt Therapy in Practice*

Berg, M. (2006). Gestalt therapy and love – part of a greater whole. In S. Jørstad & Å. Krüger (Eds.), *Gestaltterapi i praksis* [Gestalt Therapy in Practice]. (A. Kunish, Trans.). (pp. 103–128). Norwegian Gestalt Institute.

Jørstad, S. (2006). Working With Dreams In Gestalt Therapy. In S. Jørstad & Å. Krüger (Eds.), *Gestaltterapi i praksis* [Gestalt Therapy in Practice]. (A. Kunish, Trans.). (pp. 129–152). Norwegian Gestalt Institute.

Translated articles from *Norsk Gestalttidsskrift*

Frank, R. (2017). Self in Motion. Available digitally at the homepage of the Center for Somatic Studies: <https://somaticstudies.com/wp-content/uploads/2016/02/Ruella-Frank-Chapter-Self-in-Motion-Self-Jean-Marie-Robine.pdf>

Pisani, F. (2014). How to Motivate Long-term Job Seekers – with the Act of Will as a guide. (A. Kunish, Trans.). *Norsk Gestalttidsskrift*, XI(1), 46–57.

Skottun, G. (2019). Solomon Friedlaender's Theory of Creative Indifference and Polarities. (A. Kunish, Trans.). *Norsk Gestalttidsskrift*, XVII(2), 65–69.

Skottun, G. (2012). Awareness – Theory and Practice. (A. Kunish, Trans.). *Norsk Gestalttidsskrift*, IX(1), 7–25.

Article from *Gestalt Review*

Skottun, G. (2022). From Awareness to Attention and Consciousness. *Gestalt Review*, 26(1), 50-62.

Compendium

- Bjerke, S. N. (2018). The History of Group Psychotherapy] (A, Kunish, Trans.). In *Gruppeterapi: Grunnleggende om hvorfor og hvordan* [Group Therapy: The Basic Why and How]. (pp. 31–42). Gyldendal.
- Feder, B. (2008). Safety and Danger in the Gestalt Group. In B. Feder & J. Frew (Red.), *Beyond the hot seat revisited: Gestalt approaches to group* (pp. 67–84). Gestalt Institute Press.
- Gillie, M. (1999). Daniel Stern: A developmental theory for gestalt? *British Gestalt Journal*, 8(2), 107–117.
- Kepner, E. (2008). Gestalt Group Process. In B. Feder & J. Frew (Red.), *Beyond the hot seat revisited: Gestalt approaches to group* (pp. 17–37). Gestalt Institute Press.
- Levine, B. (1979). Interaction of phases and crises in a group. In *Group psychotherapy: Practice and development* (pp. 73–89). Prentice-Hall.
- Masquelier, G. (2002). Existential Pressures. In *Gestalt therapy: Living creatively today* (pp. 75–90). Analytic Press.
- Robine, J.-M. (2017). It is the concept of 'contact' that underlies the whole theory. *Gestalt*, (1), 22–24.
- Staemmler, F.-M. (1994). On Layers and Phases: A message from overseas. *The Gestalt Journal*, XVII(1), 5–31.

Recommended literature

Books and book excerpts

- Assagioli, R. (1990). *The Act of Will: A guide to self-actualization and self-realization*. Crucible.
- Buber, M. (1923/2000). *I and Thou*. Simon Schuster.
- Levine, B. (1979). *Group Psychotherapy: Practice and development*. Prentice-Hall.
- May, R. (1969/2007). *Love and Will*. W. W. Norton & Company.
- Merleau-Ponty, M. (1962). What is Phenomenology? In *Phenomenology of Perception* (pp. vii–xxiv). Routledge. (Originally published 1945)
- University of Minnesota Libraries Publishing (2010). *Introduction to Psychology*.
<https://open.lib.umn.edu/intropsyc/> Chapter 6.2– 6.4, 9.3, 10.1, 11.2, 14.1– 14.03

Article from The British Gestalt Journal

- Staemmler, F. M. (2002). The Here and Now: A critical analysis. *British Gestalt Journal*, 11(1), 21–32. (*The British Gestalt Journal* is one of the journals in [the NGI Library's journal database](#). Log in and proceed to BGJ. This entire issue – No. 1, 2002 (vol.11) – is online as a PDF.)

3. Therapeutic skills and characteristics

Subject name:	Therapeutic skills and characteristics
Semester:	5 and 6
Instruction:	English, campus and online
Type of study:	Four-year diploma

Prerequisite knowledge

It is a prerequisite that the student has passed the previous subject.

Learning outcomes

The course focuses on practicing therapeutic skills and specialisation in gestalt therapeutic methods. The focus shifts from interpersonal process in the form of the student in a group to dialogue with the client. After completing the third year, the student will have achieved the following learning outcomes defined as knowledge, skills, and general competence:

Knowledge:

- Has knowledge of the therapist's function, basic therapeutic qualities, professional ethics, and professionalism
- Has knowledge of psychopathology and gestalt therapeutic diagnostics
- Has knowledge of trauma and crises
- Has knowledge of the use of gestalt therapy in areas such as couples therapy, working with groups, coaching, guidance, and organisational development
- Has knowledge of central and relevant laws and regulations as well as ethical guidelines for gestalt therapists in private practice
- Has knowledge of philosophy of science and research methods, including transcription and verbatim

Skills:

- Can support others in their processes and see the difference between their own process and those of their clients
- Can think and work creatively and critically in a therapy situation
- Knows which therapeutic methods are appropriate for a given problem and when various interventions are appropriate in the therapeutic process and how these interventions are performed
- Can discuss the relationships between gestalt therapeutic diagnosis and psychiatric diagnosis
- Can produce a transcription and develop a verbatim
- Can apply research-based knowledge

General competence:

- Can make gestalt-therapeutic working hypotheses, justify them theoretically, and use these hypotheses in their work
- Can build therapeutic alliances
- Has the ability to empathise

- Has a critical understanding of research, reflects critically on own and others' research on gestalt therapy

Content

- The therapist's function
- Ethical guidelines and legal requirements
- Gestalt diagnoses
- Knowledge of research on psychotherapy
- Theory and methods in working with psychopathology, trauma, and crises
- Theory and methods in working with couples and groups
- Theory and methods in working with sexuality
- Theory and methods in working with existential and spiritual themes
- Practical aspects of establishing own practice
- Supervision

Method of work

- Lectures and dialogue/discussion
- Study groups
- Exercises
- Demonstrations
- Therapy with an approved gestalt therapist
- Supervision on work as a student gestalt therapist in one's own work situation and clinical practice as a student gestalt therapist
- Self-study, logs, and report writing

Coursework requirements

- Submission of logs and report
- Transcription of a therapeutic work with a fellow student
- Participation in modules and in study groups (see regulation for absence)
- Participation in supervision groups
- Completion of a minimum of 17 hours of therapy with an approved gestalt therapist (If the student completes more than 17 hours, these will be transferred to the following subject. Students must among other requirements have completed a minimum of 30 hours before beginning clinical practice with clients.)
- Participation in evaluation of the programme

Final assessment:

- Written home exam that is assessed as pass/fail. The requirements for the written exam's content, scope and submission time are described in the teaching plan. All aids allowed.
- Oral exam that is assessed as pass/fail.

Literature

Therapeutic skills and characteristics

Literature for Therapeutic skills and characteristics will be published ultimo May 2024.

4. Gestalt therapeutic practice

Subject name:	Gestalt therapeutic practice
Semester:	7 and 8
Instruction:	English, campus and online
Type of study:	Four-year diploma

Prerequisite knowledge

It is a prerequisite that the student has passed the previous subject.

Learning outcomes

The course focuses on gestalt therapeutic practice. The aim is to integrate theoretical knowledge, understanding, and experience with therapeutic work. Upon completion of the subject, students have achieved the following learning outcomes defined as knowledge, skills, and general competence.

Knowledge:

- Has knowledge of human behaviour, development and growth, and understands these in a relational and holistic theoretical context
- Understand the connection between past, present, and future
- Knows the therapist's place in the health services and in society in terms of laws and guidelines, ethics and professionalism
- Has knowledge of the use of gestalt therapy in various areas such as couples therapy, working with groups, coaching, guidance, and organisational development
- Can formulate in writing a research question in therapeutic work, justify it theoretically, discuss and conclude
- Is familiar with and can evaluate research and development work in gestalt therapy and related disciplines

Skills:

- Can makes a gestalt diagnosis
- Can choose treatment adapted to the gestalt diagnosis
- Can make independent and reasoned choices and reflect critically on their own professional practice
- Has mastered relevant professional tools, techniques, and forms of expression
- Can Act ethically and professionally in various therapeutic contexts
- Can interact with other professionals and professions in clients' treatment programs
- Can apply professional knowledge and relevant results from research and development work to academic issues
- Can apply knowledge of gestalt therapy to non-clinical work with people

General competence:

- Supports and assists clients in their development work
- Demonstrates independence and responsibility in the practice of gestalt therapeutic work
- Conveys gestalt therapeutic theories and research questions in writing and orally

Content

- Active praxis with own clients and/or in other relevant settings
- Relationship client – therapist
- Theory and research as support for practice
- Supervision
- Collaboration with health services
- The use of the gestalt therapeutic method in professional work with people (other than therapeutic work)
- Final assignment

Method of work

- Lectures and dialogue/discussion
- Study groups
- Exercises
- Demonstrations
- Therapy with an approved gestalt therapist
- Supervision on work as a gestalt therapist in one's own work situation and clinical practice as a student gestalt therapist
- Self-study, log and report writing

Coursework requirements

- Participation in modules and in study groups (see the regulation for absences)
- Participation in supervision groups (see the regulation for absences)
- An oral presentation of the written examination paper
- Completion of at least 17 hours of therapy with an approved gestalt therapist (Some or all of these hours may have been transferred from the previous subject years. Students must have completed at least 70 hours in total during the course of the programme's four subjects.)
- Participation in evaluation of the programme

Final assessment

Final exam, individual:

- Written home exam that is assessed as pass/fail. The requirements for the exam's content, scope, and submission time are described in the teaching plan. All aids are allowed.
- Practical oral exam that is assessed as pass/fail. The candidate gives therapy to an unknown client (student in the therapy education) for 30 minutes, then reflects on the therapy and describes theory and method related to the work

Two hours of direct supervision is given on the final written home exam. The supervision centres around academic, ethical, and formal questions related to the research question the candidate has chosen.

Literature
Gestalt therapeutic practice

Literature for Gestalt therapeutic practice will be published in the spring/summer of 2025.

Change log

January 2024: Minor adjustments in language; addition of literature for course year three.