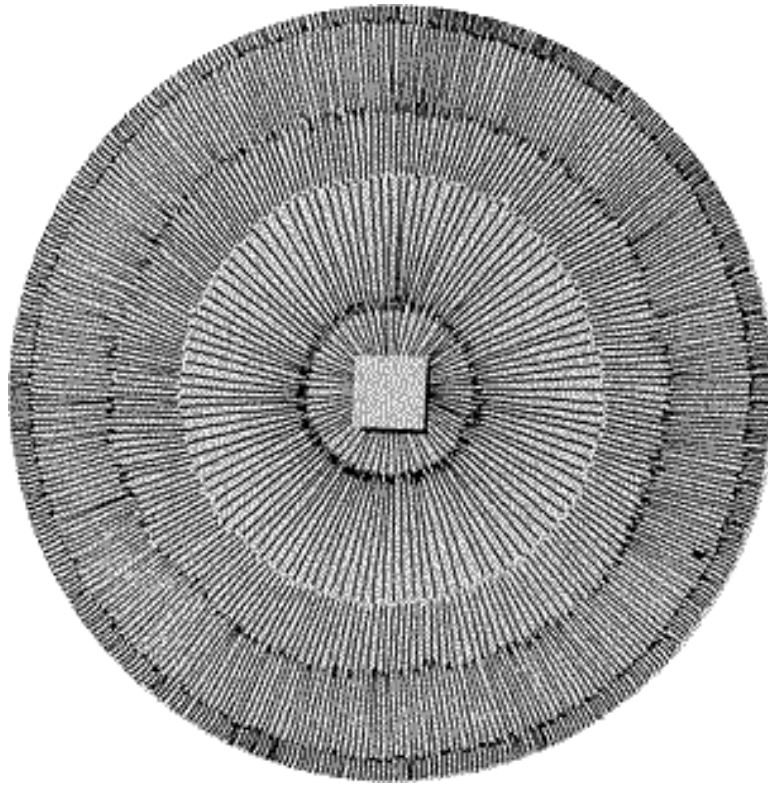

GESTALT CENTER

FOR PSYCHOTHERAPY AND TRAINING

www.gestaltnyc.org



***"This achieving the center,
being grounded in one's self,
is about the highest state a
human being can achieve."
—Fritz Perls***

GESTALT TRAINING PROGRAM
LEADING TO A NY STATE LICENSE IN PSYCHOANALYSIS

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ABOUT THE GESTALT CENTER FOR PSYCHOTHERAPY AND TRAINING (GCPT)

The Gestalt Center for Psychotherapy and Training was founded in 1970 by Dr. Marilyn B. Rosanes-Berrett to carry on and expand the teachings of her friend and mentor, Dr. Frederick (Fritz) Perls, the founder of Gestalt Therapy. In 1974, the Center became the first NY State chartered non-profit institution to offer therapeutic services and training totally within a Gestalt framework, and with authority to grant Certificates of Completion to licensed professionals. In 1978 we received an absolute charter from the New York State Board of Regents.

We are located in mid-town Manhattan, in the historic flatiron district.

WHAT IS GESTALT THERAPY?

Gestalt Therapy is a creative, holistic therapy that focuses on the total person, recognizing the unity of the mind, body and emotions. In the 1940's, Fritz Perls, a trained psychoanalyst, developed the Gestalt theory and method in response to his dissatisfaction with the analytic, mind-focused therapy of the first half of the twentieth Century. As presented in Perls's *Gestalt Therapy Verbatim* (1969), Gestalt Therapy integrates Gestalt psychology, existentialism, and Eastern teachings. The contemporary gestalt psychoanalysis that we teach is based not only on Fritz and Laura Perls, but on others who trained with them, expanded upon their teachings and revised their methods, including Marilyn Rosanes-Berrett, Ph.D., the founder of our institute.

Gestalt therapy focuses on awareness in the present moment: on the *now* and *how*, more than on the *then* and *why*. Through skillful use of a variety of experiential methods, our therapy frees energy locked in old, dysfunctional behavior patterns, integrating and honoring our histories to facilitate growth and balance in the *now*. This allows us to live more fully and effectively.

Over the years, the Gestalt theory and therapy taught at the Center has evolved into a widely effective and applicable model for use in agencies and private practice.

OUR MISSION

1. Educate and train qualified students in the Gestalt theory and method of psychotherapy.
2. Educate and train qualified students in gestalt psychoanalysis in a program leading to a NY State license in psychoanalysis.
3. Provide training that reflects our Gestalt philosophy and method in that it be holistic, humanistic, experiential and transformative, and that it encourage and support ethnic, racial and life-style diversity.
4. Provide referrals to gestalt psychotherapists in the metropolitan New York City area.
5. Provide low-fee psychotherapy, through our treatment center, to members of the New York City community who could not otherwise afford treatment.
6. Contribute to the ongoing development of Gestalt theory and practice by interacting with the global Gestalt community.
7. Create an authentic, supportive, and socially aware community among faculty, students and alumni of our center.

OUR TRAINING PROGRAM

Gestalt Training, like our therapy, is both humanistic and experiential, combining a stimulating academic program with a strong emphasis on learning by doing through live demonstrations and direct supervision of live therapy in a practicum setting. In-vivo supervision, unique to Gestalt therapy, is at the heart of our training program. Students get to experience and practice live therapy in small practicum groups, in the presence of a supportive supervisor. They also get to observe live demonstrations by faculty therapists.

LICENSED PSYCHOANALYTIC PROGRAM (LP)

PROGRAM DESCRIPTION

This program is open to individuals who are seeking a career as a NY State Licensed Psychoanalyst and who have a Master's Degree or higher in any field registered with the NY State Education Department.

Structure of Program

Friday Night Classes

Friday night classes provide our Center's basic and essential learning environment. The first part of the night focuses on gestalt theory, taught using both didactic and experiential training methods. The second part of the night consists of small practicum groups in which students experience practice therapy in a practicum setting. All students will experience the role of client, and advanced students (second year and above) may also take the role of student-therapist-in-training during this practice practicum, putting into practice, *in vivo*, the theory and techniques they've been studying. This is done under the direct supervision of a faculty supervisor. After each session, faculty and students engage in a discussion in which they analyze the session in terms of the theory they've been studying, the techniques used by the student-therapist-in-training and the overall movement of the session.

Weekend Seminars

Sunday (occasionally Saturday) seminars provide all-day intensive learning experiences on specific topics and techniques.

Weekend Intensive Trainings

Weekend intensive trainings are opportunities to provide more intensive gestalt therapy and training, as well as opportunities for community building and communication among faculty and students. Students must attend one winter and one summer weekend intensive during each of their first three years of training. The Winter Intensive focuses on experiencing gestalt therapy as a client, and affords the student multiple opportunities to see the gestalt method used in live sessions conducted by faculty members. Discussions focus on the integration of theory and practice.

The Summer Intensive focuses on experiencing gestalt therapy as a student-therapist-in-training and takes the same form as the Friday night practicum, where students experience practice therapy in a practicum setting, with students taking the roles of client and student-therapist-in-training, under direct supervision of a faculty member. After each session, faculty and students engage in a discussion in which they analyze the session in terms of the theory they've been studying, the techniques used by the therapist and the overall movement of the session.

Personal Gestalt Psychoanalysis

A central part of our training program is the experience of personal Gestalt psychoanalysis. It is crucial that a student in gestalt training experience the gestalt process as a client. The Gestalt Center has a responsibility for ensuring that students in our clinical programs experience the type of gestalt analysis that would further their learning as gestalt clinicians. Therefore, students are required to be in therapy with a gestalt analyst approved by our institute. All Gestalt Center faculty are pre-approved as therapists for our students. We also maintain a list of other pre-approved gestalt therapists known to us through other gestalt institutes in the area. Students are free to choose a therapist from anyone on this list.

If a student wishes to go into therapy with a gestalt analyst not known to us, then that analyst's credentials will have to be reviewed and evaluated to determine whether the analyst meets our standards of approval for students in our training program.

Students entering in the Fall semester are expected to be in therapy no later than the beginning of the second semester. Students entering in the Spring semester must be in therapy no later than two months after the start of the spring semester. Students are required by New York State to have at least 300 clock hours of personal analysis.

CURRICULUM

Our LP program includes 1371 clock hours of training, broken down as follows:

Coursework:

- 546 clock hours of coursework including:
 - Lecture
 - Practicum
 - Demonstrations of live therapy by faculty
 - Intensive Weekend trainings, where the focus is on integrating theory and practice.

Clinical Requirements:

- 300 clock hours of personal gestalt psychoanalysis
- 300 clock hours of supervised clinical experience, treating clients at our Treatment Center
- 225 clock hours of supervision of clinical cases (including individual and group supervision)

HOW OUR LP PROGRAM MEETS NY STATE REQUIREMENTS FOR BECOMING A LICENSED PSYCHOANALYST:

To Become a NY State Licensed Psychoanalyst You Must Fulfill:

- Educational requirements
- Experience requirements
- Child abuse reporting training requirements
- Exam requirements

Education Requirements

NY State requires that your educational coursework total at least 1350 clock hours, including 405 clock hours of classroom instruction, with 45 clock hours in each of the following areas: personality development, psychoanalytic theory of psychopathology, psychoanalytic theory of psychodiagnosis, sociocultural influence on growth and psychopathology, practice technique (including dreams and symbolic processes), analysis of resistance, transference, and countertransference, case seminars on clinical practice, practice in psychopathology and psychodiagnosis, professional ethics and psychoanalytic research methodology. It also requires 300 clock hours of personal psychoanalysis 150 clock hours of supervision, and 300 clock hours of supervised clinical experience.

Experience Requirements:

NY State requires that your experience total at least 1500 clock hours, including at least 750 clock hours of direct client contact. The remaining hours may be comprised of supervision, personal gestalt analysis, and professional development.

When You Complete Our LP Program, You Will Have Met:

- All educational requirements for the license exam application to NYS for the license in psychoanalysis.
- The child abuse identification and training requirement, which is part of our curriculum

You Will Still Have to:

- Complete all remaining client contact hours towards your experience requirement, under a limited permit issued by NYSED for a specific setting under a qualified supervisor. (For details on obtaining a limited permit, see: www.op.nysed.gov.)
- Fulfill all exam requirements. (For details see: www.op.nysed.gov.)

GRADUATION REQUIREMENTS

To graduate from the LP program, students must:

- Successfully pass all courses
- Complete all clinical requirements
- Demonstrate sufficient clinical skill, as determined by the Clinical Evaluation Committee
- Submit case summaries on the required number of long and short-term cases, as specified by the Gestalt Center's Supervision Requirements in effect at the time the student enters the program.
- Submit and received approval on a final paper that demonstrates the student has integrated gestalt theory and methods with practice.

ADMISSION REQUIREMENTS

Applicants with a Master's Degree or higher, from an accredited, degree-granting, institution may apply for entrance into our Licensed Psychoanalytic (LP) program.

Admission is open to all qualified candidates regardless of race, religion, ethnic or national origin, or sexual orientation. We particularly encourage and support ethnic, racial and life-style diversity in our faculty and students.

Advanced Standing

Students who have had previous gestalt training in gestalt may be accepted on an advanced standing basis, depending upon their previous gestalt training. Such decisions will be made on a case-by-case basis after reviewing the student's application and transcripts. The amount of that credit will depend, in part, on when the training was completed.

Transfer Students

We will accept transfer students from other gestalt psychoanalytic institutes. In reviewing student transcripts from such institutes we will discern where the student's credit fits in with our own coursework and curriculum, while making every effort to offer reciprocity where appropriate.

Students will not be given credit for any prior clinical work.

UPON COMPLETION OF PROGRAM

NYS Licensing Exam

Students who have completed all the requirements of our LP program will be eligible to sit for the New York State Licensed Psychoanalyst exam.

Certificate of Completion

Upon completion of this program, graduates will receive a Certificate of Completion.

ADMISSION PROCESS

Admission is based on a review of your application, plus a personal interview. Along with your application, you will be asked to submit:

- official educational transcripts
- copy of mental health related licenses, if any
- personal statement
- resume/CV
- 2-3 recommendations
- \$50 application fee

Application Deadlines

Students are accepted into the program for both the Fall and Spring semesters. You are urged to apply no later than September 1st for the Fall semester, and no later than January 15th for the Spring semester. In some circumstances applications may be considered beyond these dates.

ADVISEMENT PROGRAM

Upon entering the program, each student is assigned a faculty advisor who is available for support throughout the entire training program. Student and advisor meet at least twice annually and review the student's progress in terms of understanding theory and practice, as well as any problems the student may be having regarding any aspect of the training. Advisors are also available on an as needed basis, should the student require any type of assistance.

GRADING

Coursework

Courses are graded on a pass/fail basis, based on attendance and class participation.

Clinical Evaluation Process

The Clinical Evaluation Committee meets at least once per year to evaluate the student's clinical skills based on written evaluations from teachers, supervisors, and practicum supervisors. Students are then informed in writing whether they are on or below target for the appropriate level of skill. Areas of deficiency are enumerated and an action plan for improving deficient skills is suggested.

ABSENCES

Students are permitted no more than two absences per school year for the Friday night classes. Any absences beyond that have to be made up. All other classes must be made up, if missed.

LEAVES OF ABSENCE

A student wishing to take a leave of absence must submit a formal letter of request and must give adequate advance notice so that we may make every effort to transfer clients to another clinician, if necessary.

Students returning from a leave of absence within four years of the starting date of the leave will be given full credit for courses completed before the leave. However, if the curriculum has changed in any significant way, the returning student may be required to make up any courses missed during the leave. This make-up could consist of attending classes or taking a specially arranged tutorial.

TERMINATION FOR UNSATISFACTORY PROGRESS

The Gestalt Center is committed to working closely with students to help them identify and work through any blocks they may have to practicing gestalt psychoanalysis. But we reserve the right to terminate the training of any student we determine does not reasonably demonstrate the potential to practice gestalt psychoanalysis.

Re-entrance for Students Terminated for Unsatisfactory Progress

If a student who has been terminated for unsatisfactory progress later becomes able to demonstrate that she/he is able to fulfill the clinical requirements of the program, that student will be permitted to return to the training program.

GRIEVANCE PROCEDURE

On the request of a student who calls into question a decision of the Clinical Evaluation Committee, a grievance committee will be convened. The committee will be comprised of two members of the faculty, or members of other gestalt institutes, who have not had direct dealings with the student bringing the grievance. The committee will hear the concerns of the Clinical Evaluation Committee and will meet with the student to hear his/her concerns/objections.

TUITION AND FEES¹

	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Tuition ² (estimate)	\$4100	\$4160	\$4700	\$2850
Group Supervision ³	0	\$2000		
Weekend Intensives (estimate)	\$1175	\$1175	\$1175	0
Individual Supervision ⁴ (estimate)	0	\$3000	\$3000	\$3000
Materials Fee	\$100	\$100	\$100	\$100
Books (estimate)	\$50 - 100	\$50 - 100	\$50 - 100	0
Library Membership	\$40	\$40	\$40	\$40
Personal Gestalt Psychoanalysis (300 hours required)	Fees are set by the individual therapist and range from \$70-\$150, with \$100 being the most typical fee.			

Payment Plans

Monthly payment plans are available.

REFUNDS

Refunds are given only in the following circumstances:

1. The student withdraws before the start of the semester, in which case all fees are returned except the registration fee.
2. The student withdraws within the first month of a semester and then receives a refund on a pro-rated basis.
3. The Gestalt Center determines it is in the best interest of the Center to terminate a student's enrollment.

¹ All fees are subject to change.

² These year by year figures are estimates, based on the current projected schedule of courses. Courses may be offered in a different year or semester, resulting in a different cost for that year.

³ This figure represents 50, 90-minute group supervision sessions over a three-year period, at \$40 per session.

⁴ Individual supervision is offered at \$60 per 45-minute session. 150 hours are required by NYSED.

COURSE DESCRIPTIONS

CASE 1: Intake Orientation & Introduction to Treatment Center

This course is designed to familiarize students with standard intake procedures. We will review the questions on the Intake Guide, as well as how to create an interview environment that is welcoming, comfortable and safe. We will also cover how to set the grounds for treatment by discussing the importance of reviewing confidentiality and clinic policies with the client.

(3 hours: Case Seminars on Clinical Practice.)

CASE 2: Case Seminars in Clinical Practice

In this course students present their clinical cases in a small group setting. Each student will present at least one case, in detail, including: history and presenting problem, evaluation of client strengths, assessment of the client's support system, diagnosis and personality structure, client's defensive structure and a history of the clinical work, including what approaches and interventions were particularly useful and which were ineffective. This course is taken three times throughout the training program.

(15 hours, taken 3 times = 45 hours: Case Seminars on Clinical Practice.)

DIAG 1: Diagnosis: Psychotropic Medications

This course provides a description of the general use of psychotropic medications in the context of psychotherapy. This course is not intended to train persons who are licensed to prescribe or adjust medication, such as physicians, physician assistants, etc. Rather, its intent is to provide a *background* understanding for clinicians licensed to practice in the various mental health professions -- so that they may understand the importance of referring clients for psychiatric evaluation by licensed prescribers.

(3 hours: Psychoanalytic Theory of Psychodiagnosis.)

DIAG 2: Diagnosis: Suicide Assessment & Protocol

This seminar will present aspects of a proper clinical assessment of suicidality, including major predictors such as family history, self-destructive behaviors, psychiatric history and other hallmarks. While no assessment is fool-proof, this presentation is intended to help clinicians be better able to manage these crises, moderate their own anxieties and know when medical care is necessary. Included will be the ethical and legal requirements of responding to the suicidal patient.

(6 hours: Psychoanalytic Theory of Psychodiagnosis.)

DIAG 3: Diagnosis: Utilizing the DSM-IV

This course familiarizes students with the use and value of the Diagnostic and Statistical Manual, the most used diagnostic system for mental problems and disorders. The course begins with an overview of the range of mental difficulties acknowledged by the DSM, including the evolution of diagnostic thinking over the past decades. Students then develop and practice the skill of assessing their clients using several methods: decision trees, rule-outs and key criteria. The negative aspects of the use of diagnosis are also discussed, with suggestions on how diagnosis can be used constructively and creatively in the service of our clients.

(5 hours: Psychoanalytic Theory of Psychodiagnosis.)

DIAG 4: Diagnosis: Overview of Personality Disorders

The treatment of clients with personality disorders begins with proper diagnosis, and the earlier this is determined the less likely it is that psychoanalysis will start off in a useless direction. Since the initial complaints of these patients are usually no different than those with psychoneuroses, it is important to quickly assess the degree of disturbance, how embedded the character-style of the client is, and how fragile the ego-structure. This course provides both the theoretical foundations and the practical tools for such an assessment.

(10 hours: Psychoanalytic Theory of Psychodiagnosis.)

DIAG 5: Diagnosis and Treatment of Borderline Personality Disorder

This seminar covers the Borderline Personality in depth: how to recognize the borderline syndrome early in treatment, how to evaluate the client's level of functioning and how to attune treatment to the degree of disturbance assessed. The difference between neurotic disorders, in which the client can recognize the unitary

nature of other people despite their human complexities, and borderline personality disorders, in which the client does not have an integrated sense of themselves nor of others, is described and illustrated.

(10 hours: Psychoanalytic Theory of Psychodiagnosis.)

DIAG 6: Diagnosis and Treatment of Narcissistic Personality Disorder

This course focuses on the etiology and treatment of the various narcissistic personality disorders. It includes a description of the differing levels of narcissism that one sees in practice and how to distinguish narcissistic self-hatred from a depressive or masochistic disorder. Treatment strategies for these clients, and the common counter-transference issues that occur during treatment, are reviewed and illustrated.

(10 hours: Psychoanalytic Theory of Psychodiagnosis.)

DIAG 7: Diagnosis and Treatment of Schizoid Personality Disorder

This course focuses on the etiology and treatment of schizoid personality disorder. It includes a description of the clinical presentation of the schizoid, lists typical presenting problems, and outlines the treatment strategy for these clients. Common counter-transference issues that occur during treatment are also reviewed and illustrated. Included throughout are experiential exercises that help one identify one's own schizoid traits in order to better understand these clients.

(10 hours: Psychoanalytic Theory of Psychodiagnosis.)

ETH/RS 1: Evaluating Behavioral Research

After learning the meaning of what a "statistic" actually is, the specific statistics of mean, standard deviation and "t" are introduced. This course includes an overview of the usual statistical topics: operational definition, types of measurement, measures of centrality, the binomial distribution, correlation and the meaning of statistical significance. Emphasis is put on critical interpretation of reports and understanding the advantages and disadvantages of various research strategies, including double-blind studies, demographic surveys and qualitative research.

(15 hours: Professional Ethics and Psychoanalytic Research Methodology.)

ETH/RS 2: Understanding Quantitative & Qualitative Research Methodology

This course is oriented toward understanding the research paradigms that psychotherapy researchers use in their studies of "evidence-based" treatment. It covers both qualitative and quantitative methods, the epistemological bases of each, what is gained or lost with each approach and for what purposes each is most useful. The course emphasizes that there is not just one "scientific" method but two -- inductive versus deductive thinking -- and the differences between them.

(15 hours: Professional Ethics and Psychoanalytic Research Methodology.)

ETH/RS 3: Professional Ethics

This course is an over-view of professional, ethical and legal canons that should inform the decisions and practices of the psychoanalyst. While much of the material is modeled on the ethical canons of social work and clinical psychology, as well as federal and state laws regarding confidentiality, the emphasis is on ethical decision-making in the inevitable situations not so clearly spelled out by rules and precedents. The focus is, therefore, on understanding the broad, fundamental ethical views that emerge from a deep appreciation of the power differential between any professional and their clients, and particularly between psychoanalyst and client.

(15 hours: Professional Ethics and Psychoanalytic Research Methodology.)

ETH/RS 4: Identification and Reporting of Child Abuse and Maltreatment

The following topics will be covered in this course: the definition of child abuse and maltreatment under NYS law; how to identify the characteristics of abusive caregivers; indicators of abuse and neglect; the role of the psychoanalyst in reporting abuse; when suspected abuse must be reported; the proper procedures for reporting abuse and the consequences for failing to report; and how to care for abused children. *Students may be exempted from taking this course if they can demonstrate that they have fulfilled this requirement outside of our program. To be exempted, the student will have to submit a certificate of completion from an approved program.*

(2 hours: Professional Ethics and Psychoanalytic Research Methodology.)

PERS 1: Personality Development: Infancy and Symbiotic Periods

This course begins an intensive sequence of study of developmental theory and personality formation, in which each personality structure is seen as the outgrowth of a specific existential human issue. This view posits that there are specific developmental epochs in which these issues are predominant, with the child either moving through it well enough or developing relatively fixed affective, cognitive, behavioral and relational styles that are expressed in various contexts throughout life.

(12 hours: Personality Development.)

PERS 2: Personality Development: Self and Self In-System

This course will cover personality styles that develop when the child's normal building of self-esteem is disrupted, truncated and/or co-opted. In this case it is not the actual, physical or social independence of the child that is thwarted, but the development of a self-concept separate from the expectations of the parenting figures. These can range from unrealistic expectations of accomplishment, resulting in a narcissistic personality structure, to overwhelming dominance, resulting in a masochistic personality structure. The etiology, behavioral patterns and treatment of these personality structures are discussed and illustrated.

(12 hours: Personality Development.)

PERS 3: Personality Development 3: Winnicott

This course is a comprehensive review of the contributions of Winnicott to our understanding of child development, personality theory and clinical treatment. It serves as a basic introduction to Object Relations theory and covers the child's use of "transitional objects," the importance of a "holding environment" with "good enough" parenting, his description of how a "false self" can emerge from early interactions with care-givers, and the development of the child's sense of reality. His concept of the "true self" and its relationship to the therapeutic value of "authenticity" is explored. Most importantly, his understanding of the developmental function and necessity of transitional objects, imagination and play are particularly important for the experientially-oriented psychotherapist. The close parallels between these phenomena and gestalt methods is emphasized.

(5 hours: Personality Development.)

PERS 4: Personality Development 4: Object Relations Theory

This comprehensive review includes a survey of the major theorists, developmental research and clinical insights that have come out of the school of psychoanalysis generally referred to as "Object Relations Theory." This view emphasizes how Internal objects are formed by the patterns emerging in one's repeated subjective experience of the care taking environment, which may or may not be accurate representations of the actual, external others. This course includes an historical review of various concepts describing the process of how the psyche develops in relation to early care-givers, from Fairbairn's introduction of the concept through Klein's speculations, to the synthesis developed by Guntrip. Contemporary research on mother-child bonding is also reviewed, as well as the treatment implications of these theories as pioneered by Winnicott and Masterson.

(10 hours: Personality Development.)

PERS 5: Personality Development 5: Self-Psychology

This course explores the development of a sense of "self" through the contrasting views of Kohut, and his concept of "self-objects," and Buddhist psychology, which considers a coherent sense of one's ego as a fundamental illusion. The historical evolution of various concepts of "ego" and "self" in psychoanalytic thought is reviewed, from Anna Freud through Kohut and Masterson, toward a thorough understanding of what is meant by a "self-object" and why it is seen as important in developing a coherent sense of self. This is then compared with the understandings of Buddhist psychology, in which the attempt to maintain one's sense of self through the use of "reference points" -- whether other people, material possessions or social status, is considered to be the very source of all psychological suffering.

(10 hours) Personality Development.

PRACT 1: Practicum: Preparation for Summer Weekend

Practicum is a core component of our clinical training. Up until this point in their training, students will have participated in practicum as client and observer, but not yet as student-therapist-in-training. During the summer intensive that follows this course, students will have the opportunity to take that role for the first time. The purpose of this course is to help prepare them for that by giving them their first opportunity to work as student-therapist-in-training in a supportive setting.

(7 hours: Practice in Psychopathology and Psychodiagnosis.)

PRACT 2: Gestalt Practicum

This course is taken six times over a three-year period of the training program, as it is a core component of the clinical training. In these practica, students experience practice therapy in a practicum setting. Beginning in their second year, students have the opportunity to take the student-therapist-in-training role, giving them a venue to put into practice, *in vivo*, the theory and techniques they've been studying. This is done under the direct supervision of a faculty member. After each session, faculty and students engage in a discussion in which they analyze the session in terms of the theory they've been studying, the techniques used by the student-therapist-in-training and the overall movement of the session.

(13.5 hours, taken 6 times = 81 hours: Practice in Psychopathology and Psychodiagnosis.)

PRACT 3: Summer Intensive: Integrating Theory With Practice

The purpose of this annual intensive retreat is to create a venue in which the integration of theory and practice is paramount. The Summer Retreat focuses on experiencing gestalt psychotherapy as a student-therapist-in-training. In addition, each weekend has the theme of integrating the theory students have been learning with practice.

(18 hours, taken 3 times = 54 hours: Practice in Psychopathology and Psychodiagnosis.)

R-T-C 1: Introduction to Resistance, Transference & Counter-transference

In this seminar, the psychoanalytic concepts of positive and negative transference are defined and reframed in terms of the gestalt notions of contact and interruptions and the layers theory. In general, transference can be seen as interruptions to full contact in the present. The task of the therapist is to stay out of the system of the patient because that is the only way to help the patient get out of the system herself. The experiential component of this seminar will include reconstructions of actual experiences by therapists and their clients.

(5 hours: Analysis of Resistance, Transference and Countertransference.)

R-T-C 2: Resistance, Transference & Counter-transference in the Therapeutic Relationship

This course will cover the concepts of transference, resistance and counter-transference from the gestalt perspective, as well as from the relational perspectives common to both gestalt psychoanalysis and traditional psychoanalysis. These topics will be covered in a live practicum setting.

(10 hours: Analysis of Resistance, Transference and Countertransference.)

R-T-C 3: Practicum in Resistance, Transference and Counter-transference

This practicum is the first of a three-course sequence exploring the phenomena of resistance, transference and the psychoanalyst's attendant counter-transference during live demonstration sessions. In this structure, the supervisor and other participants observe while one student takes the 'therapist' role and another is 'client.' The session is then discussed with the focus being on the therapist's counter-transferential responses to the client's resistance and transferences, projective identifications and/or interpersonal manipulations.

(10 hours: Analysis of Resistance, Transference and Countertransference.)

R-T-C 4: Practicum in Resistance, Transference and Counter-transference

This is the second in a three-course sequence that uses both our regular practicum format and variations on the structured supervisory commonly known as a 'reflecting team' to explore the phenomena of resistance, transference and the psychoanalyst's attendant counter-transference during live demonstration sessions. In this structure, the supervisor and other participants observe while one student takes the 'therapist' role and another is 'client.' The session is then discussed with the focus being on the therapist's counter-transferential responses to the client's resistance and transferences, projective identifications and/or interpersonal manipulations.

(10 hours: Analysis of Resistance, Transference and Countertransference.)

R-T-C 5: Practicum in Resistance, Transference and Counter-transference

This is the last in a three-course sequence that explores the phenomena of resistance, transference and the therapist's attendant counter-transference during live demonstration sessions. In this structure, the supervisor and other participants observe while one student takes the 'therapist' role and another is 'client.' The session is then discussed with the focus being on the therapist's counter-transferential responses to the client's resistance and transferences, projective identifications and/or interpersonal manipulations. This practicum may include variations on the structured supervisory commonly known as a 'reflecting team'.

(10 hours: Analysis of Resistance, Transference and Countertransference.)

SOCIO 1: Socio-Cultural Influence: Gender and Sexual Identity

This course investigates the socio-cultural influence on the development of gender identity, integrating contemporary literature on lesbian, gay, bisexual, and transgender (LGBT) clinical issues with gestalt theory and practice. The description of LGBT life-experiences raises questions of intersectionality -- the location of identity and experience as shaped by social systems and understandings, including race, ethnicity, class, ability, immigration, etc. This course is designed to enhance the therapist's cultural competence, examine transference and counter-transference across sexualities and develop an understanding of sexuality and gender in social context.

(10 hours: Socio-cultural Influence on Growth and Psychopathology.)

SOCIO 2: Socio-Cultural Influence: Multi-Cultural Competency

This course is intended to inculcate in the student the realization that cultures can have entirely differing world-views regarding the concepts that seem most relevant and natural to the psychoanalytic practitioner, including the understanding of what is 'normal,' what the causes of medical and mental illness are, the role of the healer and even how emotions are described and categorized. This requires an astute alertness to differences, a close attention to how words are used, and a sensitivity to how the psychoanalyst can be seen as a member of a group, and not simply as an individual, when treating a patient from a different cultural or ethnic background.

(15 hours: Socio-cultural Influence on Growth and Psychopathology.)

SOCIO 3: Socio-Cultural Influence: Psychodynamics of Oppression, Racism and Bigotry

This course investigates the social and psychological dynamics that lead to the oppression and domination of one group over another, the social structures that perpetuate this, and the individual psychodynamics that lead to bigoted perceptions and behavior. The consequences of these processes in the lives of our patients will be explored, both oppressor and oppressed, with the view to ameliorating some of these on the individual level through psychoanalysis. While readings and case examples will be used, the students are also encouraged to explore their own stereotyping, culturally conditioned perceptions and introjected beliefs that might hinder them from forming helpful and effective therapeutic relationships with clients.

(15 hours: Socio-cultural Influence on Growth and Psychopathology.)

SOCIO 4: Socio-Cultural Influence: Women's Issues & Feminist Therapy

This course covers material particularly pertinent to psychoanalysis with women patients, including the following: issues relevant to women in contemporary society, the development of effective interventions based on gender-informed psychotherapy, and the major changes in both theory and practice brought about by therapists who developed approaches based on the "feminist" values of relationship and mutuality. We study developmental models that take into account the different physical journey and relational paths that girls and women take. Perspectives on women's sources of self-esteem, development of body image and range of sexuality are explored in readings and discussion.

(5 hours: Socio-cultural Influence on Growth and Psychopathology.)

TECH 1: Techniques & Clinical Skills I

Gestalt therapy methods are based on the concept of engaging the client in "experimenting" at the edge of their comfort zone within an established supportive atmosphere and relationship. Titrating experiments to fit the client's ability to tolerate anxiety is an important part of the skills to be acquired. Some of the techniques covered in this course are verbal skills, techniques to deepen feeling, and how to set up gestalt experiments appropriate to the individual client. Each section of didactic presentation and discussion is followed by demonstration and/or role-playing that gives the student an opportunity to practice new skills with a supervisor present.

In this course the body is presented as it is viewed in gestalt psychoanalysis -- as a resource. It is viewed as support, container, locus of emotions, source of comfort and "holding," etc. Some of the techniques covered are grounding, relaxation, and paying attention to the client's bodily cues. Methods of maintaining embodied centeredness, important for both therapist and client, are also taught. Opportunities are given to learn about, discover and explore embodied and disembodied experience in the therapy situation.

(11 hours: Practice Technique, including Dreams and Symbolic Processes.)

TECH 2: Techniques & Clinical Skills 2

This course builds on previous skills-training courses, addressing the basic stance of the therapist and the balancing of the support necessary for creating a “holding environment” and mild ‘frustration”, which research has shown to be an important ingredient in any learning. Underlying both of these is *presence*, the ability of the therapist to be alert to subtle cues, suspend judgment and convey constant and empathic attention to the client. The art of therapy is to assess the client’s readiness for feedback, help the client develop a tolerance for the frustration and confrontation that is necessary for growth, and to create/adjust interventions accordingly. In addition to support and frustration, Gendlin’s skill of focusing, shown by research to be a critical part of any therapy, will be taught. Special focus will be placed on the classic technique of gestalt chairwork.

(11 hours: Practice Technique, including Dreams and Symbolic Processes.)

TECH 3: Techniques and Clinical Skills 3

This course is designed to develop facilitative skills in specific situations, building on previous, more general skills-training. The content is flexible because, by this time, students can identify what areas and situations they have the most difficulty with or are most curious about. There may also be current additions to general theory and practice with which they would like more familiarity. These topics also review the most current clinical and neuropsychological research that informs Gestalt methods. The following content is representative of what has been taught in the past: the gestalt method of working with dreams and symbols, mindfulness (including its use in CBT and DBT), working with anger.

(11 hours: Practice Technique, including Dreams and Symbolic Processes.) Tuition: Included in QGT program tuition.

TECH 4-Dreams: Winter Weekend Intensive: Dreams & Symbols

This course is one in a series of three winter retreats which focus on experiencing gestalt psychotherapy as a client, and affords the student multiple opportunities to see the gestalt method used in live sessions conducted by faculty members. In this version of the course we focus on gestalt “dreamwork”. Covering this topic in a stayover retreat setting provides the opportunity for students to experience and observe therapeutic work using very recent dreams. After each session, faculty and students engage in a discussion in which they analyze the session in terms of the techniques they’ve been studying and those used by the therapist in the session.

(11 hours: Practice Technique, including Dreams and Symbolic Processes.)

THEORY 1: Foundations and Basic Concepts of Gestalt Therapy

In this course the development of gestalt psychotherapy from an experimental psychology of perception to a more general theory of psychodynamics, psychological health and neurosis is outlined.

The philosophical foundation of gestalt psychotherapy is rooted in the phenomenological and field theoretical view that the client’s experience is unique and influenced by field forces, including the therapist, as well as “internal” dynamics. This course emphasizes how we each create our own organization of experience, and it is this organization that must be elucidated in therapy as well as particular experiences. The course includes philosophical and clinical writings to express the phenomenological and process-philosophy stance, as well as art and poetry.

The course includes comparisons and contrasts with other major theoretical frameworks that were developing in the same time period.

(11 hours: Psychoanalytic Theory of Psychopathology.)

THEORY 2: Theory: Contact and Interruptions

This course includes the phases and sequence of contacting, what healthy contact looks like, and an over-view of what habits or styles of contacting can begin as creative adaptations but become “fixed gestalts”, or patterns of behavior that create problems for the client, and/or limit the client’s ability to creatively adapt to new or changing circumstances. Uncomfortable desires, needs, fears, etc., are held in the background of awareness by interrupting anything that begins to emerge into consciousness that would bring these to more immediate, focal awareness. Seeing defenses in this way leads us to the optimistic idea that “unconscious” material momentarily can become conscious, and that we deliberately interrupt the flow of experience to keep them out of awareness.

(12 hours: Psychoanalytic Theory of Psychopathology.)

THEORY 3: Layers Theory of Defenses

In the latter part of his career, Fritz Perls developed what he called the “Theory of Layers.” The model can be used to view what is happening in individual sessions, during the course of therapy and even over one’s lifetime. It emphasizes the transformational, rather than curative, nature of therapy, akin to other psycho-spiritual processes. In this view gestalt psychoanalysis is seen as moving beyond simply restoring the client to previous functioning, but as potentially being a process of transformation. The fractal nature of the concepts, though, make the theory of layers a useful lens for looking at even momentary change-processes within a session.

(12 hours: Psychoanalytic Theory of Psychopathology.)

THEORY 4: Layers Theory of Defenses-Death Layer

For the client, death layer is the most difficult point in therapy and yet it is often the fundamental turning point in the transformation from neurosis to health. This special seminar is intended to teach the therapist to identify this pivotal therapeutic experience, prepare for it, differentiate death-layer fear from more common fears, and determine when the client has enough internal support to go through this process. Through case studies and video, students learn how to work with a client in death layer, and how to identify and work with the therapist’s avoidance of it.

(5 hours: Psychoanalytic Theory of Psychopathology.)

THEORY 5: Integrating Theory and Practice: Paper Seminar

Students are required to complete a final paper integrating their knowledge of gestalt theory and an area of interest or expertise of their choice. This seminar meets to support the completion of their papers.

(5 hours: Psychoanalytic Theory of Psychopathology.)

THEORY 6: Theory: Existential Psychotherapy

This course will situate gestalt therapy within the tradition of existential-phenomenological philosophy and psychology. It reviews both the common philosophies of the psychoanalytic approaches considered as “existential” and the wide range of methods actually used. In this context, gestalt therapy is viewed as the best operationalization of existential philosophy. The basic text of gestalt therapy will be read closely as phenomenological theory, and the various influences on its development considered. A basic understanding of what is meant by “phenomenology,” as well as the technical vocabulary of existentialism, will be taught and applied to clinical examples.

(5 hours: Psychoanalytic Theory of Psychopathology.)

WINTER INT.: Winter Weekend Intensive: Integrating Theory with Practice

This course, which is taken twice, is part of a series of three annual winter retreats which focus on experiencing gestalt psychotherapy as a client, and affords the student multiple opportunities to see the gestalt method used in live sessions conducted by faculty members. In this version of the course, the integration of theory and practice is paramount. After each session, faculty and students engage in a discussion in which they analyze the session in terms of the theory they’ve been studying, the techniques used by the therapist and the overall movement of the session.

(5.5 hours, taken 2 times = 11 hours: Psychoanalytic Theory of Psychopathology), and

(5.5 hours, taken 2 times = 11 hours: Practice Technique, including Dreams and Symbolic Processes.)

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Governance

The Gestalt Center is governed by an executive board and managed by an officer manager. The executive board meets weekly to make decisions about management, training policies and practices. Decisions are made collaboratively among members of the board.