

Study Guide



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1. GENERAL

1.1. Introduction

The Study Guide is intended for students of the Dutch Gestalt Foundation for

- Personal Development: Base Year (module 1)
- Gestalt Therapy in Practice (module 2)
- Gestalt Coach Counsellor (module 3)
- Accreditation Year: Gestalt Therapist (module 4)

The function of the guide is to inform the student about the structure, content and execution of the training.

In addition to the curriculum, the student will find information on the required literature, criteria for the various written assignments and the required forms relating to the various study components.

The student is responsible for having his assessment forms signed by the trainer or teacher concerned and for having his accreditation form signed by his mentor.

(For the sake of readability, in this guide the terms 'the student' and 'he' are used, but of course 'the student' and 'she' are also used).

At the time of printing, the information in the Student Guide was correct and up to date.

The Dutch Gestalt Foundation reserves the right, if necessary, to change the training program, dates and costs.

All questions concerning the contents of the Study Guide should first be addressed to the mentor or to a trainer of the NSG staff. If mentor or trainer cannot answer the question, it should be addressed to: the NSG coordinators

info@nsgestalt.nl

1.2. Set up of the training program

Training vision of the Dutch Gestalt Foundation.

What do we train people for?

What vision of humanity is hidden behind our training?

What kind of 'therapists' do we provide?

The most obvious fact of man is that he is always in relation to his environment and the others. I am only me because you are here. I am human amongst people regardless of the role I play. In the first place I am human.

From here I meet the other. Gestalt therapy, as founded by Laura and Fritz Perls, Paul Goodman and Ralph Hefferline, takes the relational starting point seriously and carries it through throughout the work. It's the constant within therapy that comes back again and again. Not so much the method as the relationship is essential for successful treatment. What do we then lead people towards?

To be fully aware of one's own vulnerability, willingness and defects, to be able to deal with the suffering of another. A sorrow that can no longer be carried alone, that does not require solutions or advice. A sorrow that asks a listener who can tune into a silence that no one has heard before, where the roles fall away and we are human again among people.

Working with others starts with working from within yourself.

During the first year the focus of the training is on personal development. Who am I?

Which patterns do you carry with you and where about lay your possibilities? Which field do you necessitate and how can you actualize it in order to create the most optimal way to tap into your vitality?

In the second year you apply what you have learned in your field of work, as broadly as that may be.

In the third year you focus your attention on working with others as a therapist.

In the fourth year you deepen your awareness of process diagnosis and Gestalt in psychopathology.

A personal development based on experiential learning, filled with theory, is the foundation for being able to work professionally from the Gestalt vision. But the other way round, all students in the first two years of our training must have a professional goal in mind in order to go through a meaningful learning process with us. Discovering what self-realisation is desired, gaining more insight into family relationships and possibly conflictual situations can also be a good starting point.

The Gestalt training of the NSG as a whole is a four-year training according to the Training Standards of the European Association for Gestalt Therapy (EAGT) and those of the Dutch Flemish Association for Gestalt Therapy (NVAGT).

However, this does not mean that every student must choose this four-year path to become a therapist in order to meaningfully participate in our Gestalt training.

In our programme we go back to the thorough and well thought-out core of Gestalt theory and methodology. Counselling and therapy are presented as an attuned and humane approach to a wide range of existential and relational questions. This distinguishes us from current cognitive models of psychotherapy, in which the criteria of 'evidence based', DSM V and protocol treatments and a tangle of regulations hold sway.

The foundations of the Gestalt approach are

- promoting insight and awareness in the client
- building a trusting, equal, dialogical relationship
- creating a basis for being able to give direction to your life and being able to realise personal development.

Gestalt counselling and Gestalt therapy have a lot in common with psychotherapy but differ substantially from it in that they always work with the whole person and the whole situation, in which the interaction between the person and the environment is the central issue. They do not split up a person into a body and a psychological part which falls within the domain of psychotherapy.

There is no sharp boundary between Gestalt counselling and Gestalt therapy. The difference has mainly to do with the extent to which they work with pathology related problems or complex environmental factors.

Gestalt counselling is very suitable:

- for problems with a (lighter) situational background; think of persistent stress, characteristics of burn-out, difficult professional and/or personal relationships, a feeling of not being happy or not being able to function as required.
- To help people gain insight into questions (of life); think of questions about the usefulness of one's own existence (existential), one's place in society or uncertainty about whether one has sufficient balance between self-actualisation and belonging, between adapting and being able to have an influence.

- For guidance projects in, for example, education, youth care, personnel work. An own practice for learning to regulate emotions, impulse control, awareness of needs, regaining access to one's own physicality, support in processes of change, conflict mediation, guidance in 'life-style' development, support in raising children, working with partner relationships,

Gestalt counselling offers accessible and people-friendly support with problems and questions where there is no serious structural pathology involved. This may seem like a small working area. Yet most problems and questions fall within this field.

Gestalt therapy takes this a little further. Especially in the field of recovery from complex developmental trauma, pathology that is especially activated under the influence of stress, and restoring freedom where it has been lost to deeply ingrained coercive patterns.

For the group starting in coming fall the following structure applies:

The 1st year of training will be a Basic Year of Gestalt which will include the main outlines of Gestalt theory (awareness, contact, polarities, functions of the self, Gestalt formation process) and methodology (presence, empowerment, loop of awareness, body-oriented interventions and experiments). As Gestalt counsellors and therapists need to dispose of themselves as the most important working instrument, reflection on their own emotional and relational development is an important part of this year. To conclude, there is a practical essay. In the first year, you follow learning therapy and receive supervision on how to implement the Gestalt method in the work you are doing now. In this year you do not have to see clients yet. Without this Gestalt foundation year, people cannot enter the Gestalt Counselling & Therapy training. This first year can be seen as a Gestalt foundation year. A training year at another EAGT recognized Gestalt Institute also gives access to the 2nd year.

The second and third year form the Gestalt Counselling & Therapy Course. This is meant for people who (start to) work with clients at the level of the work of a counsellor. The programme consists of theory, methodology, learning therapy, supervision, a practical case study and a practical final test.

The total number of hours of the Basic year and the 2-year Gestalt Counselling & Therapy Course are in accordance with the requirements set by the NVAGT (Gestalt Professional Association) for membership as a Gestalt Professional Coach Counsellor (900 hours, see membership NVAGT). An additional requirement is that you are in possession of a recognised diploma at least at HBO level.

In addition, there is the option of an extra Accreditation Year to meet most of the requirements for the NVAGT and EAGT membership as a Certified Gestalt Therapist, which makes you eligible for reimbursement by health insurers in the supplementary insurance.

This year includes deepening the Gestalt vision on pathology, a theoretical thesis, extra supervision and extra client hours in order to reach the EAGT-required 1450 training hours. You also need to have proof of training in PsychoSocial Basic Knowledge (PSBK) and Basic Medical Knowledge

(Medische basiskennis). People with a previous education that already provides this, have an exemption. For students who started the training before 2019, there was still a 2-year basic training. They can also be certified as Gestalt Professional Coach-Counselor after the 3rd year.

1.3. Introduction of the NSG

The history of the Dutch Gestalt Foundation (NSG) begins in 1972. In that year the Dutch Gestalt Institute was founded, the predecessor of the present NSG. This institute provided the first Dutch Gestalt training and further aimed to stimulate and support research in the field of Gestalt and to disseminate this information within the fields of health care. In the 1980's radical changes in the form and content of the training programme were necessary. In order to implement these changes Harm Siemens and Joke van Saarloos founded the NSG. The NSG realised a three-year Gestalt training, later extended to a four-year course. Currently the basic training has been reduced to two years, with the possibility of a continuation in a two-year Gestalt therapy training.

Finally, an accreditation route is possible that allows the student to obtain the diploma of Gestalt therapist and at the same time be accredited by the NVAGT, EAGT and EAP (Dutch and European professional associations).

The Dutch Gestalt Foundation has the following goals:

- To educate qualified Gestalt therapists
- To provide postgraduate education for psychotherapists, psychiatrists and other medical doctors, counsellors, clinical psychologists, social workers and other professionals who want to integrate Gestalt philosophy and methodology into their practice and work.
- To make clinical Gestalt therapy and professional education accessible by promoting knowledge, skills development and ethical and responsible guidelines.
- To maintain the highest standards of therapeutic practice, both in terms of competence and professional ethics.
- To establish, in cooperation with the European Community, quality requirements for the teaching of Gestalt therapy as one of Europe's leading schools.
- To promote a culture in which students are given the opportunity for lifelong learning. To this end the NSG will create a learning environment of science and knowledge development, linked to current theory and practice.
- To stimulate and expand Gestalt therapy in the Netherlands, especially within established counselling professions and institutions.
- To work towards more formal recognition of Gestalt therapy as a contemporary and valuable therapeutic approach and to promote the recognition of the profession of Gestalt therapist in the Netherlands.
- To stimulate research in further development of the theoretical and practical application of the Gestalt approach in therapy, education, counselling and personal development.

- Participation in a worldwide cooperation of institutes and institutions, which offer highly qualified education in a select number of locations.

1.4. Basis of the Gestalt Therapy Training

Gestalt therapy is a process approach within a structured situation, working together with the client in a learning process to recognise and solve problems which are of an emotional, rational, personal or spiritual nature.

Gestalt therapy takes place within a relationship with the aim of supporting self-support and awareness in the lifelong process of development by:

- Increasing the client's awareness with consequent increase in choice.
- Increase in the client's capacity to adapt creatively.
- Increase in self-knowledge of the client
- Just as Gestalt therapy uses a relationship within a structured situation, Gestalt therapy training focuses on factors which make a relationship therapeutic:
- How to use the self and self-reflection in the service of this relationship
- Learning and practising skills which play a part in creating and maintaining a therapeutic relationship.

For the student this means education in self-awareness and self-reflection as well as training in a specific philosophical and theoretical approach.

The Gestalt therapist is able, in accordance with his specific theoretical and clinical approach, to establish an appropriate relationship and apply appropriate interventions. He also has the ability to move in his work between philosophy, theory and practice, scientific and intuitive knowledge, to experience and observe the actual therapeutic encounter.

Post HBO level.

The NSG is 1 of the 4 by the European Association for Psychotherapy (EAP) accredited Training Institutes (EAPTI) in the Netherlands. With our training we meet the requirements that health insurers in the Netherlands set for therapists who want to be reimbursed by the complementary insurance. The guideline is to have a higher professional education (HBO) degree in a number of defined human sciences and then a four-year post-HBO professional training in a therapy modality. Our training also meets the requirements recently formulated in Flanders for legal recognition as an independent psychotherapist.

Through the NVAGT we also participate in the QIT Online programme of the University of Leuven, in which, by means of "monitoring", systematic attention is paid to atheoretical factors that are

known to be important for the outcomes of care, such as the client's motivation, his social network, but also the quality of the care relationship. (N.Stinckens, 2012)

The post-HBO character of "The Power of Contact" can also be defined from the distinction in agogic strategies introduced by P. Freire.

1. Power and Coercive Strategies

Social changes and learning processes are achieved through authority and external pressure, through the use of coercion.

2. Rational empirical strategies

People are rational beings who are prepared to act and learn differently on the basis of changed insights in a given situation. Social change and development can be achieved primarily by providing information and transferring knowledge.

3. Normative-reeducative strategies

People are social beings who act on the basis of the cultural pattern they have acquired through the process of socialisation. Social changes in attitudes and behaviour are not achieved merely by changing knowledge and insights, but require a changing value framework and a dialogical inter-subjective relationship.

In simplified terms, one could say that points 1 and 2 are characteristic of HBO education, and that the NSG focuses primarily and fairly exclusively on the Normative-Reductive aspects of learning and development (point 3).

This fulfils the need for a more complete professional. In the HBO courses the emphasis is mainly on Technical or instrumental professionalism with characteristics such as

- The social worker as an expert
- Competence to bring an assignment to a good end
- Focus on goal-means relationship (which instruments to use to reach a certain goal?)
- The legitimisation of the social intervention is put outside the intervention itself.

Whereas in the post HBO model of the NSG Relational professionalism is central, with characteristics such as

- Critical and reflective attitude towards the assignment
- The emphasis shifts to a relationship of accountability (those who have the power to intervene must also take responsibility for explaining why and how they intervened)
- Normative finality of social interventions.
- Joint definition of the situation between social worker and problem bearer

- Problem bearers must at all times maintain their right to autonomy and self-determination, and must be able to take part in decisions on how to deal with the problem situation.

The post-HBO level of "The power of contact" is expressed in the way in which

- the normative reëducative, or
- the social intersubjective, or
- a contact repertoire, or
- the relational professionalism, with your own person as an instrument

is combined with and integrated in the rational empirical, or theoretical, knowledge already present in HBO graduates.

- rationally empirical, or
- cognitive objective, or
- intervention repertoire, or
- technical or instrumental professionalism.

A good score reader is not a good musician. Knowing the rules of the game does not make you a good player. Our training focuses on "mastering" the theory and "physically appropriating" the methodology. Metaphorically speaking, we are an Academy for the Fine Arts of Experiencing and Connecting. Like a conservatoire, we want to preserve something essentially human and pass it on to the next generation.

1.5. Training philosophy of the NSG

The Dutch Gestalt Foundation (NSG) is a training institute for people who

- Want to learn to use the Gestalt method in their work as a counsellor or therapist.
- Want to become a Gestalt therapist.

The continuous learning process of professionals is considered crucial, for both individual and professional development.

Just as the client is entitled to be treated with respect by a professional and ethical Gestalt therapist, so too the student is entitled to this respect. Students are given the opportunity to experience a respectful relationship as an essential element of the learning process.

One of the Foundation's fundamental beliefs is that effective education is only shaped from within; from the student's experience the link is made to theory and the demands of practice.

The Gestalt education programme facilitates, in addition to a solid theoretical foundation about Gestalt therapy, a rigorous process of supervised, experiential and clinical training. The programme is based on a balance between theory, experience and practice.

Students are encouraged to take responsibility for their own growth and learning as well as contribute to their own training program through ideas.

The educational model is based on the following elements:

- The dialogical relationship
- Phenomenological encounter between students and teachers
- Openness to differences and self-awareness
- Responsibility for the relationship between person and environment.

The student is approached as an adult with individual valuable knowledge, experiences, skills, values, beliefs and needs.

The variety of study components in the program provides a framework of guided and self-guided activities. Students are encouraged to build on their existing knowledge, to question and reflect on aspects of their practice and to integrate theory into practice.

Goals of the training program.

The NSG is a training institute dedicated to:

- Realising a training programme that teaches students the basics of Gestalt therapy/coaching and its clinical application in the therapeutic/coaching relationship.
- Making accessible a sound and experiential knowledge of Gestalt therapy/counselling including its basic philosophy such as the theory of phenomenology, the dialogic relationship, social learning, efficacy learning, existentialism and field theory.
- To promote deep understanding regarding the theory and practice of Gestalt therapy/counselling.
- Emphasising independent learning and self-support in order to achieve a high level of competence as a Gestalt professional
- Integrating a high level of competence and ethics into Gestalt therapeutic/counselling practice
- To promote understanding of Gestalt within the context of other models of care and its potential contribution to political and social issues.
- To conduct examinations in preparation for the Diploma in Gestalt therapy/methodology.

1.6. Requirements during the training

There is a standard of 100% attendance at training weekends. Absences of 5 half-days can be compensated by attending conferences and refresher courses. In case of more absences, compensation should be discussed with the mentor(s). Furthermore, the student is expected to make sufficient efforts with regard to the following components.

Personal reflection reports

Learning therapy experiences

Intervision group / study process group

Theory and methodology

Written work

Group supervision

Practical hours

Free NVAGT hours

In Chapter 3, Curriculum, the minimum requirements for each of these components are indicated for each year of training. An overview of the requirements to qualify for a diploma is given in sections 3.6.1, 3.6.2 and 3.6.3.

2. OBJECTIVES

2.1. Structure of the training

2.1.1. General

The full training programme for accredited Gestalt therapists consists of 4 modules of one year each. The first year is a basic year in Gestalt methodology and theory. After module 3 you can be certified as NVAGT Gestalt Professional Coach Counselor. After four years of training and sufficient practical experience and supervision, you can be accredited as a therapist with the NVAGT (Dutch Association for Gestalt Therapy) and the EAGT (European Association for Gestalt Therapy).

2.1.1.1. Formal description

This is a training for professionals, working in (public) Mental Health Care, Youth and Family Centres, Youth Care and Youth Protection, Youth Work, Social Work, Family Coaching, Elderly Work, Care & Welfare, Education or similar, who want to specialise in depth and effectively in facilitating the empowerment of their clients. Key to this is the development of a personal contact repertoire with which they can use themselves as the most important instrument in their professional relationship with their clients. The envisaged professional growth will be inextricably linked to a fundamental personal development.

Situation and mission.

In care work, care workers are helping people. This help has many faces, depending on the person receiving the help and the situation in which they find themselves.

People who are seriously limited (mentally and/or physically) in their ability to organise their lives independently need a form of support that gives them a foundation. People with problems that appear to be of a more temporary nature mainly need the backing to get back on their feet.

In all cases, it is important to offer coordinated help. In all cases, it is important to provide adapted assistance, in the sense that no more or less is given than is necessary. If too little is given, people are left out in the cold and get even more stuck. If too much help is given, the people's own strengths are overlooked. It is very important for every person receiving help not to feel completely dependent on the person giving the help. In one way or another, everyone wants to retain some control over their lives. So also control over the help they receive.

The empowerment philosophy, as formulated in the middle of the last century by Freire and Habermas, among others, is currently undergoing a revival. The concept of 'own strength' linked to 'own responsibility' is central to the social debate on Welfare New Style. The recently published scientific report "The Heart of Empowerment" (Jenny Boumans, Trimbos Institute) sharply defines what this facilitation of the development of Eigen Kracht is about in principle.

The basic polarity in empowerment is that of self-determination versus being determined. Whether it is about education, health care, economic position, the aim is always to give underprivileged and vulnerable groups more control over their own lives. From a simple logic point of view, it is clear that this self-determination cannot be imposed from above. Then someone else will determine what your self-determination will look like. Essential for empowering is the dialogue in which the social worker tries to attune the situation to the possibilities and especially the needs of the client to be empowered.

A major problem, however, is that many people in a vulnerable position are hardly able to enter into this dialogue because they lack the basic conditions for it, such as the ability to self-reflect, language skills, environmental support or financial resources. It is risky to initiate too much

self-determination when there are real limitations in the client or his situation. Instead of empowering the client, we then actually reinforce his problems and complaints. This requires a preliminary process, comparable to pre-therapy and therefore also called pre-powering, in which the person to be empowered is taught and supported to indicate his needs in a dialogue and to come to an appropriate contact on that basis.

After all, a dialogue presupposes people who can stand on their own two feet in the contact and are aware of their own feelings, needs and thoughts. Subsequently, it is important that they can indicate in the contact what they need or consider important. It is equally important that they can empathise with the other person's world of experience and the values and needs that go with it. The ability to switch between alternating perspectives is a prerequisite for this. In this way, the dialogical I-you relationship can be established, in which both parties are in a free and responsible subject position. This is in contrast to an I-it relationship in which one of the parties is more of an object - a thing - than a subject. Both counsellor and client run the risk of ending up in this object position.

Initially, empowerment was mainly focused on the interests of the client or client group. In the meantime, it has become clear that the social worker is also in a vulnerable position. In addition to his professional skills, a strong appeal is made on who he is as a human being. This requires being able to be present in emotionally difficult situations with authenticity. Sometimes it is possible to mean enough to a client and to find satisfaction in the work. Often, they do not. Then he is left with a feeling of inadequacy and powerlessness. This can lead to stress and sometimes to burn-out. Empowerment of the care worker is about developing a basic trust that enables him/her to be present in the here and now of a situation. In this way, he or she will be able to clearly assess what is going on, what is needed and what limits are set by reality. This firmly founded freedom in the contact is an important instrument for self-care.

The Gestalt method is ideally suited to move in this dynamic, as the concept of "attuned contact" is central to its theory and practice. In concrete terms, this means that the learning process is not aimed at the appropriation of a "classical" intervention repertoire, which often aims to provide a far-reaching ready-made recipe for problems. The Gestalt method is about developing a repertoire of contact, based on experience, which is available to people in order to find, in dialogue, the most appropriate response to the problem at hand. A care worker who has his or her own Personal Strengths at his or her disposal is able to assess what is needed in a particular situation and is free to use a large number of contact styles in order to reach an agreement with the person in question. This 'Eigen Kracht' fits in perfectly with the fact, proven by research, that the quality of the relationship between client and counsellor is the most important factor that makes a counselling session have the desired effect.

The strength of the Gestalt training lies in going through personal development. This enables you, as a professional, to be present in the here and now of emotionally complex situations from a position of genuineness. You learn something unique: you learn to carry feelings of anger, fear,

sadness and powerlessness for yourself and the other and then to bring them into contact with each other in an attuned way.

In this way you find something to hold on to in yourself and your personality becomes your most important and effective tool. This makes it possible to enter into an effective healing relationship with your clients. By shifting the focus from the problem to the person and their desires behind the problem, you create safety and trust in very vulnerable contacts.

2.1.1.2. Training framework

*Professional profile:

The quality of the contact between client and counsellor is one of the most important factors in ensuring that counselling has the desired effect. In working with individuals, families, parents and children, the capacity and ability to initiate change processes for the better is called for. Developing empowerment is a core change process in any care situation. Operating professionally on one's own requires the ability to control oneself, as the most important instrument in the contact with clients. The sometimes strong emotions and the accompanying feelings of powerlessness, both in the client and the care worker, require courage and strength to stay there and to help the situation move forward.

Only by developing our own strength can we encourage and support others in doing so.

The 8 beacons of Welzijn Nieuwe Stijl (Welfare New Style) call for a new professional with qualities such as:

- 1- Understand the art of making contact and taking small concrete steps to slowly but surely get a grip on the situation.
- 2- An open attitude. He must listen differently to his clients, his participants, and the neighbourhood.
- 3- An understanding in which citizens feel understood and taken seriously.
- 4- A good basis for looking for possibilities and alternatives together.
- 5- Take a reserved attitude, address and reinforce the self-solving capabilities of (groups of) citizens.
- 6- be able to combine short-term successes with tackling the underlying causes of problems
- 7- be able to act independently on the basis of a free space for decision making
- 8- be enterprising, go to the target group, be able to cooperate in chains and sometimes take the lead.

The core of the **Gestalt method and vision** that fits with this is:

- 1 - Situational. People and problems must always be viewed within the context of the whole situation and the relationships that play a role in it.

2 - Experience-oriented: Learning to give meaning to experiences and feelings against the background of the situation and one's own history.

3 - Freedom Restoring. Developing a broader repertoire of contact styles in interaction with the environment.

4 - Dialogic. For emotional and personal development and the recovery of one's own strength, support from an intimate yet professional relationship is essential.

5 -Based on polarities. Cheerfulness is not better or worse than anger. Distance is no better or worse than closeness. The situation determines the value of something. Having both poles increases your possibilities.

6 - Holistic. The whole is more than the sum of its parts. The meaning lies in the whole. A person is not done justice if he is reduced to a collection of facts.

7- Creatively attuned. Freedom always takes place within certain limits. The art is to discover your possibilities amidst all the impossibilities that reality imposes on us.

8- Needs-based and task-oriented. In the interaction between a person and his environment, we always see a give and take between what that person wants from his environment (need) and what the environment asks from that person (task).

***Relationship of the training market to the labour market.**

The work field in the Netherlands.

The needs of the professional field for the training provided in "The Power of Contact" are based on the following studies and publications:

- To the heart of empowerment (J. Boumans, 2012), commissioned by Movisie and conducted by the Trimbos Institute (a summary of this is included in Appendix 1)
- Most important lessons from Welfare New Style (Andersson, Elffers Felix, 2012) commissioned by the Ministry of Health, WVS, the Association of Dutch

Municipalities, MO Groep+ and Movisie

- What works? The core and the power of the MW. (De Vries, 2007)
- Handreikingen voor inleiding en innovatie [Guidance for introduction and

innovation] (J.P. Wilken ed., 2006) (see appendix 4)

In different words and terminology, it appears that and how "The power of contact" gives meaning to and connects with these studies and the 8 beacons of WNS. The connection with the needs of the field of work seems to us to have been made more than adequately.

Time and again, it emerges that it is of the utmost importance to "be there for your client", to "function close to the world in which your client lives", to "start with a good conversation", and to "work with the client". to start with a good conversation rather than with indications" and "to be able to establish a personalised contact with each other".

In other words, it is about the professional being able to facilitate and organise a dialogical subject-subject relationship, both in situations where the client is in an "object" position and in situations where the care worker himself is more "object" than subject.

In the report of the Trimbos Institute (J.Boumans 2012), the principles below are elaborated in detail.

Principles of empowering work

The following general principles can be formulated for supporting empowerment at the level of the individual and his/her context. The elaboration of these principles will be different in each situation.

Goal: Enlarging the living environment. The client experiences a shift from being determined to determining

The primary aim of the practice is to increase the client's world, i.e. to increase the possibilities of - in exchange with others - giving an individual interpretation of life in the areas of: - health (physical and psychological functioning)- housing and living environment - relationships and social contacts - day-to-day activities in the form of education, profession and work - leisure time activities - social and civic life (personal lifestyle, sense of purpose, citizenship).

The goal is not predetermined by an external party.

The goal is not of a strategic nature, e.g. to save costs, reduce care, force participation or unilateral adaptation and assimilation. There are no sanctions attached to not achieving the goals.

Burn-out

With "The Power of Contact" we offer a Gestalt method for the empowerment of both client and professional. Empowerment of the professional involves professional self-care to prevent severe stress and burn-out. A risk percentage of 20% is mentioned for this target group.

"Don't take it lightly," warns therapist Mark Luyten, who counsels secondary traumatised clients. "In my practice I see that 20% of my clients even after therapy choose not to work in social work. In this way, a lot of knowledge, training and experience disappears from the sector. I also see a lot of suffering among these people, partly because they underestimated it and sought support too late. I think it's better to seek help a little too quickly."

Research indicates that stress and a perceived high workload are also a growing problem among welfare workers. The possible consequences are well known: staff turnover, burn-out, tensions, conflicts. Social Pedagogues have a sometimes difficult balance between giving and taking, between growing in the service of others and guarding their own boundaries. In order to work effectively within a context of pressure or coercion, it is very important that the worker indicates what he needs in order to do the job well.

Self-care is especially essential for outreach workers. They need to know where their limits lie, and communicate these limits openly with others. Workers need to make sure they stay sharp and take time to reflect (van Doorn, 2008).

The same qualities that are used for client empowerment, namely clear physical and sensory perception, awareness of what is needed in the situation and the ability to bring this into contact in an attuned way, make it easier for the care worker to experience his/her limits and to realise his/her needs in contact.

Through the Afgestemde Contact Methodiek (Haest& van den Heuvel , 2013) the functions of the self: Id, Personality and Ego are metaphorically represented as Monkey, Person and Leader. Goal is more balance between task and need and from the meta position and Leadership being able to make choices, set boundaries and develop freedom to take responsibility.

Gestalt

Gestalt belonged to the humanistic psychology that reigned supreme in the 1970s. It was also called the third movement, next to the Psychoanalytic and the Cognitive Behavioural. In the Dutch-speaking world, we now usually come under the experiential direction, together with the Rogerian Client-Focused Therapy.

In Gestalt theory as it was formulated in the second half of the last century by people like P. Goodman, F. Perls, I. Fromm and G. Yontef, the starting point is the existential phenomenology of Maurice Merleau-Ponty. The beginning of all experience is very subtly mapped out: sensory perception and bodily observation. The process of how a person moves from an emotion to a feeling, from a feeling to insight, from insight to a need, and from a need to action is described in clear steps (the contact cycle or Gestalt formation process) (G. Lambrechts, 2001). From the family of origin and later experiences, each person has developed patterns in their way of making contact.

These lead to favourite contact styles and unfree, often almost automatic reactions, which prevent the fulfilment of needs and self-realisation.

By learning to observe and experience in great detail, people can become aware of this, both in others and in themselves. This is the beginning of restoring the freedom to come into attuned contact. The dynamic polarity model of confluence, introjection, deflection, projection and retro-reflection offers a good practical and theoretical basis for this. What is unique about Gestalt is the way in which it has been worked out and theoretically substantiated how essential the relationship/contact in the here and now between the social worker and the client is in this. At the time when new versions of the empowerment theory (Van Regenmortel), the presence theory (Andries Baart), the attachment theory (Verdult, 2004), the loving authority (P. Verhaeghe), authority and identity (C. Brinkgreve) appeared in recent decades, Gestalt already had a long theoretical and practical tradition around these themes in the guise of:

- the dialogue, from a subject-subject position (I-Thou , Martin Buber, 1923)
- the power and importance of being present as a care worker from a position of authenticity (Yontef, 1993)
- the dynamics of environmental support as a temporary carrier in the process of self-support (Siemens 2006).
- the effect of inclusion and the paradox of change (Polster & Polster, 1973)
- the development of basic trust by means of attuned presence-sensitivity-responsiveness (Wollants 2007).

In our view, we are in the middle of a historically understandable revival of the values of humanistic psychology, after a period of one-sided flourishing of the cognitive-behavioural and genetic-pharmacological model.

The paradigm of the current transition, namely that "from welfare state to a participation society", draws richly from the heritage that Gestalt has continued to practice all along.

The 4-year Gestalt training

Candidate students are already in possession of at least a HBO diploma MWD, SPH, CMV, SPV, Vak therapie or Psychology or equivalent. They are also expected to have a background in mental health care, youth work, youth welfare, social work, home care, case management or any other form of professional guidance of clients, possibly as a volunteer.

Central to this is the development of a professional basic attitude of dialogue and support. The Gestalt method has an essentially different approach than what is offered in the market from a Cognitive-Behavioural, Systemic and Contextual perspective. It starts from the premise that the quality of the relationship between client and counsellor is the most important factor that makes the counselling have the desired effect. An approach that is too structured or protocol-based and that ignores this fact in its pursuit of effect, result and solutions will ultimately have the opposite effect and slow down or even block the guidance process.

The starting point is that, in any case, we essentially distinguish two types of difficulties in human existence, not just one. On the one hand people have the task of developing personal independence, on the other hand learning to put themselves in the shoes of others is necessary in order to be sincere.

perception of others is necessary in order to be truly meaningful. People who do not (er)know this 'bandwidth' of life have a hard time.

The training focuses extensively on this human dilemma, by putting the necessary focus on the relational aspect between people: the quality of how people relate to and interact with each other, and learning to independently develop the relational capacity to help their situation (including those who are part of it) move forward.

That is why we tune in to be compassionate. We form our human attunement through contact and 'care-frontation' with others. This is about rediscovering the reality that can arise between people in the here-and-now. People live in the present and learn from the present through interaction with others. It is important to know that feelings are facts and give meaning. People learn by experience to link feelings to the situation and their own personality and to make choices from there which direction they want to go, depending on the situation.

2.1.1.3. Objectives

Objectives

The goal is a training programme that focuses on facilitating the development of self-determination and self-care (empowerment) in both the client and the counsellor. This requires the development of a clear experience of oneself and the other, combined with a broad contact repertoire that offers sufficient freedom to reach an appropriate contact. It is based on the basic principles of **Gestalt theory and methodology**.

This is a training with, on the one hand, the emphasis on intensive individual and relational learning from and with the learning group, and on the other hand, on the integration of new relational knowledge acquired in combination with existing theory. This lays a solid foundation for professional and personal development.

The Gestalt method is a process approach within a structured situation, working with the client in a learning process to recognise and solve problems of an emotional, rational, personal or spiritual nature.

As in Gestalt therapy, Gestalt guidance takes place within a relationship with the intention of developing self-support and awareness in the life-long process of change, through:

- Increasing the client's awareness with consequent expansion of choice.
- Increasing the client's ability to make creative adjustments.
- Increasing the client's self-knowledge in relation to others.

Just as Gestalt therapy uses a relationship within a structured situation, the training "Eigen Kracht in contact" focuses on factors that make a relationship supportive:

- How to make use of the 'self' and self-reflection in service of this relationship
- Learning and putting into practice skills that play a role in creating and maintaining an empowering relationship.

For the student this means education in self-awareness and self-reflection as well as training in a specific philosophical and theoretical approach.

The Gestalt counsellor, in accordance with his/her specific theoretical and clinical approach, is able to establish a professional relationship of trust and to apply helping or contact-enhancing interventions. He also has the ability to move in his work between philosophy, theory and practice, scientific and intuitive knowledge, in order to experience and observe the actual accompanying encounter.

Group supervision

He gains experience in applying the Gestalt method in his work situation and becomes acquainted with the supervision process concerning his work experiences.

Group supervision in the basic training comprises 72 hours, including reporting. The requirements for supervision are

Full participation in group supervision.

- The 'Eigen Kracht in contact' student is expected to bring in his/her experiences with integrating the Gestalt method from his/her own work field in supervision.
- The group supervision is concluded with a written report.

Objective:

- The student shows how he uses supervision for working from the Gestalt vision in his daily work.
- The student reports on how what has been learned in supervision is translated into practice.
- The student uses the writing of the supervision report to think more deeply about a theme during a period of time and to investigate this in more detail.
- The student uses this report to improve his or her practice, for example with regard to: working relationships, contact styles, relational awareness, dialogue, situation.

Study-process groups

For the duration of each training year, students form small groups of 4 to 6 persons, who meet at an average of once a month to discuss literature and work with practical situations in line with the offer of the training. During each training weekend, the study process groups give a presentation of their process, lasting about 30 minutes.

In these meetings of 3 hours each, the students gain experience in making Gestalt theory and methodology more their own. Feedback from fellow students is an important element within these meetings. Problems concerning the formation and maintenance of an intervision group should be reported to the mentor.

At the beginning of each academic year, students discuss the continuity or composition of their group again.

2.2. Module 1

2.2.1. General learning objectives

Module 1: Basic Gestalt Year

- Students are familiar with and can move in the fundamentals of Gestalt theory and Gestalt methodology and can articulate this in a written reflection essay

- Students are familiar with and can understand the philosophy behind the 8 beacons of Welzijn Nieuwe Stijl and the Empowerment theory.
- Students can apply the Gestalt method during the training weekends in the interaction with their group mates.
- Students can integrate personal values, relational qualities and professional action. They are able to stay close to their experience. This includes the assumption that the effects of relational action can only have meaning within the situation.
- Students are able to apply Gestalt theory and methodology in their work situation.
- Students write a reflection paper in which they make clear what learning process they have gone through and link this to the Gestalt methodology and theory.
- At the end of the academic year they give a presentation of this paper to the group and the mentor.

General learning objectives

- To explore and deepen the meaning and application of dialogue in a Gestalt supervised relationship.
- Increase awareness in contact with others and recognise contact styles and their significance for dialogue in the here and now
- Become acquainted with attachment theory and the Gestalt vision of development. Gaining insight into the relationship between attachment/development and patterns in emotion regulation, self-image and contact styles in adulthood.
- Introduce the concept of Gestalt formation: the meaning and limits of the model.
- Learning and experiencing the meaning of bodywork in Gestalt counselling and being able to describe it.
- Acquiring knowledge of the concept of polarities (bandwidth of life).
- Introducing the concept of field theory.
- Gaining insight into the cultural aspects of Gestalt counselling
- Preparing to start Gestalt methodical work with clients.

Throughout the training year, the student receives feedback, both in training groups and in his/her intervision group, from mentor, fellow students, teachers and outside evaluators. The developments of students are discussed regularly during the meeting of the Programme Committee. If there are any problems, they are discussed with the student by the mentor.

2.2.2. Learning objectives- knowledge

- Be able to formulate learning objectives based on Gestalt concepts.

- The student will be able to define and explore the concept of Gestalt guidance and Gestalt therapy.
- The student is able to define and explain the concepts of awareness, contact and contact processes.
- The student will be able to describe the function of awareness.
- The student is able to define and explain the concept of contact styles. The student is able to understand the concept of phenomenology as a subjective way of perceiving.
- The student is able to explain what a phenomenon is and how it influences his/her way of working with other people.
- The student is able to recognise the relationship between phenomenology and Gestalt guidance. The student is able to explain the process-oriented method and vision of Gestalt guidance in comparison to other guidance models (e.g. systemic, contextual).
- The student will become familiar with dialogue as one of the philosophical building blocks of Gestalt theory, being able to define and explain this concept.
- The student is able to discuss the guiding relationship and the role that dialogue plays in this relationship.
- The student will be able to define the concept of Gestalt formation process and the different elements of that process.
- The student will be able to explain how the concept of sensory-motor awareness in Gestalt guidance and therapy is significant in enhancing self-realisation and promoting contact in relationship.
- The student understands that field theory is a holistic approach to understanding and explaining human behaviour in its situation in the here and now.
- The student learns to recognise and distinguish the influence of personal development (life history) in guiding clients.
- The student is able to describe both practically and theoretically the application of Gestalt methodology in their daily work.

2.2.3. Learning objective skills

- The student is able to pay attention to refining his reflective capacity; he analyses his experiences in a broader context; in practice he demonstrates his point of view and insight with respect to the processes of his fellow students and gives a clear description of them.
- The student is able to pay attention to non-verbal information and is aware of its significance in contact with the other.
- The student is prepared to experiment with dialogue in the group and to receive feedback about it from fellow students and mentor.
- The student is able to deal with differences between himself and his clients.
- The student is able to shift his focus from his own process to that of others, emphasising the aspects of empathy and distance.
- The student begins to distinguish the effect of resistance in himself and his fellow students in order to increase his sensitivity with regard to resistance and the possible effects of this mechanism in the interaction with clients.

In order to continue the training, the student will be assessed in the following areas with regard to their personal skills. The assessment will be based on all experiences with the student during the entire training year. Self-assessment and feedback by fellow students and teachers will be included in the consideration. The areas are the same every training year, but the depth and degree of competence will increase over time.

Personal skills and abilities are evaluated according to students' ability to:

- Interact well with others with an attitude of mutual respect and interest.
- Demonstrate awareness of professional and ethical standards.
- Take responsibility for their own physical and emotional well-being.
- Meet the varied demands of the training, including financial obligations, timely completion of assignments and active participation in training, discussions, sharing of study materials, supervisory experiences, homework group exercises and group processes.

Personal skills will be further evaluated through the increasing ability of students to:

- Describe their own process and communicate about it in an appropriate, coherent and open way and, where appropriate, relate it to the training.
- give feedback.
- receive feedback, reflect on it and make use of it.
- learn to deal with different forms of feedback.
- being aware of the boundary between therapy and supervision in such a way that the supervision assignment remains in the foreground.
- To relate training content and theory to practice.
- Integrating new knowledge into current theories and ideas.
- Being aware of the limits of the individual level of expertise and working within them.
- Participate, at a level of competence appropriate to the phase of training, in skills exercises related to the content of the training.
- Experimenting and learning from the consequences of one's own actions.
- Experiencing uncertainty and difficult feelings without becoming rigid, and yet remaining in contact with the environment

2.3. Gestalt counselling and therapy training module 2&3

The 2nd and 3rd year (MODULE 2 AND MODULE 3) form the Gestalt Counselling & Therapy Training Course. This is meant for people who (start to) work with clients on the level of the work of a counsellor. The programme consists of theory, methodology, learning therapy, supervision, a practical case study and a practical final test.

2.3.1. Module 2

2.3.1.1. Learning Objectives

- students deepen the learning outcomes of module 1.
- students are aware of current developments within their field of work and society and demonstrate this in their written practical work.
- Students are trained to work independently in a practical situation. The Gestalt accompanist is able to apply principles from science, interpret scientific research, evaluate and adjust working procedures and work on professionalisation and innovation within his/her profession. He/she is responsible for professional practice in the (sub)area for which he/she has been trained.
- In solving the problems with which a Gestalt accompanist is confronted, he should be able to apply relevant scientific insights, theories, concepts and research results.
- The Gestalt practitioner should be able to apply knowledge, insights and skills in a variety of professional situations.
- The practitioner is able to resolve with professional quality issues that arise in professional practice, where the problem is not clearly defined beforehand and where standard procedures do not apply.
- Based on relevant knowledge and theoretical and practical insights, he should be able to define and analyse complex problem situations in professional practice independently. In this light, he should develop and apply meaningful (new) solution strategies. He should be able to assess and evaluate the effectiveness of these strategies.
- The Gestalt counsellor can think and act methodically and reflectively and set realistic goals, plan activities and complete them systematically.
- they can also reflect on their professional conduct on the basis of collecting and analysing relevant information.
- The Gestalt accompanist has a good general education and knows what is going on in society and can relate to and measure up to HBO (higher professional education) and academic students.
- Students write a practical paper in which they make clear what learning process they have gone through and link Gestalt methodology and theory to their work experiences. They will give a presentation of this paper to the group and the mentor at the end of the academic year.

In order to create a learning environment for both professional development and personal growth, the elaboration of the content of the second year of "The Power of Contact" can be seen against the following background:

- This module is an ongoing investigation into the theoretical basis of Gestalt methodology and its application in the student's work situation.
- The student acquires knowledge of relevant social developments and visions on, for example, attachment and development, upbringing, partner relationships, divorce, blended families, aggression and violence, abuse and trauma, identity and knows how to link this with both Gestalt theory and experiences from his/her work field.

- The student learns to give meaning to his/her basic orientation with regard to his/her professional attitude.
- The student learns to connect his/her personal work experiences with both Gestalt methodology and the social context.

2.3.1.2. Learning Objective knowledge

The learning objectives knowledge of Module 1 will be further deepened and integrated. The following learning objectives are added:

- The student will gain insight into the Gestalt theoretical view on attachment and personal development from early childhood.
- The student gains insight into the connection between presence-sensitivity-responsiveness and the restoration of basic trust.
- The student becomes familiar with how developments in childhood affect adult partner relationships.
- The student becomes familiar with modern contemporary discourse on fear, loneliness, authority, identity, male-female relationships and family relationships.
- The student will become acquainted with the concept of 'actinal pathology' and the importance of 'loving authority' in this.
- The student will have insight into the possible bottlenecks in the dynamics of newly composed families and will know how to respond to them in a situationally appropriate way.
- The student gains insight into the Gestalt vision of the consequences of traumatic experiences for current family and intimate contacts.
- The student understands that field theory is a holistic approach to understanding and explaining human behaviour in its situation in the here and now.
- The student learns to recognise the development of their own background and relationships and their effects on working with clients.
- The student will be able to define and explain Gestalt theory and methodology in relation to practical client situations.
- The student has knowledge of and insight into the field of guidance and the differences between various schools of thought (e.g. contextual, systemic, cognitive-behavioural).

2.3.1.3. Learning Objective skills

- The student can discuss the supervisory relationship and the role that dialogue plays in this relationship in his/her work situation.
- The student will be able to describe, both practically and theoretically, the integration of the Gestalt methodology in their daily work.
- The student will be able to explain how the concept of sensorimotor awareness in Gestalt counselling is of significance for increasing self-realisation.
- The student can integrate the knowledge he has gained into his professional practice.

- The student is able to pay attention to refining his/her reflective capacity; he/she analyses his/her experiences in a broader context; in practice, he/she demonstrates his/her point of view and insight with regard to the processes of his/her fellow students and gives a clear description of them.
- The student is able to pay attention to non-verbal information and is aware of the significance this has in contact with the other.
- The student is prepared to experiment with dialogue in the group and to receive feedback on this from fellow students and the mentor.
- The student is able to deal with differences between himself and his clients. He is able to switch freely between opening up and limiting himself, based on the requirements of the situation.
- The student is capable of shifting his focus from his own process to that of others, with an emphasis on the aspects of empathy and distance.
- The student begins to distinguish the effect of resistance in him/herself and fellow students, in order to increase his/her sensitivity with regard to resistance and the possible effects of this mechanism in the interaction with clients.
- The student is able to offer a form of support that puts the other person on their own two feet rather than taking over their responsibility.

2.3.2. Gestalt Therapy Training Module 3

2.3.2.1. Learning Objectives General

In module 2 of the GTO the main focus will be on the practice of Gestalt therapy and how the student makes a start in clinical work. The introduction to Gestalt diagnosis within the context of the Gestalt view of healthy functioning will be coupled with an introduction to DSM V.

In the practical part of the course, the student will also become familiar with conducting an intake interview and, based on this, drawing up a treatment plan.

The theory will be elaborated on the basis of the following topics: Gestalt therapy in clinical practice, setting up and maintaining a practice. Gestalt diagnosis, making diagnoses and treatment plans.

Intake interview and practising intake interviews. Introduction to DSM V and Case Study, ethical issues in Gestalt therapy. Introduction to the concept of existentialism and experimentation in Gestalt therapy, deepening of the concept of field theory, exploration of transference and countertransference in Gestalt therapeutic relationships, introduction to the concept of the self and attachment and trauma.

In order to create a learning environment for both professional development and personal growth, the elaboration of the content can be seen against the following background: In the first year of Gestalt therapy training (GTO1), the student already makes a start on his/her professional training and at the same time has the opportunity to experiment with new behaviour and thus to increase and improve his/her professional skills.

The practice of client contact provides sufficient learning situations with regard to resistances, blockages and personal learning points and this can be worked through in group supervision.

The personal aspects of these learning points are dealt with during learning therapy. Apart from giving meaning systematically and consistently, i.e. relating experiential research to theoretical concepts, the student will be encouraged to pay attention to methodical work and to develop a professional attitude.

Examining his own resistance, reflecting on unresolved conflicts and the example of the teacher's skills will give the student the opportunity to increase his qualities in making contact with the client and to discover which interventions are useful for the client.

2.3.2.2. Learning Objective knowledge

The student will be able to recognise the importance of the intake interview and making a Gestalt diagnosis resulting in an effective treatment plan.

The student will be able to demonstrate their understanding of Gestalt psychotherapy as an existential phenomenological psychotherapy and what the relationship of existentialism is to experimentation in Gestalt therapy and how it is implemented in clinical practice.

The student can name the main points of the ethical codes of the NVAGT and EAGT and is aware of the impact of the codes on his Gestalt therapy practice.

The student is able to describe the characteristics of field theory and its significance for clinical work with clients.

The student is able to define and explain the concepts of self, transference and countertransference in the therapeutic relationship.

2.3.2.3. Learning Objective Skills

With increased awareness the student practices the phenomenological approach of Gestalt psychotherapy.

The student can show how to do an intake interview and make a Gestalt diagnosis related to this intake interview.

The student is able to recognise the contact interruptions in the therapeutic relationship.

The student becomes more familiar and competent in integrating a wider range of experiments into the treatment plan.

The student can show how to recognise possible ethical dilemmas and the necessary corresponding therapeutic actions.

The student knows how to deepen the clinical work by using the concept of field theory.

The student is able to make a connection between the theory of self and clinical work with clients.

2.4. Accreditation Year module 4

Module 4 of the GTO 2 provides for the completion of the theoretical and methodical training required for NVAGT and EAGT accreditation as a Gestalt Therapist. This year contains both theoretical and practical components.

In the theory the further development of the professional attitude of the student is in the foreground and the theory of the "self" and its various functions takes a central place.

Deepening of the theory takes place on the basis of three different topics: professional self-development; comparative cognitive behavioural psychotherapy theories; examples from case studies.

Deepening the understanding of the DSM V and its relation to Gestalt therapeutic practice, examining Gestalt therapeutic approaches to clients whose problems have been diagnosed as personality disorders. In Gestalt therapeutic methodology practice and advanced clinical studies, the aim is to review and further explore how field theory is integrated into the Gestalt therapeutic relationship and to increase understanding of the principles of the phenomenological method.

Attention is also given to group and couple therapy and sexuality and the therapeutic relationship.

The theory is elaborated on the basis of various topics: Development of professional attitude, DSM V and Gestalt therapeutic practice experiences, sexuality in relation to therapeutic practice, the development and theory of the self and its various functions, comparative theories of the self, group and couple therapy. In order to create a learning environment for both professional development and personal growth, the elaboration of the content can be seen against the following background: In the fourth year of the Gestalt therapy training, the student receives intensive supervision for his professional development. In addition, attention is paid to the application of both theoretical and practical aspects in advanced clinical studies.

In relation to the central theme the similarities and differences of the Gestalt approach with other psychotherapeutic schools are discussed.

2.4.1. Learning Goals General

(Adequate) processing of feedback received by the student regarding his personal qualities as a Gestalt therapist

Exploring therapeutic approaches with clients whose problems have been diagnosed as personality problems.

To provide insight into the various stages of child development and the developmental needs of children, according to Perls' theory

To explore the implications for clinical practice of the Gestalt theory of the self. Comparing different psychotherapeutic theories and approaches.

To give insight in the origins of shame and guilt.

2.4.2. Learning Objective knowledge

Learning objectives: knowledge

- The student is able to name general characteristics of the professional attitude of a Gestalt therapist.
- The student is able to put forward the contribution and limits of DSM IV in his/her Gestalt therapeutic work with clients.
- The student is able to describe the main stages of child development, from 0 to 25 years.
- The student will be able to discuss the concepts of ego, id and personality functions and their relation to the contact boundary.
- From a broader psychotherapeutic field, the student will demonstrate their knowledge of comparative theories and be able to describe the similarities and differences of these theories with those of Gestalt therapy.

2.4.3. Learning Objective Skills

Learning objectives: skills

- The student develops awareness of his identity as a Gestalt therapist and how this affects the therapeutic relationship with his clients.
- The student is able to apply his knowledge and understanding of the DSM IV when discussing case examples.
- The student is able to recognise a lack of support, attachment or security in the client's childhood and to use this theoretical insight in dealing with these clients.
- The student is able to apply interventions that fit in with certain losses or disruptions of functions of the self of the client.
- The student is able to distinguish the positive and negative influences of his own sexuality when working with clients who experience problems with sex and sexuality.
- At the end of the year, the student is able to recognise personality disorders

3. CURRICULUM

3.1. General Overview

Attendance

In order to guarantee the quality of the training, the student must be present for 100% of the total curriculum, which means he must be present for all course units. Each program group keeps an attendance list.

In case of absence, the student is expected to inform the group representative or trainer.

In case of absence due to which the student cannot fulfil his educational obligations, the mentor and the student will discuss as soon as possible how the absence can be compensated. In case of long-term absence of the student, the mentor will inform the program committee and will be asked to take a decision.

General procedures.

- If the student has missed a required training component, he will receive a failing grade for that academic year and will not be allowed to participate in the next academic year. The student is expected to come with a compensation proposal to the mentor.
- If the student, due to illness or other circumstances, is unable to attend and/or complete written assignment(s), he/she should contact the mentor as soon as possible to find an appropriate solution.
- If the student is unable to submit the written assignment(s) within the stipulated time, he may ask the Programme Committee for an extension. In order to participate in the next academic year, the written assignment(s) need to have been assessed as sufficient at least four weeks before the start of the next academic year.

3.2. Basic year of gestalt (module 1)

3.2.1. Study load

Total workload: 353 hours, over a period of and of which

10 months, 21 training days, 48 day parts, (1 day part is 3,5 hours. 3 hours of training, 1 hour of break, of which half is considered as contact hour)

Making a total of: 168 hours

This 168 hours include:

Practice 100

Therapeutic experiences during training 50

Theory and methodology 150

Individual learning therapy 10

Supervision 15

NVAGT hours 10

Sum 353

3.2.2. Main features per training weekend

1st year

Outline per training weekend:

(the exact course programme and schedule will be placed on the intranet of the website. We aim to have this live in early June)

Weekend 1

September- Introduction

- introduction first year
- reflection reports
- learning therapy
- intervision groups
- getting a place in the group
- introduction to gestalt theory, principles and limits
- putting together peers (buddies) and study process (or supervision) groups

Weekend 2

October- Awareness and wholeness

- introduction to awareness
- moving within the awareness continuum
- Recognizing and finding / developing language for body sensations / experiences
- Understanding how emotions are an expression of the situation and present themselves physically
- perceiving, feeling and experiencing with awareness
- practical examples

Weekend 3

November – Roots & Family of origin

- attachment styles
- separation, trust, competence, self-confidence
- development of self-image. Prohibited poles
- object-relationship constancy, frustration tolerance
- the internal working model as a background to figure formation
- the effect of traumas in later life
- the integration of restorative experiences

Weekend 4

December - Contact and contact styles

- Introduction to the Gestalt view on contact
- defining and distinguishing the different contact styles: introjecting, projecting, retroreflecting, confusing, egotism and deflecting identifying these mechanisms in group processes
- introduction to the polarity model
- contact as creative adaptation
- introduction to the Gestalt formation process or the contact cycle

Weekend 5

January - Unicity

- the human as a node in a network
- uniqueness and liquidity, as a counterpart of identity (the context partly determines who you are)
- introduction to field and situation
- image creation and social myths, customs, traditions
- metaphors in our language and how they affect our perception

Weekend 6

February – Intro to supervision / group learning and learning styles

- process-based vs solution-oriented work
- working with learning model here-and-now interaction, experiential learning (Kolb) and action learning (Argyris)
- experience and experiment as starting point
- learning as a social process
- lifelong learning

- gestalt cycle, integration of the new, importance of the delay
- making arrangements for supervision (?)

Weekend 7

March - Bodywork and listening to body language

- paying attention to the physicality of oneself and others
- Acquiring knowledge about the meaning of bodywork in the Gestalt methodology
- Experiencing body language and being able to describe it
- giving meaning to non-verbal (body) language
- have confidence in the self-regulating capacity of the organism and regain it

Weekend 8

April- Intimacy and vulnerability

- developmental tasks and developmental needs
- Distance and closeness
- Intimacy: on a physical, friendship, sexual, soul and therapeutic level
- moving between power and vulnerability

Weekend 9

May - Field, aggression and power

- introduction to the final report
- judging and being judged
- Dealing with feedback and criticism
- regulating stress
- aggression as standing up for what you need or consider important
- aggression as life force and self-manifestation
- Respectful and effective bounds versus punishments and rewards
- Appreciating the difference and conflict management

Weekend 10

June - Completion year 1, presentations of personal papers

- presentation of the workpieces
- interactive testing of the learning objectives knowledge and skills
- conclusion of the module
- farewell and take stock of progression to module 2

3.2.3. Literature

- Kepner, J. I. (1997) Body Process : A Gestalt Approach to Working with the Body in Psychotherapy. Taylor and Francis Ltd, Hillsdale USA.

- Haest, S. & van den Heuvel, M.W. (2015) Nourishing Contact Brave New Books, Bol.com.
- Joyce, P. & Sills, C. (2005) Skills in Gestalt Counselling & Psychotherapy Sage Publications, London.
- Wollants, G. (2012) Therapy of the situation. Sage publications Ltd. New York.
- Mann, D. (2020) Gestalt Therapy : 100 Key Points and Techniques. Routledge, London, UK
- Frank, R., La Barre, F. (2010). The First Year and the Rest of Your Life : Movement, Development, and Psychotherapeutic Change. Routledge, London, UK
- Yontef, G. (1993) Awareness, Dialogue and Process. Gestalt Journal Press, U.S.
- Polster, E., Polster, M. (1974) Gestalt Therapy Integrated : Contours of Theory & Practice. Random House, USA Inc
- Perls, L. (2005) Living at the Boundary : Collected Works of Laura Perls. Gestalt Journal Press, U.S.
- Merleau-Ponty, M. (2008) The World of Perception. Routledge, London UK
- Buber, M. (2021) I and Thou. Must have books
- Francesetti, G., Gecele, M., Roubal, J. (2013) Gestalt Therapy in Clinical Practice. From Psychopathology to the Aesthetics of Contact. FrancoAngeli Milano, Italy

Articles/Dissertations

- Argyris, C & Schön, D. , Becoming more effective in relationships.
- Kolb, D. : Experiential learning cycles
- Wollants, G. Body as a Guide

3.3. Gestalt Therapy in Practice (module 2)

3.3.1. Study load

BASIC TRAINING MODULE 2:

Total workload: 373 hours, of which 10 months, 21 training days, 48 day parts, **168 hours**

Practice (NVAGT recognized)	100
Therapeutic experiences during training	50

Theory and methodology	150
Individual (learning) therapy (optional)	10
Supervision	35
NVAGT hours (optional)	10
Sum	373

3.3.2. Outline per training weekend

Main points per training weekend:

(the exact course programme and timetable will be posted on the intranet of the website)

Objective: Gestalt in practice

1. Nurturing contact (September)

- building up the subject position
- the influence of development (trauma) on id-functioning
- development of ego-strength
- being able to distinguish between id-, ego- and personality functioning
- the contact cycle connected with the functions of the self.

2. Introduction to the practical work (October)

- Formulation of a central research question.
- Formulation of a framework and step-by-step plan for the practical essay
- Group reflection on what support is experienced as.
- Experiencing and reflecting on being able to say yes and no to someone.
- Experiencing and reflecting on being able to ask and to give.

Burn-out (October)

- Gestalt method in action
- phenomenology of burn-out
- contact styles
- fusion, separation, underprotection, overprotection

3. Empowerment, Privilege and Diversity (November)

- Connecting the empowerment theory to the Gestalt theory.
- Situational boundaries given by the current culture, hidden privileges and claims and how this comes within the therapeutic field and what this means for 'own power'.
- Recognising that a person always keeps a healthy part

4. Polarities (December)

- The importance of a polarity model
- Contact styles in polarity
- The creative zero point

5. Aligned contact (January 2021)

- Developing and deepening insight into dialogue as a method in Gestalt counselling.
- Introduction to Gestalt " diagnosis of the situation " .
- Working with the "loop of awareness".
- How does "inclusion" work?
- Authenticity and presence as basic attitudes for dialogue.
- Normativity and responsibility

6. Presence (February)

- What does it take to be present?
- Emotion Regulation and the 4 A's (Grounding, Breathing, Awareness, Touching)
- Containment and Support
- Loving Authority

7. Bodywork (bodystories) (March)

- Continuation of the body work of the first year
- Body as a vessel for emotions, uniqueness
- Sexual body
- Manifesting body (the aggressing body)
- Body subjecting, being-a-body, bodying-forth

8 Practicing (April)

- Practical preparation for working with clients
- Gestalt diagnosis
- Gestalt therapy in practice
- Stages in the therapeutic process

9 Self-guided weekend (May)

- A weekend without trainers. Several groups will fill in a part of the programme.
- Overseeing personal and group processes by developing awareness of adjusting and influencing the individual and the group without an 'external leader'.
- The developing awareness focuses particularly on factors that contribute to a feeling of support and safety and which factors do not contribute.

10 Presentation of practical papers and conclusion of Module 2. (June)

- Presentation of the working papers.
- Interactive review of learning objectives knowledge and skills.
- Conclusion of Module 2
- Conscious and attentive completion of the group process of this year.

3.3.3. Literature

Books.

- Bos, M. (2010) Coaching and diversity. Bohn Stafleu van Loghum, Houten.
- J .Boumans, (2012) Naar het hart van empowerment, Movisie/ Trimbos Instituut
- Derkinderen, P., Knijff, E. & Meijer, S. (ed.) (2009). Praktijkboek Gestalt. The Tijdstroom, Utrecht.
- Francesetti, G., Gecele, M., Roubal, J.(ed.) (2017) Gestalt therapy in clinical practice. practice. NVAGT
- Greenberg, L.S., Rice, L.N., Elliott, R. (1993) Facilitating Emotional Change. The moment-by-moment process. The Guilford Press, New York, London
- Haest, S. & van den Heuvel, M.W. (2013) What would you do if you were a monkey. Brave New Books, Bol.com.
- Haest, S. & van den Heuvel, M.W. (2015) Nourishing Contact Brave New Books, Bol.com.
- Joyce, P. & Sills, C. (2005). Skills in Gestalt Counselling & Psychotherapy Sage Publications, London.
- Lambrechts, G. (2001). De Gestalttherapie tussen toen en straks [Gestalt therapy between then and later]. EPO, Berchem.
- Verhaeghe, P. (2009) Het einde van de psychotherapie De Bezige Bij, Amsterdam.
- Wollants, G. (2008). Therapy of the situation. F.M.S., Turnhout.

3.4. Gestalt Coach Counsellor (module 3)

3.4.1. Study load

Total workload: 388 hours, of which

10 months, 21 training days, 48 day parts, totalling		168 hours
Theory and methodology (including writing a case study)		150
Learning therapy experiences during trainings	50	
Practice	100	
Individual Learning Therapy		10
Supervision	35	
Independent work with clients	15	
NVAGT hours (optional)	10	
Sum		388

3.4.2. Outline per study weekend

(the exact study program and timetable will be placed on the intranet of the website)

3.4.3. Literature

- J .Boumans, (2012) To the heart of empowerment, Movisie/ Trimbos Institute
- Bos, M. (2010) Coaching and diversity. Bohn Stafleu van Loghum, Houten.
- De Roeck, B.P. (1990) Gras onder mijn voeten. De Toorts, Haarlem.
- Derkinderen, P., Knijff, E. & Meijer, S. (ed.) (2009). Praktijkboek Gestalt. De Tijdstroom, Utrecht
- Francesetti, G., Gesele, M., Roubal, J.(ed.) (2017) Gestalt therapy in clinical practice. NVAGT
- Haest, S. & van den Heuvel, M.W. (2013) What would you do if you were a monkey? Brave New Books, Bol.com.
- Haest, S. & van den Heuvel, M.W. (2015) Nourishing Contact Brave New Books, Bol.com.
- Joyce, P. & Sills, C. (2018). Skills in Gestalt Counselling & Psychotherapy Sage Publications, London.
- Kepner, J.I. (2003). Healing Tasks, Psychotherapy with adult survivors of childhood Abuse. Gestalt Press, Cambridge MA USA.

- Lambrechts, G. (2001). De Gestalttherapie tussen toen en straks [Gestalt therapy between then and later]. EPO, Berchem.
- Miller, A. (2009) The revolt of the body. Het Spectrum, Houten.
- Perls, F. (1996). Gestalt approach, Gestalt in action De Toorts, Haarlem.
- Siemens, H. (2006). The practice of the Gestalt therapist F&N Eigen Beheer, Amsterdam.
- Wollants, G., Missiaen, C. , Leys, C. (2004) Ervaringsgerichte begeleiding van A tot Z . Faculty of man and society of course.

Articles/scripts.

- Boumans, J. (2012) To the heart of empowerment.
- Wollants, G. Body as a Guide
- Wollants, G. & Missiaen, C. Aspects of experiential process promotion.

At the beginning of the academic year the students will be given the recommended chapters from the literature list, per weekend.

3.5. Accreditation year (module 4)

GENERAL: To be admitted to module 4, all parts of modules 1 & 2 & 3 must have been completed with a pass. It is also a condition that students work with clients on a regular basis and bring this work in during weekends and in supervision.

3.5.1. Study load

Total workload: **398** hours,

of which 10 months, 21 training days, 48 day parts, totalling 168 hours

Learning therapy experiences during trainings 50

Practice 100

Theory and methodology (including writing a thesis) 150

Individual (learning) therapy (optional) 10

Supervision	35	
Independent work with clients		25
NVAGT hours	10	
Sum		398

3.5.2. Main features per study weekend

1- Existential themes (September)

- Introduction to the training year.
- Demonstration of own style of gestalt therapy with feedback on this.
- Awareness of personal qualities.

2- The Misunderstanding of Psychotherapy (October)

3- Introduction to written work (October)

4- Psychopathology and Suffering (November)

5- Trauma and Self-Functioning (December)

6- Borderline and Narcissistic Dynamics (January)

7- Gestalt family therapy (February)

8- Listening to Body Language (March)

9- Sexuality (April)

10- Anxiety (May)

11- Closing weekend (June)

3.5.3. Literature

- Code of Ethics. European Association of Gestalt Therapy (EAGT and NVAGT).
- Derkinderen, P., Knijff, E. & Meijer S. [ed.] Praktijkboek Gestalt. De Tijdstroom, Utrecht.
- Francesetti, G., Gesele, M., Roubal, J.(ed.) (2017) Gestalt therapy in clinical practice. NVAGT
- Haest, S. & van den Heuvel, M.W. (2015) Nourishing Contact Brave New Books, Bol.com.
- Joyce, P. & Sills, C. (2018) Skills in Gestalt Counselling & Psychotherapy. Sage Publications, London.
- Kepner, J.I. (2003). Healing Tasks, Psychotherapy with adult survivors of childhood Abuse. Gestalt Press, Cambridge MA USA.
- Mulders E. (2005). Gestalt therapy for reduced sexual desire NSG Amsterdam & Middlesex University London. [ellamulders@tiscali.nl]
- Perls, Hefferline & Goodmann (1994) Gestalt therapy, Excitement and Growth in the Human Personality Volume I Gestalt Journal Press, Highland
- Praag, D. van (1998) Gestalt therapy, field and existence De Tijdstroom, Leusden
- Siemens, H. (2006) The practice of the Gestalt therapist, F&N Eigen Beheer, Amsterdam.
- Verhaege, P. (2010): The end of psychotherapy, (ch 4): new patients, old therapists (recommended). Bezige Bij, Amsterdam
- Wheeler & Backman (ed) (1994) On intimate ground A Gestalt Approach to Working with Couples Jossey Bass Inc. Publishers
- Wollants, Georges (2008) Gestalt therapy: Therapy of the situation. F.M.S., Turnhout.
- IJff, Marijke. Sexcounseling. Manual for sexological assistance. Van Gorcum, 2006. Yontef, G. M. (1993) Awareness, Dialogue & Process The Gestalt Journal Press, Highland

At the beginning of the academic year, the students will be given the recommended chapters from the reading list, per weekend.

3.6. Accreditation process

3.6.1. General

In order to be accredited as an NVAGT and EAGT certified Gestalt therapist, the following requirements must be met:

Have at least a higher professional education (HBO) degree in the humanities.

Have completed a Gestalt training programme of 1450 hours, divided into

- 600 hours of Gestalt theory and methodology
- 150 hours of Gestalt supervision
- 400 hours of clinical practice
- 250 hours of learning therapy experience
- 54 hours developmental psychology and psychopathology
- 50 hours free NVAGT / EAGT hours

1. Theory and methodology: 600 hours.

Theory is a coherent whole concerning the different aspects of the training. The theory expresses a thought about human nature and the assumptions about developmental processes are the guiding principles for understanding the theory and methodology of therapeutic interventions.

Theory influences goals and goals are in turn the guidelines for the therapeutic approach. Theory influences research, diagnosis, treatment and prognosis.

Gained experience in applying the theory influences one's own ongoing development.

Theory is both didactic and experiential and requires the coordination of an experiential trainer. Intervention groups and theoretical studies are important but are not recognised as part of the above 600 hours.

The EAGT recommends the following categories as essential to the curriculum of a Gestalt Therapy training:

- The history and roots of Gestalt therapy.
- The theory of Gestalt therapy
- The human organism and its environment
- The methodology of Gestalt therapy
- Diagnosis
- Different clinical applications
- Field theory and application strategies
- The Gestalt therapist in the therapeutic relationship
- Principles and ethical applications

2. Supervision: 150 hours.

Supervision can be given in small groups or individually.

The EAGT considers a ratio of about one hour of supervision to five hours of clinical practice sufficient.

3. Clinical professional practice: 400 hours (minimum of two years)

Client contact hours refers to the student working as a developing Gestalt therapist with clients and not with fellow students in a supervised practice.

4. Learning therapy: 250 hours of learning therapy experience

Individual therapy is absolutely indispensable for work as a Gestalt therapist. During the 4 years of training a minimum of 50 hours of individual learning therapy is required. In addition, the learning therapy experiences during the training weekends count towards this.

5. Developmental psychology and psychopathology (NVAGT requirement)

In order to be included in the registers of the Dutch, Flemish and European professional association of Gestalt therapists (NVAGT) and (EAGT), the Gestalt therapist must meet the following requirements:

A recognised training in which knowledge has been gained in the field of Psychopathology, DSM IV and Developmental Psychology. In the new set-up of the NSG training 54 hours of developmental psychology and psychopathology are integrated, but it is still unclear whether this is sufficient for NVAGT accreditation. The requirements for reimbursement by health insurers in the Netherlands are constantly being increased. In any case, the admission requirements for the umbrella organisations RBCZ and NAP are stricter than those for the NVAGT. In any case, this requires an education in Psycho Social Basic Knowledge and a more extensive training in psychopathology and DSMV.

Apart from some universities, which offer these additional courses as part of the psychology study (VU, Amsterdam and RUL, Leiden), these courses can also be followed at the RINO and the STIPO.

Before registering for an additional course, it is advisable to check with the NVAGT secretariat whether the course meets the requirements set.

Apart from the fact that the courses mentioned are a requirement for recognition as a Gestalt therapist, they can also be a valuable support for the learning process of the student in training.

For this reason it is advisable for the student to consider starting these courses at the time of the training.

6. Free hours NVAGT/EAGT.

Extra activities are activities and continuing education courses recognised by the NSG/NVAGT in which the student has participated, such as workshops, conferences, etc. An overview of extra activities recognised by the NSG are:

- Group representative; 5 hours per year

- Student consultation; 3 hours per meeting
- Setting up and preparing additional training courses; (depending on number of hours)
- Participation in information evening (depending on number of hours)
- Participation in information evening (depending on number of hours).
- Participation in introduction day (depending on number of hours).

Accreditation checklist.

An accreditation checklist is completed by the mentor for each academic year/module statements of the various components that the student collects and presents in an orderly fashion throughout the year. In 7.1.5 there is a format for the accreditation checklist, which should be made concrete per academic year with the dates and subjects per weekend.

3.6.2. Study load during the training

TOTAL TRAINING: (Basic training & Counsellor Therapy Training & Accreditation year)

Total workload: **1472 hours**, of which

Theory and methodology	600
Learning therapy during training	200
Individual Learning Therapy	50*
Supervision	120
Practice	400
NVAGT hours (optional)	50

*40 hours are covered in the hours throughout the 4 year training, but it's up to the student whenever to fill in these hours. The 40 hours are subtracted from the total workload of 1512 hours, giving the 1472 hours as stated

3.6.3. Certification and diplomas

Diploma requirements NSG

General: 100% attendance is required during training weekends. Missed hours, parts of the day or days must be compensated. A maximum of 5 missed parts of a day can be compensated without consultation by refresher courses or conferences that are NVAGT and EAGT accredited.

You will first make an appointment with your mentor as to how any further compensation can be made up. If necessary, the help of the coordinator of the NSG can be requested.

In order to be entitled to the NSG diploma, you must have

1. Signed checklists for modules 1 to 4
2. A satisfactory assessment of the practical work (module 2), the case study (module 3) and the written theoretical final project (module 4)
3. a minimum of 25 NVAGT hours
4. a minimum of 100 hours of supervision
5. a minimum of 25 individual client contact hours

To be entitled to the NSG Accreditation diploma, which meets all the requirements of the NVAGT and EAGT, the following requirements must be met:

1. A Gestalt Therapy Training Diploma or comparable, issued by a European training institute (EAPTI)
2. 250 hours of learning therapy experience, including 50 hours of individual learning therapy
3. 150 hours of supervision
4. 50 hours of free NVAGT activities (refresher courses, conferences)
5. 400 practical hours, of which at least 40 hours of individual client work
6. 54 hours of developmental psychology and psychopathology
7. A preparatory education in human sciences (according to the 'Decision tree') or any diploma at HBO level or higher in combination with a CIPION-accredited course in Psycho Social Basic Knowledge (PSBK) and Basic Medical Knowledge.

3.6.4. Overview of hours in total

	MODULE 1	MODULE 2	MODULE 3	MODULE 4	NSG DIPLOMA	ACCREDITATION NVAGT
	10 months, 21 training days, 48 day parts	10 months, 21 training days, 48 day parts	10 months, 21 training days, 48 day parts	10 months, 21 training days, 48 day parts		
Practice	100	100	100	100	=400	✓
Therapeutic experience during training	50	50	50	50	=200	✓
Theory and methodology	150	150	150 (case study included)	150 (thesis included)	=600	✓
Individual Learning Therapy	10	10	10	10	=40	+10
External Supervision	15	35	35	35	=120	+30
Extra NVAGT	10	10	10	10	=40	+10
Independent work with clients	0	0	15	25	=40	✓
sum	353	373	388	398	=1512	Preparatory education in human sciences or any diploma at HBO level or higher in combination with a CIPION-accredited course in Psycho Social Basic Knowledge (PSBK) and Basic Medical Knowledge.

4. EDUCATIONAL ORGANISATION

4.1. INTAKE PROCEDURE

Entrance requirements.

Candidate students must at least have a higher professional education (HBO) diploma in human sciences, MWD, SPH, CMV, creative therapy or psychology, or an equivalent qualification. They must submit a copy of their diploma.

If the prior education does not meet these requirements, a student may be admitted on the basis of further work experience and education, but will not be eligible for NVAGT/EAGT accreditation after completion of the programme. By means of EVC-trajectories (Elders Verkregen Competentie) this gap in the education can always be filled. The costs and time involved depend on the portfolio of the student in question.

Participants are employed in: (Public) Mental Health Care, Youth and Family Centres, Youth Work, Social Work, Family Coaching, Elderly Work, Care & Welfare Sector, Personal and Professional Coaching and the like, possibly as volunteers. A Curriculum Vitae is requested in which their education and work experiences can be found.

Each student is invited for an individual intake interview with a lecturer from the study programme, or required to attend an Open Day. If the lecturer gives a negative advice about the suitability of the candidate, he or she can appeal to the NSG Training Committee and a second interview will follow.

All information provided by the student about his or her previous education, living and working situation, personal and professional past, or otherwise, will be treated with strict confidentiality by the training institute, its staff and teachers.

4.2. Didactic methods, study activities

Training philosophy.

The Netherlands Gestalt Foundation (NSG) is a training institute for people who wish to become qualified as a Gestalt facilitator or Gestalt therapist. The continuous learning process of professionals is considered of crucial importance for both individual and professional development.

Just as the client is entitled to be treated with respect by a professional and ethical Gestalt therapist/coach, so too the student is entitled to this respect. Students are given the opportunity to experience a respectful relationship as an essential element of the learning process.

One of the fundamental beliefs of the NSG is that effective education is only shaped from within by entering into relationships with others; from the student's experience the link is made to theory and the demands of practice.

The Gestalt education programme facilitates, in addition to a solid theoretical basis on Gestalt methodology, a rigorous process of supervised, experiential and practical training. The programme is based on a balance between theory, experience and practice. Students and the learning group are encouraged both to take responsibility for their own growth and the social learning process and, through the exchange of experiences and ideas/thoughts, to contribute to the personal training programme.

The educational model is based on the following elements:

- The dialogical relationship
- Phenomenological encounter between students under the guidance and involvement of teachers
- Openness to differences and self-awareness
- Responsibility for the relationship between person and environment.

The student is approached as an adult as he/she is, with respect for personality functioning (knowledge, experiences, skills, individuality, values, beliefs and needs).

The variety of study components in the programme provides a framework of guided and self-guided activities. Students are encouraged to build on their existing knowledge, to question and reflect on aspects of their practice and to integrate theory into practice.

There is a thoughtful vision of clinical Gestalt counselling practice, which is the basis of all learning activities in the NSG. The entire training programme is designed to develop competent practitioners who will continually strive for responsible professional practice.

The Gestalt method is characterised by the fact that the worker always ensures that the method does not come between the client and the worker and does not create distance between the two, but rather facilitates attuned proximity. With the Gestalt worker, the person is the instrument that is the pivot of the professional contact.

One of the Foundation's fundamental convictions is that effective education is only shaped from within; from the student's experience the link is made to theory and the demands of practice.

Teaching methods/learning strategies

There is a mixture of didactic input, possible use of video, use of copies, demonstrations and case presentations. There is a strong emphasis on participation which includes: discussion in the large group, experiential exercises in small groups and practice of micro skills in small or large supervision groups. A large part of the training consists of empirical and self-guided processes. This is given shape in Gestalt learning therapy, in fixed large and small groups, and through feedback from the student himself, his fellow students and teachers.

Didactic methods

The Gestalt method provides the answer to the research of Wampold (2001) which confirms that there are a number of Common Factors which are almost exclusively responsible for the effect of social work. Specific techniques, protocols and Evidence Based practices cannot be shown to produce substantial results.

The most important Common Factors are:

- The Client Factor **(40% - 87%)** (Lambert (1992, Wampold 2001)

If one thing has become clear after 50 years of research, it is that it is the client who determines the effect of the help for the most part. It is their active participation that is decisive and the best indicator of the effect of assistance. It is not the therapist, not the techniques and models, but the client who makes therapy work. It is the therapist's task to tailor his contribution to the individual client in such a way that he can make the most effective use of what social work has to offer. (De Vries 2006) Almost all clients (98%) appreciated being treated as human beings. (Jacobs et al. 1997).

- The therapeutic relationship **(22% - 30%)** (Beutler et al 2004: Lambert (1992)

It is now a scientific fact that a good relationship determines the effect of help. A striking result of research is that the working relationship only contributes to the effect from the client's perspective. If he experiences the relationship as positive, this has a positive effect on the outcome. The care worker cannot therefore assume that if he thinks there is a good relationship, it is actually there. Clients can interpret intentions and messages differently than they are intended. A good working relationship is a joint creation and consists of 1.) mutual acceptance of each other, 2.) agreement on goals 3.) jointly determining tasks and 4.) being communicatively attuned to each other. The more the client sees the care worker as open, reliable, knowledgeable and involved, the better the relationship will grow (De Vries 2006).

The didactic model of the NSG is specifically aimed at developing the knowledge and skills that are needed to be able to move adequately and effectively in the above-mentioned Common Factors as a care worker. As already mentioned in the training description (page 61), we base this on the experiential learning models of Kolb, Argyris and Schön, shown in the diagram below.

**Experiential
Learning
Cycles**

Apply

Active Experimentation
Futures (What Will I Do?)
Implement Revised Theory

Act

Concrete Experience
Facts (What Happened?)
Theory of Action

Reflect

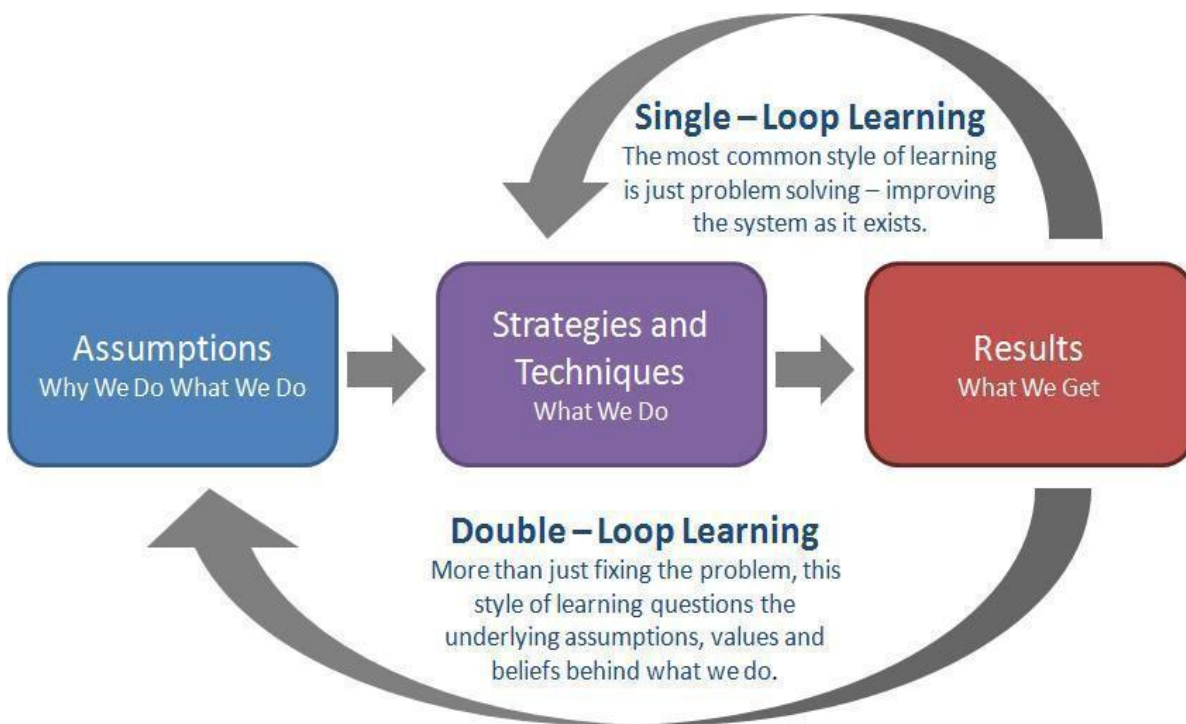
Reflective Observation
Feelings (What Did I Experience?)
Assess Behavior & Consequences

Conceptualize

Abstract Conceptualization
*Findings (Why Did
This Happen?)*
Revise Theory

1. David Kolb
2. Roger Greenaway
3. Chris Argyris & Donald Schön

compiled by Andrea Corney
www.edbatista.com/2007/10/experiential.html



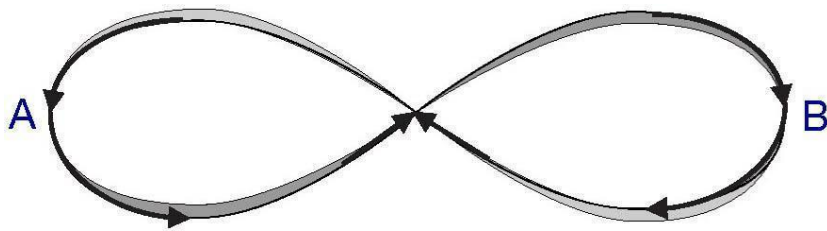
Here, action is combined with reflection. The focus on the here and now is insufficient if relational practices are to be learning practices. If we want to set the learning power of a group in motion, then the group needs to recognise, investigate, understand and draw conclusions from its in-group processes. Effective use of experience in the here and now requires two steps.

1) The group acts in the here and now. 2) the group looks back on its own process.

Both aspects are necessary to form an effective learning group and are in tension with each other (see Kolb 1984, Yalom 2005 and Berk 2005). If only action and experience in the here and now would be central, the participants would indeed have emotionally intense experiences, but they might not be able to explain or understand what is happening to them enough for these experiences to become learning experiences. On the other hand, if too much attention were paid to examining the process, to reflection and abstraction, the group would lose its strength and dynamism and quickly lose its added value. The group event would degenerate into sterile intellectual "spielerei" (Yalom 2005). Linking reflection to action initiates the learning cycle as intended by Kolb.

Participants take on a double role: the role of emotionally involved participant in the group and the role of observer of themselves and the others. Everyone is a participant and at the same time an action researcher, whereby empathy and understanding, rational analysis, intuition and inclusion are important. This implies a process of simultaneously making contact with oneself and taking distance and moving to a meta-position. This is only possible if distance and

This is only possible if distance and proximity are created in the group. The "loop of awareness"
The "loop of awareness", given shape in the lemniscate, always works around this principle:



Moving towards the world of the other as much as possible (B) This is inclusion: moving into the other's world of experience without coinciding with it. And then returning to yourself (A) to experience what this is like and what it evokes in you.

This dual movement plays a crucial role in self-awareness. An inner mirror is constructed through this movement and dialogue and can later be incorporated into identity building (Goris 1999). Reflection in the sense of looking back on actions and experiences only leads to further development if it is linked to action. Reflection must lead to actual changes in thinking, acting, feelings, attitudes and beliefs.

Opening up and making yourself transparent and giving, asking and receiving feedback are important levers of learning in the learning group. Feedback can be understood as information that tells us something about our progress towards our goal. In this sense, any information from our environment can be feedback and give us indications of what works and what doesn't, or of what is welcome and what is not. The didactic model thus runs parallel to the three pillars of the QIT Online programme: Practice-based, process-oriented and feedback-driven (Stinckens, 2012)
Feedback loops are necessary to reconstruct realities. Not least the reality we call "the self". This feedback mechanism is also at the basis of the attachment process and that of the attuned contact by means of the constantly recurring chain of presence, sensitivity and responsiveness (Verdult, 2004).

In this respect, we also concur with the vision of Schein (2005), who points out the importance of helping others to discover for themselves what they need in interpersonal relationships, rather than trying to get a grip on motives, attitudes and thoughts. Helping them to discover where their needs lie creates the opportunity to bring these into contact with the needs of others and to reach an agreement.

To enable progress and learning, he argues that we should focus our attention in interventions on process phenomena first, without losing sight of the content. The reason for this is that how people do things with each other and relate to each other, and the feelings that occur in this process, have a decisive influence on the outcomes or results that they aim for with each other. (Schein 2005)

It is important to realise that the NSG always aims to match didactic methods and teaching methods (see pages 60-61) to the processes of the groups and individuals involved. This means that didactic methods are always Gestalt-experimental in nature, i.e. they are part of the reflected experience. This means that they are part of the experience on which reflection takes place.

The use of a minimum of six different teachers per year, as prescribed by the EAP, is intended on the one hand to have a rich variety of expertise in house, but at the same time has the didactic purpose of bringing students into contact with different personalities so that they can develop in interaction with them in a different way each time.

4.3. Scheduling

Scheduling:

The timetable will be known approximately 4 months before the start of the academic year. For new students, it can be sent on request. Registered students can access it via the intranet of the NSG website.

4.4. Information to students

4.4.1. General

Information:

Each academic year has a trainer as a mentor. This person keeps in touch with the group representative and/or all group members about the organisation of the education and possible changes in it. The mentor is responsible for ensuring a continuous process in the training. Students with educational problems will be advised by the mentor. Individuals or groups can request an interview with the mentor for advice and guidance.

For financial and administrative matters, students can contact the NSG coordinator.

4.4.2. Student Board

Student Consultation

General function:

To guarantee the quality and significance of the educational curriculum offered by the study programme, a Student Board has been established, which discusses the following

- The composition of the academic content of the modules and the assessment criteria of the study units.
- Controlling the quality of the implementation of both the modules and the assessment criteria.
- Initiating changes required for the relevance and effectiveness of the content of the modules and assessment criteria.

Specific responsibilities:

- Student representatives from each academic year are invited to attend the meeting to evaluate the organisation, study content, educational quality and general aspects of the program.
- Students take turns chairing the meeting and taking notes of the decisions and agreements.
- The Student Consultative Body evaluates and discusses the implementation of the curriculum. Necessary changes to improve curriculum results are also proposed and discussed.
- The students are informed of any changes that take place.
- The Student Consultation Committee consists of the following members:
 - At least three members of the Program Committee
 - Group representatives of all program years

Procedure:

The students elect two representatives to attend these meetings. In order to evaluate the study program, students are informed of the dates, place and time of the meetings at the beginning of each academic year.

Four weeks before the meeting of the Student Consultation, the discussion and evaluation points are submitted in writing to the Group Representative who chairs it.

Agreements reached in the Student Consultation shall be recorded in writing. They will be sent to the members of the Program Committee and the student representatives.

4.5. Accommodation

The first, middle and last weekend of the Basic Training take place in a Conference Centre.

Conference centre Mennorode, Apeldoornseweg 185 8075 RJ Elspeet

The remaining weekends take place in our location in Hilversum.

Stresswise Hilversum, 's-Gravelandseweg 65, 1217 EJ Hilversum, Nederland

4.6. Internal quality assurance

Evaluation by students: at the end of each weekend the students fill in the evaluation form which is handed in to the administration by the mentor. The form for this can be found under 7.8.1.

Evaluation by teachers: at the end of each weekend the teachers fill in the evaluation form below, which they hand in to the administration office. The form can be found under 7.8.2.

4.6.1. Code of conduct

The NSG promotes a policy of anti-discrimination with regard to gender, race, sexual orientation, age, religion, physical disability, political and cultural background and social status.

This applies to students, trainers, board members and is also a criterion in the selection of student candidates.

This code of conduct also applies when entering into and maintaining contact with social organisations and institutions.

4.6.2. Complaints procedure

COMPLAINTS PROCEDURE FOR STUDENTS

During the study programme, events and situations may occur that lead the student to file a formal complaint. These events may take place between students or in relation to staff members or members of the organisation. In the complaints procedure, confidentiality is considered a prerequisite.

Procedure

Complaints must be submitted in writing to the programme coordinator. The coordinator will acknowledge receipt of the complaint in writing within four weeks of the date of the complaint. He will investigate the complaint and, if necessary, contact all parties involved for further information, opinions and possible solutions. If necessary, a meeting will be held with all parties involved to discuss the complaint further in order to reach a decision that is acceptable to both parties. The maximum period for this is 6 weeks from the acknowledgement of receipt of the complaint.

If no satisfactory solution is reached for all parties involved, the complaint will be forwarded to the chairperson of the NSG Board.

The chairperson will review all information and arrange a meeting with the student to further discuss the problem and possible solutions.

The chairperson, in cooperation with the coordinator of the Education Committee, reaches a final decision. The maximum period for this is 4 weeks.

Complaints must be settled within the set time frame. If a longer period is needed to investigate, the complainant must be informed of this within the set time limit, with an explanation of the delay.

Moreover, an indication must be given of when a decision is expected.

In all circumstances, a written report of the complaint, the procedure followed and the final decision will be sent to the complainant and the coordinator of the Education Committee and to the confidential file of the secretariat and kept there for at least 10 years.

If a student does not arrive at a satisfactory settlement of his complaint, he can lodge his complaint with the chamber for Ethical Questions of the NVAGT and the procedure and deadlines of the NVAGT will be followed.

The judgement of the Ethics Questionnaire is binding on the NSG.

Any consequences will be dealt with swiftly by the NSG.

Office secretariat NVAGT

Postal address

Tijmstraat 39, 3551 GK Utrecht

e-mail: info@nvagt.eu

Students can address issues to the appointed Confidence Person (vertrouwenspersoon):

Frouke Beekman

06-42904242

info@froukebeekman.nl

<https://froukebeekman.nl/>

To protect students and to ensure ethical professional practice, the EAGT has developed a code of ethics for training in Gestalt therapy. This code is available to all members.

Secretariat EAGT office

eagtoffice@planet.nl

4.6.3. Problems in supervision

Procedure regarding problems in supervision

A problem in supervision may arise when there is a disagreement between the supervisor and one or more students have a difference of opinion regarding the supervision process. There may also be a difference of opinion regarding the last assessment by the supervisor.

Difference of opinion between student(s) and supervisor regarding the supervision process:

- Student(s) and supervisor discuss the problem and do their utmost to solve it. When a solution has been found, the supervision is continued.
- If no solution is found, both supervisor and student(s) send a written report to the programme coordinator. The programme coordinator contacts all parties involved and asks for further information, opinions and possible solutions.
- information, opinions and possible solutions. The training coordinator shall propose a possible solution that will enable the parties involved to resolve the problem and continue the supervision. If the training coordinator is also the supervisor involved in the problems, the supervision coordinator shall appoint a replacement from the pool of supervisors who is not directly involved in the problems.
- If the intervention of the training coordinator does not lead to a solution, the training coordinator will decide that the supervision contract is terminated.
- The programme coordinator will then look for a way to enable the students to continue the supervision process with a new supervision contract, whereby a repetition of the same problems is unlikely.
- Students retain the right to appeal in accordance with the normal complaints procedure for students.

- Disagreement between student(s) and supervisor regarding the last supervision assessment:
- If the student(s) do not agree with the supervisor's last supervision assessment, they should initiate a complaints procedure.

4.7. Organisation and administration

The administration is coordinated by the coordinators, who can be reached at info@nsgestalt.nl.

We strive to respond to your message within two days.

If you do not hear anything back, something has probably gone wrong (spam filter, etc.). Please try to get in touch via another route.

Insurance

The Dutch Gestalt Foundation has an insurance policy with a national insurance group (Aegon), where both the foundation and the students enrolled in the training programme are insured against damage, which is specified in the policy.

For questions concerning insurance matters, the student should contact the coordinator of the study programme, Michiel van den Heuvel, in writing.

The bank account number of the NSG is: NL86INGB0004698025 in the name of Nederlandse Stichting Gestalt, Eindhoven.

4.8. Costs and contract

The training costs are specified in the contract that the student enters into with the NSG. These contracts are offered to the students at the beginning of the year.

5. STAFF

5.1. Teacher profile

Teacher profile.

- Teachers are in possession of at least an HBO diploma in human sciences.
- They are certified as Gestalt therapists by the Dutch Association for Gestalt Therapy (NVAGT) and the European Association for Gestalt Therapy (EAGT). Thus they meet the requirements of regular intervention, supervision and training and they subscribe to the ethical code of the NVAGT/EAGT.
- Teachers have at least 5 years of practical experience in professional Gestalt methodical coaching of people.
- Teachers can demonstrate a minimum of 5 years of experience in providing education and/or training. Or they have an officially recognised teaching qualification.
- Teachers can work relationally and in the meta position around the dialogue, within the context of the empowerment philosophy.
- Teachers can work relationally and meta positionally around "loving authority".
- Teachers are able to be present in intense emotional experiences (presence).
- Together with clients and students, teachers are able to come to an understanding of the emotions, feelings and needs that underlie certain behaviour.
- Supervisors are registered with the NVAGT as Gestalt supervisors.
- A supervisory committee is responsible for the supervision of the students' clinical practice. All members must be recognised as members by the EAGT and the NVAGT.
- There is a group of Gestalt therapists who are available for the student's individual learning therapy. All members of this group must be fully recognised by the EAGT and NVAGT and have at least 5 years of clinical experience.
- At least 5 different teachers are used in each module.
- A balanced distribution of female and male teachers is aimed for.

5.2. Current teachers

Teachers

Hein Kuipers: *Senior Trainer*

Is a Gestalt therapist and has an independent practice in Maastricht since 2008. He studied Cultural Anthropology (prop.) and Humanistics (MA) in the Netherlands and followed the Gestalt therapy training at the Institute for Communication in Belgium.

<https://lijfenleven.nu/>

Ralph Evers: *Senior trainer and Coordinator.*

Psychologist NIP and Gestalt therapist. Works in his private practice in Utrecht and as an existential psychologist at BuurtzorgT in Amersfoort. BuurtzorgT is a specialised psychiatric institute for people suffering from chronic psychological distress.

<https://praktijkmercurius.nl>

Rinske Englander: *junior trainer and Coordinator.*

Worked as a family social worker for 17 yrs, using various methods from systemic work to presence methods, to solution focused work. For the last five years I became more focused on meeting family's and youngsters from a Gestalt viewpoint. Runs her Gestalt therapy practice in Amsterdam, and has been a junior trainer at the NSG since 2019.

<https://rinsegestalttherapie.nl/>

Persephone Protouli: *junior trainer and Coordinator.*

Psychologist (MSc in Clinical Psychology) and Gestalt Therapist. Works in private practice since 2016 with couples and individuals. Lives in The Netherlands since 2011 and works mainly with Expats in Greek, Romanian and English. Studied Gestalt Therapy at the NSG.

<https://www.expatsintherapy.com/>

Marije Delfsma: *Junior Trainer*

Has her own practice in Hoorn. Works as a psychologist and Gestalt therapist. Followed her training at both IVC in Belgium as NSG in the Netherlands.

<http://marijedelfsma.nl/>

Michiel van den Heuvel: *Gestalt Therapist, Supervisor and Senior Trainer*

Drs. in Philosophy, MSc in Gestalt Therapy. European Certificate of Psychotherapy, own practice as Gestalt therapist.

Orsi Viga: Gestalt Therapist, Senior Trainer

<https://www.orsiviga.eu/>

Laila Mubarak: Gestalt Therapist, Junior Trainer

<http://www.lailamubarak.nl/belle>

Christine Veeger: Gestalt Therapist, Junior Trainer

<http://gestalttherapietexel.nl/>

Marten Bos: Gestalt Therapist, Senior Trainer

<https://www.martenbos.nl/>

Marko Talijan: Gestalt Therapist in training, Intern

Supervisors:

Dr. Michiel van den Heuvel *Gestalt Therapist, Supervisor and Senior Trainer*

Drs. in Philosophy, MSc in Gestalt Therapy. European Certificate of Psychotherapy, own practice as Gestalt therapist.

Ien van Duijnhoven Gestalt Therapist, Supervisor

<https://www.ienvanduijnhoven.nl/>

5.3. Guest teachers

Guest teachers are employed as specialists in a particular field or theme in the field of social work. If they do not meet the profile for teachers, they will be supervised by a regular teacher of the course.

Trainers and lecturers from the Netherlands and abroad.

5.4. Tutor supervision and evaluation

At least once a year there is a team meeting in which teachers and trainers share their experiences during the weekends. On the basis of evaluation forms for students and teachers, an evaluation is made each year in the team meeting. The evaluation forms are included in this study guide under 7.7.

5.5. Education committee

The Programme Committee

All mentors of the study groups and the study programme coordinator are members of the study programme committee.

The study programme committee is fully responsible for both the content and implementation of the study programme. The committee is also responsible for the admission procedure of newly registered students.

New trainers and teachers are nominated by the study programme committee and appointed by the board of the foundation. There is a settling-in period of at least two years, during which the coordinator will meet with them at least twice a year to discuss the progress of this settling-in process.

The trainers are expected to develop their own teaching materials, making use of their experience and study of the literature.

The trainers meet at least once a year in the team consultation to discuss the personal and academic developments of students within the training groups. Members of the team regularly participate in other professional activities of their profession. They are kept up to date with current developments in the field through conferences and training sessions.

5.6. Governance

The Board of the Foundation

The board of the foundation consists of a chairman and a treasurer:

Isa Schipper: chairman

Klaas Bals: treasurer

Roos Knap: general board member

Ralph Evers: Direction member

Rinske Englander: Direction member

Persefoni Protouli: Direction member

The board of the foundation is responsible for:

- monitoring compliance with the procedures and rules as stated in this study guide
- keep the minutes of its meetings
- Consultation with the education committee: ▪ at least twice a year
- allow training groups and courses to continue below the number of participants which makes them profitable
- Appointment of trainers and teachers
- The budget for each study year
- The annual accounts of the NSG

6. ASSESSMENTS AND EXAMINATIONS

6.1. General

6.1.1. Overview of assessment procedure

The coordinator of the written work are experienced in matching students to the correct external assessors. The written work consists of the Practical Work, the Case Study and the Theoretical Study.

The coordinator is **Christine Veeger**: Gestalt Therapist, Junior Trainer
<http://gestalttherapietexel.nl/>

The assessment procedure is included under 7.1.

Assessment Board.

The Assessment Board has the final responsibility for the assessment procedures and quality.

After the last weekend of each academic year and at least six weeks before the start of the next academic year, the final assessment of each student takes place.

The specific tasks are:

- At the end of each academic year, the Assessment Board collects all assessments from mentors, learning therapists, supervisors and assessors for a final assessment.
- The Assessment Board arrives at the final assessment as to whether a student has successfully fulfilled all the requirements of the relevant academic year, and draws up the final decision.
- This decision is based on a pass/fail system. When a student has received a fail for the concerning academic year, there is the possibility of a one-time resit. The mentor will inform the student concerned (see resit procedure page 75).

The Assessment Board consists of the following members:

- At least three members of the standing programme committee.
- The coordinator of the study programme, as a representative of the board

External Examiner

General function:

The External Examiner is an independent assessor with academic training and experience in quality control of assessment procedures. The External Examiner's opinion is called upon in case one of the two assessors gives a pass and the other a fail. The External Examiner's opinion is binding.

Right of appeal:

Appeals against the assessment process of the Assessment Board must be carried out in accordance with the complaints procedure as set out in 4.6.2.

Retake procedure

If the Assessment Board has given the student a fail grade for the academic year in question, the student may request a resit procedure. The student is entitled to a resit only once. Any costs involved will be charged to the student; they are not included in the tuition fee.

In case of a resit procedure:

- The mentor will contact the student to discuss the contents and form of the resit procedure, as determined by the Assessment Board.
- The agreements will be laid down in writing with regard to: which assignment(s) should be done as yet?
- within what time frame these additional assignment(s) must be completed.
- A representative of the Assessment Committee and the External Examiner will assess the performance and content of the additional assignment(s) with a pass or fail.

Certificate in case of premature departure

A student who leaves the training programme before he has completed all modules will receive a certificate with an appendix, which lists all completed modules and assignments. The successful completion of modules 1 to 3 qualifies for a certificate. If the student has passed all modules 1 to 3, but has failed module 4 and the resit, the student will also receive a certificate.

6.1.2. Continuous assessment of the learning process

Throughout the entire programme year, the student receives feedback from the mentor, fellow students, lecturers and external assessors, both in training groups and in his/her intervision group. Student developments are regularly discussed during the Programme Committee meeting. If there are any problems, the mentor discusses them with the student.

Personal skills

In order to be able to continue the study programme, the student will be assessed on the following aspects with regard to his/her personal skills. The assessment is based on all experiences with the student during the entire training year. Self-assessment and feedback by fellow students and teachers will be included in the consideration. The areas are the same every training year, but the depth and degree of competence will increase over time.

Personal skills and abilities are evaluated according to students' ability to:

- Interact well with others with an attitude of mutual respect and interest.
- Demonstrate awareness of professional and ethical standards.
- Take responsibility for their own physical and emotional well-being.
- Meet the varied demands of the training, including financial obligations, timely completion of assignments and active participation in training, discussions, sharing of study materials, supervisory experiences, homework group exercises and group processes.
- Personal skills will be further evaluated through the increasing ability of students to
- Describe their own process and communicate about it in an appropriate, coherent and open way and, if applicable, relate it to the training.
- Give constructive feedback.
- receive constructive feedback, reflect on it and make use of it.
- Learn to deal with negative feedback.
- Being aware of the boundary between therapy and training in such a way that the training assignment remains in the foreground.
- To relate the training content and theory to practice.
- To integrate new material with current theories and ideas.

- Be aware of the limits of the individual level of competence and work within them.
- Participate, at a level of competence appropriate to the phase of training, in skills exercises related to the content of the training.
- Experimenting and learning from the consequences of one's own actions.
- Experiencing uncertainty and difficult feelings without becoming rigid, while remaining in contact with the environment.

Personal readiness

If, in the opinion of the programme committee and the assessment board, the student has developed insufficiently in one or more of the above mentioned areas, the assessment board may decide not to admit the student to the next year of study. This decision will be substantiated in a conversation between mentor and student.

Guidelines for assessment

In accordance with the guidelines developed by the EAGT, the NSG has the task of ensuring the quality of the curriculum and the assessment of the participating students.

Assessment procedures are based on criteria for competence in practice. Equal weight is given to:

- Theoretical knowledge.
- In both training and supervision, the learning and demonstration of skills, which derive from the philosophical and theoretical principles of Gestalt.
- The ability to integrate one's own learning therapy experiences into the training learning process.
- Assessment is an ongoing process involving self-assessment and giving and receiving feedback to/from fellow students, supervisors, outside assessors and teachers.
- Being assessed as a Gestalt therapist is based both on one's own competence and on participation in a process. It concerns both the relationship and the communication skills, which contribute to a therapeutic relationship. Assessment is thus meant to be broader than the awarding of a pass or fail mark. It is a process of giving and receiving feedback.
- Being assessed in terms of competence may involve, for example, the following skills:
 - Conducting a dialogue
 - Awareness of one's own phenomenology
 - Naming the theoretical background.
 - Presence
 - Directness
 - Showing oneself in a way appropriate to the situation
 - Time management
 - Handling supportive and challenging confrontations.

Being assessed in a process-oriented way involves respecting the relationship and the student's willingness to enter into a dialogical relationship with him/herself, with other people and ultimately with clients.

Gestalt therapy is focused on growth and change. The student should be prepared to engage in this process of growth and change as part of their training.

This means being prepared to engage in the following processes:

- Developing awareness of the constantly changing flow of experiences, cognitive activities and feelings. Also, exploring ways to share this awareness with others.
- Developing awareness of one's own actions and a willingness to pay attention to any disturbing experience.
- Being able to communicate about oneself both in terms of inner experiences and in terms of relationships with others.
- Examining one's own way of looking at and thinking about the world.
- Respecting the individuality, the "way of being" of people.

6.1.3. Assessment of supervision report

As part of the assessment process, the supervisor will critically monitor the student's developing competence as a Gestalt therapist in training and the student's ability to integrate theory into practice.

In doing so, the student will learn to identify those aspects of their person that require further attention.

To complete the supervision the student writes a report at the end of the 3rd year (module 3) and at the end of the 4th year (module 4), which will be assessed by the supervisor.

Guidelines for the supervision report

The report should contain about 2000 words.

The structure of the work should be logical, with a table of contents and page numbering.

All sources should be properly referenced using a recognisable system.

Objective:

The student shows how he uses supervision for working from the Gestalt vision in his daily work (instead of his clinical work). The student reports on how what was learned in supervision was translated into practice.

The student uses the writing of the supervision report to reflect on a theme over a period of time.

Content:

Sufficient casuistry from own work

A demonstration of how supervision was used to improve the student's practice during this time, for example

- What supervision methods were used, such as
- Process report
- Copy of video/sound recording.
- What topics were identified in supervision and what are the acquired insights, for example:
- the working relationship
- issues of transference and counter-transference
- ethical issues
- gaps in information or skills.
- Adding illustrations by using examples from the student's work.

Evaluation criteria for the supervision report

Satisfactory:

The report contains accurate material and addresses the requirements of the report for the most part.

The student shows understanding of the main supervision topics and some insight into the implications for their work situation. The student clearly demonstrates the ability to support arguments from the main literature and includes some significant experiences and perceptions, both professional and personal.

The references throughout are logical and precise.

The report includes some case studies from his work situation.

Unsatisfactory:

The piece of work is incomplete, because the material is not applicable or is incomplete. There are omissions and inaccuracies.

The content is superficial with insufficient understanding of the supervision topics and their implications for his/her work situation.

There is inaccuracy and lack of understanding regarding the theory and concepts.

The writer shows limited insight and awareness. References are lacking in accordance with a recognisable format and are illogical.

6.1.4. Assessment of the learning therapy report

The learning therapy report

Guidelines:

The report should be approximately 2000 words.

Careful writing, correct grammar and spelling should be used.

The structure of the work should be logical. Objective:

To give a written account of his awareness of his own actions.

To show that the student is able to describe the red thread in his development process.

To report on the themes that the student has encountered in learning therapy and has introduced.

Contents:

The report is a process report of at least 10 sessions of learning therapy. How did the development of awareness come about?

Influences of learning therapy on private life and work situations.

How was the experience of the mutual contact between student and learning therapist?

Assessment of the learning therapy report

This report is not formally assessed. The report remains confidential between the learning therapist and the student. The report is a reflection of a subjective experience and as such cannot be assessed as sufficient or insufficient.

When the student is invited to reflect on his own process, it is expected that making the report contains valuable learning experiences for his development as a Gestalt therapist. For the final assessment, the student must have the learning therapy form signed by the learning therapist and sent to the secretariat.

6.2. Guidelines for the final written report, module 1

6.2.1. Introduction

In the final paper at the end of the first year the student deals with one of the main themes in Gestalt theory. In his/her paper he/she makes connections to the various training weekends and the processes in the training group.

In the final weekend students present their final report and receive feedback from fellow students and their mentor(s). As the final report contains many elements of the group process of the first year, there is no formal assessment. However, the mentors and supervisors do check, based on the guidelines described in 6.1.2, whether they consider the student suitable to move on to module 2, based on this report, the supervision and the interaction during the weekends.

6.2.2. Content requirements

- The student knows how to connect the theory he studied with his experiences in the training group and in his daily life.
- The student demonstrates the ability to connect their theme to other central concepts in Gestalt theory and methodology and to understand and apply their interrelationships.
- The student reports on the application of his/her Gestalt skills and indicates the difference with how he/she initially came into contact.

6.2.3. Formal requirements

- After each training weekend the student writes a weekend report (reflection report), in which he pays attention to his own process, the group process, the theme of the weekend and the theme for his final paper. The reflection report has a minimum of 500 and a maximum of 1000 words.
- The final evaluation has a minimum of 2000 and a maximum of 3000 words.
- The essay is logically structured and easy to read. The spelling and punctuation is correct and neat.
- The essay ends with a list of literature consulted: at least 8 sources from Gestalt theory.
- Quotations have a function in the text and are used correctly.
- Deadline to upload the written part, is the 1st of June
- Two students give feedback on each student's written work, students can chose amongst themselves
- Presentation and feedback together, should take about 50'

- The presentation itself should be about 20'-30', so there is enough time for the feedback
- Students receive feedback from mentors

6.3. Guidelines for practical work, module 2

6.3.1. Introduction

The practical essay is the written assignment with which the student concludes module 2 of the programme.

Objective of writing a practical essay is that the student demonstrates with it that he can make a connection between the theoretical main concepts of gestalt theory and know how to link these to the methodology of empowerment. The student deals in his paper with a relevant theme for his work and his professional conduct. In general, the domain on which the student writes his/her paper concerns the area of care and assistance. In situations where the student does not have a field from which to draw, alternatives can be discussed. For example, a relevant theme in the more personal environment of the student. A condition for writing a paper focused on a personal subject, is that in this paper the main concepts of gestalt theory and empowerment should be dealt with/are addressed in accordance with the formulated requirements.

6.3.2. Content requirements

- The student works out a central question/problem which he formulates on the basis of his work experiences and which he relates to the theory and principles of gestalt and empowerment.
- The student shows in his paper that he has studied both gestalt and empowerment theory and is able to integrate these in his work situation.
- The student adequately describes the possibilities of applying the main concepts from gestalt theory in his/her specific work situation and the effects of this on his/her professional action.
- The student gives sufficient evidence of what is needed for his own support/empowerment. The student also demonstrates that he is able to adapt to the situation, the possibilities and the needs of his client(s).
- The student describes his own experiences of integrating the gestalt method into his work and shows that he is capable of self-reflection.
- The student gives examples of practical situations in which both the concepts of gestalt theory and the concepts of empowering are addressed.
- The student can explain one of the central concepts of Gestalt theory, e.g. dialogic work, field theory, phenomenology, contact, awareness, creative attunement and polarities, and explains its application in his work.

6.3.3 Formal requirements

- The paper is typed and contains at least 5000 and no more than 6000 words (excluding bibliography).
- The subject is relevant to the field concerned.
- The central question is adequately worked out and answered.
- The paper contains 3 examples of practical situations in which the student reflects on his/her own actions.
- The paper is logically structured and easy to read. Spelling and punctuation are correct and well cared for.
- The paper ends with a list of consulted literature.
- The quotations have a function in the text and are used correctly.

Tip: use the checklist provided by the assessor.

See also checklist under 7.2.5.

6.4. Case study guidelines, module 3

6.4.1 Introduction

The case study covers a therapeutic process with a client lasting at least 10 sessions, spread over at least 3 months. During the supervision you regularly bring in your client with the aim of increasing your awareness of your own actions, feedback from the supervisor and your fellow students, space for questions about the process of both your client and yourself.

The case study must be written and assessed as sufficient to be able to participate in the 4th year.

6.4.2. Content requirements

a) Introduction to the case study

1. Brief description of the client. For example:

- How was the first contact made (self-report, referral, (possibly the referral diagnosis))?
- Sex, age, occupation, relationship, family

- Medical/therapeutic history
- Number of sessions and duration of course
- Other particularities

2. Presented problems/situation/goal of the therapy

- Reason for application, expectations
- Are the expectations realistic?

3. First impressions

- Physical stature and posture
- Breathing
- Voice
- Movement(s)
- General appearance (appearance, outward appearance, demeanour)
- Own support/environmental support
- Contact
- Other

4. First reactions of the therapist to the client

- Sympathy/antipathy/curiosity
- First feelings, experiences, hunches, ideas
- Who does the client remind me of?

5. First process diagnostic picture

- Preliminary diagnosis in Gestalt terms:
- What clues do you see in ego functioning which give you information about id and personality functioning?
- What styles of contact do you observe?
- Personal themes.

6. Choices

- The desire/need for change formulated by client and therapist.
- Frequency of sessions
- What are the first appointments?

b) Overview of the process of the therapeutic relationship.

This chapter contains a brief account of the beginning, middle and (possibly) end of the therapeutic process.

1. Distinguishable phases in the course of therapy:

- Important changes in experience and behaviour on the part of both client and therapist which were observed or mentioned in the various phases of the therapeutic process.

2. Development of awareness

- Degree of awareness of both client and therapist at different points in the process.
- Both client and therapist are able to observe:
 - a) Him/herself

- b) The other
- c) The relationship

3. Changes

- The development of the client's life during the therapy period
- What changes occur in the experiences of the client and the therapist as a result of the therapeutic process
- How was the first contact made (self-reporting, referral, (possibly) the referral diagnosis)?

4. Decision

- To what extent have unfinished situations come to the fore in working through personal themes?
- The state of affairs at the end of the therapy or at the time of writing
- The client's written (literal) report on his/her development;

The student asks his/her client for a written evaluation of the therapy up to that point, in which he/she expressly states

The student asks his/her client for a written evaluation of the therapy up to that point, whereby the role of the therapist is also explicitly asked to evaluate.

c) Description of selected key episodes/meetings

This section contains one or more detailed descriptions of turning points or key moments/steps in the therapeutic work. In doing so the student also includes relevant Gestalt theory and/or literature on empowerment. The theoretical consideration is thus related to the observations of and the work with the client.

1. Possible points of attention

- On the basis of which therapeutic process were experiments proposed to the client? How effective were they? What was the structure like?
- What was the balance between the support and challenge offered by the therapist and the degree to which the client was able to develop his own personality?

d) Personal experience of the therapist

In this final section the therapist describes his personal experiences, e.g:

- Themes relating to unfinished business by the therapist himself, possible countertransference
- What has the therapist learned from the client in question with regard to his professional development?
- Satisfaction or specific sources of satisfaction.

e) List of references

See also checklist under 7.2.6.

- The following documents can be found in the study guide under 7.2:
- Assessment procedure (postponement, etc.)
- Checklist
- Guidelines for citation.

6.4.3. Formal requirements

- The paper should be typed with at least 4500 / maximum 6000 words (excluding the bibliography).
- The title page should contain the title, the name of the N.S.G., the name of the student and the date of publication.
- The case study contains a table of contents, a clear introduction and a page numbering.
- The case study contains a bibliography of at least 8 books. Relevant articles should also be mentioned.
- Quotations should be clearly distinguished from the own text⁴.
- The structure of the case study is clear and well-organised and gives the chapters an equal typographical shape.
- The writing language should be clear and understandable, with correct style, grammar and spelling.

6.5. Guidelines for the theoretical thesis, module 4

6.5.1. INTRODUCTION

The GTO thesis is a theoretical study which rounds off the last year of the Gestalt Therapy Training (GTO). It is a written thesis in which the beginning Gestalt therapist presents his/her methodical approach to carrying out Gestalt therapy in clinical practice. The student chooses a clinical topic, such as a client category, a diagnosis or a type of institution from his/her own practice and experience, and then poses and answers a question relevant to Gestalt therapy on this topic. The theoretical study relates to Gestalt therapy in professional practice as a whole or to a sub-area.

During supervision you will regularly introduce the theme of your thesis and share your own casuistry which shows how you have worked with clients on this theme. The purpose of this is to broaden and critically examine your vision through feedback from the supervisor and your fellow students.

Purpose of the theoretical study

The aim of the theoretical study is for the student to demonstrate his professional insight and the integration of theoretical knowledge of Gestalt therapy in his work. With the theoretical study the student profiles himself as a Gestalt therapist in a clinical aspect of counselling.

Procedure for writing the theoretical study

At the beginning of the final year of training a special day of lectures is organised for students who are going to write a theoretical study. Two weeks before this class day, students must have submitted their problem definition (i.e. central question) for their paper to the relevant lecturer(s). On the day of the lesson, feedback is given and the day itself is spent on improving the central question and developing it into a good framework.

One month after this day of lessons, the student must hand in a completed framework, which is again given feedback by the teacher(s). This procedure guarantees that the student starts with a good workable framework.

It is of course possible that there are students who need extra support or guidance in writing the theoretical study. The NSG can meet this need on request, but the costs of extra guidance are for the student.

6.5.2. Content requirements

- The theoretical study clearly demonstrates that the student:
- Has sufficient knowledge of the theoretical background of Gestalt therapy, can integrate this theory into practice and can describe practice in the light of theory.
- Has a professional understanding of the significance of Gestalt therapy in their chosen subject area. This includes substantiating all findings and propositions with the help of Gestalt literature.
- Can demonstrate professional skills in relation to Gestalt therapy.
- Can show his own specific professional style as a Gestalt therapist.
- Can adequately describe his professional interventions and methodologies in Gestalt therapeutic practice and show what effect they had.
- Is able to critically evaluate his own work.

6.5.3 Formal requirements

- The paper should be typed with a minimum of 6000 / maximum of 9000 words (excluding the bibliography).
- The title page should contain the title, the name of the N.S.G., the name of the student and the date of publication.
- The theoretical study contains a table of contents, a clear introduction and a page numbering.
- The theoretical study includes a bibliography of at least 8 books. Relevant articles should also be mentioned.
- Quotations should be clearly distinguished from the own text⁴.
- The structure of the theoretical study is clear and well-organised and the chapters are laid out typographically in an even manner.

- The writing language should be clear and understandable, with correct style, grammar and spelling.

There is a possibility to deviate from the content-related and formal requirements on creative grounds. The student should discuss this in advance with the mentor and the coordinator of the written work. New requirements regarding content and form will be formulated and the checklist will be adapted accordingly.

See also checklist under 7.2.7.

The STAPPENPLAN FOR WRITING A WORK IS INCLUDED IN 7.2.3.

The following documents can be found under 7.2 in the study guide:

- Assessment procedure (postponement, etc.)
- Guidelines for the theoretical final project
- Checklist
- Guidelines APA citation.

6.6. Acknowledgements

6.6.1. nvagt / eagt

RECOGNITION

All teachers (members of the training committee) and supervisors of the Nederlandse Stichting Gestalt (NSG) have been officially recognised members of both the European Association for Gestalt Therapy (EAGT) and the Dutch Flemish Association for Gestalt Therapy and Gestalt Theory (NVAGT) since June 1998.

The Dutch Gestalt Foundation (NSG) adheres to the quality requirements and standards set by the European Association for Gestalt Therapy (EAGT) for education in Gestalt therapy.

In 2002 the Dutch Consumers' Association carried out research into the quality of all training courses for Gestalt therapists in the Netherlands.

The research result for the total training programme of the Dutch Gestalt Foundation was good: 8.2. Partly because of this result, several health insurers have decided to reimburse Gestalt therapy sessions to their members.

Information on www.nvagt-gestalt.org

EUROPEAN ASSOCIATION FOR GESTALT THERAPY (EAGT)

6.6.2. Ethical code and complaints procedure

For the protection of students and to ensure ethical professional practice, the EAGT has developed a code of ethics for training in Gestalt therapy. This code is available to all members.

Secretariat EAGT

eagtoffice@planet.nl

NETHERLANDS FLEMISH ASSOCIATION FOR GESTALT THERAPY AND THEORY (NVAGT)

At the beginning of 1998 a professional organisation for Dutch and Belgian Gestalt therapists came into being, the Dutch Flemish Association for Gestalt Therapy and Theory (NVAGT).

Goals of this organisation are the professionalisation and recognition of Gestalt therapy, stimulating education, quality promotion and (common) testing. This professional organisation watches over the quality of Gestalt therapy, Gestalt training and the scientific development of the profession.

The Association is affiliated with the European Association for Gestalt Therapy (EAGT).

Students can apply for student membership through the website of the NVAGT. There you can also find information about the various types of memberships.

There is also a published ethical code and complaints procedure of the NVAGT.

Office secretariat NVAGT

Tijmstraat 39 3551 GK Utrecht

Visiting address

's-Gravelandseweg 65, 1217 EJ Hilversum

7. Annexes

7.1. General forms

7.1.1. Guidelines supervision intake + contract

DUTCH FOUNDATION GESTALT SUPERVISION CONTRACT

Student.....and Supervisor.....

agree with the following:

1. In the second year, the student takes 60 hours of supervision. Supervision takes place in groups of 3 or 4 students.
2. Supervision consists of a minimum of 6 sessions. The sessions must be evenly distributed throughout the academic year.
3. The duration of each session is determined in consultation.
4. The sessions take place at a location chosen by the supervisor.
5. The sessions shall start in October and shall be concluded no later than May 31 of the current training year. After May 31st the right to supervision by the N.S.G. expires. Continuation of the supervision after this date shall be at the expense of the student, also if this continuation is necessary in order to achieve the number of required hours of supervision.
6. The student's work forms the basis of the work input in supervision.
7. During the first session agreements shall be made regarding the work input (form, contents, frequency) and the distribution of the reflection reports, which the student makes of each session.
8. The attendance requirement for supervision is also 80%. If the student fails to achieve 100%, the actual number of hours of supervision shall be mentioned in the appendix of the diploma.
9. At the start of the supervision, the student shall formulate individual learning objectives. These form a guideline in the supervision in addition to the general learning goals: what do you want to do with Gestalt in your work and how do you apply Gestalt in your work.
10. The third session is also the first evaluation; the students and supervisor then discuss whether they expect to be able to complete the supervision cycle together.
11. There is a mid-term evaluation; students and supervisor evaluate the previous sessions on the basis of the general and personal learning objectives and discuss the co-operation in the supervision group; if necessary they make further agreements about the remaining sessions.
12. The last session is the final evaluation. The supervision is then concluded orally on the basis of a final report by the student and an evaluation by the supervisor.

Central themes are:

- To what extent has the student achieved the learning objectives set?
- What development has the student gone through in working with Gestalt;
- To what extent is the student able to apply Gestalt theory and methodology;
- Is the student able to work independently and process-wise with Gestalt principles?

- What aspects of working with Gestalt deserve further attention if the student intends to continue the training (e.g. the field of work)?
- To what extent does the student notice the influence of the training in his/her work.

Place date _____ dstum _____

(signature student)

(signature supervisor)

DUTCH FOUNDATION GESTALT SUPERVISION CONTRACT G.T.O.

Student...and Supervisor.

Agree with the following:

1. From the start of the G.T.O. the student is supervised for 60 hours. Supervision takes place in groups of 3 or 4 students.
2. The supervision consists of a minimum of 12 sessions. The sessions must be equally divided over the two years of training.
3. The duration of each session is 2 ½ hours for groups of 3 students and 3 hours for groups of 4 students. Per session 30 minutes are spent on preparation and reporting.
4. The sessions take place at a location chosen by the supervisor.
5. The sessions start in October and are concluded no later than May 31st of the second training year of the G.T.O. After 31 May the right to supervision by the N.S.G. expires. Continuation of the supervision after this date shall be at the expense of the student, even if it is necessary to continue in order to achieve the number of required hours of supervision.
6. The therapeutic work of the student forms the basis of the work input in supervision.
7. During the first session agreements are made regarding the work input (form, contents, frequency) and the distribution of the reflection reports, which the student makes of each session.
8. The attendance requirement for supervision is also 80%. If the student fails to achieve 100%, the actual number of hours of supervision shall be mentioned in the appendix of the diploma.
9. At the start of the supervision, the student shall formulate individual learning objectives. These form a guideline in the supervision in addition to the general learning objective: the integration of Gestalt theory and methodology in the therapy practice.
10. The third session is also a first evaluation; students and supervisor then discuss whether they expect to be able to complete the supervision cycle together.
11. At the beginning of the 2nd year, the mid-term evaluation takes place; students and supervisor evaluate the previous sessions on the basis of the general and personal learning objectives and discuss the cooperation in the supervision group; if necessary, they make further agreements for the remaining sessions.
12. The last session is the total evaluation. The supervision is then concluded orally on the basis of a final report by the student and an evaluation by the supervisor.

Central themes are:

- To what extent has the student achieved the learning objectives set?
- What development has the student gone through in working with clients.
- To what extent is the student able to apply Gestalt theory and methodology?
- Is the student able to work with clients independently and according to a process?
- There is a target group with whom it is better for the student not to work (for the time being).
- Which aspects of professional practice still require attention?

(place)

(date)

(signature student)

(signature supervisor)

7.1.2. Learning therapy forms

LEARNING THERAPY FORM

For the final assessment, the student should have this form signed and sent to the secretariat

Report of the learning therapist:

This report must be completed once a year (at the end of May) and/or in the event of a transfer to another learning therapist.

NAME

ADDRESS

POSTAL CODE AND TOWN

TELEPHONE NUMBER

E-MAIL ADDRESS

The above-mentioned student has attended all learning therapy sessions and has submitted a report.

Learning therapist:

.....
.....

Date:

7.1.3. Supervision forms

SUPERVISION FORM

For the final assessment, the student must have this form signed and sent to the secretariat.

Report of the supervisor:

This report must be completed once a year (at the end of May 2nd year) and / or when transferring to another supervisor.

NAME

ADDRESS

POSTAL CODE AND TOWN

TELEPHONE NUMBER

E-MAIL ADDRESS

The above-mentioned student has completed the supervision and submitted a report.

.....

Content of supervision: Sufficient

Unsatisfactory

Motivation:

Supervisor:

Date:.....

7.2. Written work forms

7.2.1. Procedure for assessment of written work

ASSESSMENT CRITERIA

There is a checklist for the practical essay, the case study and the final theoretical essay.

The coordinator of the projects guides the student during the first phase of the writing process (not applicable for writing a case study). If the framework has been submitted before 31 January, the student can ask for feedback on his framework. Afterwards the student can ask his supervisor for feedback on the content of the rough version of his paper or at an earlier stage if this is desirable.

- Framework submission date not later than 31 January to [Christine Veeger](#)
- Rough version to be handed in by 1 April at the latest to the Supervisor

The checklist provides 5 assessment criteria for the form of the paper and 10 for the content. Each criterion can be marked with 3 to 6 points: **a total of 75 points**. Half and full marks are given.

Next to the grade, the assessor gives a short feedback per criterion, in which is made clear why for example a 4.5 or a 2 was given.

A piece of work consisting of less than the prescribed amount of words will not be assessed as a fail.

The word count includes the preface, introduction, summary and conclusion. Excluding title page, table of contents, bibliography and appendices.

Up to 1000 words exceeding the maximum limit, 2.5 points are deducted. Up to 2000 words, 5 points.

Up to 3000, 7.5 points .

If the limit is exceeded by more than 3000 words, the paper will not be graded = fail.

A minimum of 45 points must be obtained to achieve a pass.

The assessors will give the points and a short feedback for each criterion.

- 2 x pass = pass;
 - 2 x unsatisfactory = unsatisfactory;

- The paper is assessed independently by one external assessor and the supervisor.

The submission date of the written work:

- The student hands in a digital version of his written work before 9 May and his hard copy no later than 3 working days after 9 May. The student will receive a message at the end of April as to who he should send his written work to.
- When a paper is received too late (digital version or hard copy) the student has to follow the postponement procedure.
- The student will receive a message from the coordinator of the assessments by 8 June at the latest, as to whether his work has been marked as satisfactory or unsatisfactory.
- In the event of a divided assessment (1 pass and 1 fail) by the assessors, the opinion of an independent external assessor will be decisive.
- If the student has received an insufficient assessment, he has to resubmit his rewritten work to the assessors, the mentor and the coordinator before 15 August.
- The coordinator will inform the student by 15 September whether his re-written work has been assessed as sufficient or insufficient. In the case of a divided assessment, the independent external assessor decides whether the work will be awarded a pass or fail.
- In case of a second fail, the coordinator of the programme together with the Education Committee will decide whether and, if so, how the student can continue with the programme.
- Every student presents his written work during the 4-day meeting in Mennorode, regardless of whether he received a satisfactory or unsatisfactory evaluation for his written work. The presentation will be assessed with a pass or fail by the mentors.

The following rules apply to the student who requests a postponement:

- Request for postponement of handing in written work must be submitted in writing to the mentor and the coordinator of the work before 7 April.
- If the request for postponement is granted, the student must hand in his/her work no later than 15 August.
- If the request for postponement is granted, the student has to hand in the digital version of his written work no later than 15 August and the hard copy no later than 3 working days after 15 August.
- The student will receive his assessment before the start of the new academic year. The coordinator will inform the student whether his work has been assessed as sufficient or insufficient. In the event of a mixed assessment (1 pass and 1 fail) between the assessors, the independent external assessor's opinion is decisive.
- In the event of a divided assessment (1 pass and 1 fail) by the assessors, the opinion of the independent external examiner will be decisive in determining whether the student will receive a pass or a fail. In case of a fail, the coordinator of the programme together with the Programme Committee will decide whether and, if so, how the student can continue with the programme.
- In case of a fail grade, a new submission date will be discussed in consultation.

- The student who has requested a postponement will give a presentation on his/her personal development in the past year during the final weekend in June. The presentation will be assessed with a pass or fail and will count in the later assessment of the presentation of the project. The presentation of his/her workpiece must take place before the start of the new
- The presentation of his/her paper should take place before the start of the new academic year. The students themselves arrange for the presence of a trainer and students for this purpose. The student himself/herself bears the costs of renting a location and hiring a trainer.

With these guidelines all previous versions expire.

May 2021

7.2.2. Guidelines for quoting and acknowledgement of sources

We follow the guidelines of APA for quoting and acknowledging sources: (a practical manual for acknowledgement of sources in higher education).

Plagiarism

Plagiarism is presenting someone else's work as if it were your own. This can occur in various ways. The most obvious is handing in a treatise or report written by someone else; however, this is quite uncommon. More common plagiarism is incorporating unacknowledged quotations from other authors' work into one's own product. This can also include extensive quotations of someone else's ideas or lectures, for example notes from lectures without proper referencing.

The central principle of all assessments is that the work is seen as that of the candidate. Plagiarism is severely punished by the assessment committee and, as a rule, leads to a fail for the entire written work.

Avoiding plagiarism

There are simple ways to avoid plagiarism. The standard method accepted in all academic institutions is to cite your sources.

This can be done in the following ways:

- Separate all direct quotations from your own work by using inverted commas.
- Cite the appropriate source of the quotation within the main text, either in a footnote or in a note between brackets.
- List all sources used in the preparation of the treatise or report and include a clear and detailed bibliography at the end of your paper.
- If you do not use a direct quotation but reproduce someone else's arguments in your own words, it is advisable to cite the original source in the same way as for a direct quotation. No inverted commas are needed.
- Also cite the original source if someone is paraphrasing or quoting non-literal. No inverted commas are needed.

7.2.3. Step-by-step plan for a practical essay and theoretical thesis

This document is intended to help the student who is going to write a practical essay in the initial phase.

In general, a writing process consists of four phases, which are discussed below.

1. ORIENTATION PHASE: Choosing your topic

In general, it is advisable to work from your experience, so write about a subject with which you have experience. Choose a subject that is close to your heart or an aspect that touches you in your work where you apply both the gestalt method and gestalt's vision on empowerment.

Find out which subject is important to you. If there is a recurring theme in your work, or a question that occupies you regularly, this often leads to a suitable question.

The orientation phase is also the search for relevant theory, from reading and studying.

Tip: let fellow students and teachers know what you are looking for. Make notes or cards of inspiring or later useful quotes. Record the full title of the book or magazine to avoid unnecessary searching later.

2. Planning phase: Formulating a central question and/or problem statement

Formulating your central question is simply: your theme and your main question about that theme. An important requirement of the central question is that it contains the word Gestalt Method or Gestalt Theory. For example, your topic is working with clients with depression, and your question is: What elements of Gestalt methodology can I apply to working with clients with depression?

This is the question to which your paper is the answer. The central question is the organising factor, or in other words: this question determines which data you should present in which order.

Roughly speaking, there are four types of question:

1. the descriptive question (How can elements of the Gestalt method have a function in working with clients with depression?)
2. evaluative (To what extent can elements of Gestalt Methodology be applied in working with clients with depression?)
3. the explanatory question (Why do the elements of Gestalt work so well with clients with depression?)
4. the advisory question (What are the points of interest from Gestalt theory in working with clients with depression?)

NB: these are examples of questions, not of approved central questions!

The descriptive question

The descriptive question is generally the simplest. It leads to a descriptive piece of work and will be followed by a summary. (Conclusions follow only from reasoning)

The evaluative and/or explanatory question

Both an evaluation and an explanation require an investigation, and your paper will end with a conclusion.

Broadly speaking, the following parts will follow:

- central question (in the introduction)
- description of target group
- theoretical consideration
- research method
- results
- discussion of the results
- conclusion (is an answer to the question)

The advisory thesis

In an advisory thesis, the conclusion of your paper will be followed by recommendations that follow logically from your conclusions. Your recommendations must be well-founded throughout your paper.

Finally, a few tips on formulating your central thesis:

1. Do not make your central question too personal. So don't say: How can I work with intimacy in homosexual men as a gestalt practitioner? The term 'I' may not appear in your question.

There is of course a personal part in the paper, which is even important.

2. Avoid vagueness. Do not say: How can Gestalt methodology contribute to the self-development of young women who are having problems in their careers? Here the term 'self-development' is vague and the target group is insufficiently specified.
3. Limit the scope of your research by specifying your question. So not: "How can a manager with the gestalt method manage well? "

In all cases, be alert for vagueness as a result of too much generality. For example, avoid terms such as Gestalt theory or Gestalt methodology. Make it smaller by talking about elements of the Gestalt methodology. In your paper you can specify which elements of the Gestalt method / Gestalt theory you consider useful with the corresponding substantiation.

An important tool in the planning phase is to make a good framework.

The framework

In the framework - as the design of your paper - you make visible the steps in your reasoning that lead to the answer to the central question. To do this, you break down the central question into several sub-questions. The answers to these sub-questions form the structure of your reasoning.

In the framework, the following parts should be worked out:

- Your motivation for the subject or theme.
- Your articulation of the central question or problem. Explain what your questions on the topic are, how you arrived at your central question and what the research procedure is that you plan to follow to get an answer to your central question.
- An elaboration of the central question in a structure of main and sub questions. This structure already shows a preliminary chapter structure of the thesis.

- A list of theoretical literature and other sources. This is not so much about titles of books, but rather a first choice of the theory you intend to discuss.

In addition, although your framework gives you a basis for a later chapter structure, they do not always have to overlap. The final form will come later.

NB: A framework is not a straitjacket! It is a concept that can be filled in and adapted as necessary.

3. THE WRITING PHASE

A good writing strategy is to initially (using your framework) write mainly through and focus on what you want to claim, i.e. on the content of your argument. Be satisfied with an adequate, but not perfect, articulation of your idea.

Questions that you can ask in a possible impasse are therefore directed at the content: "What do I mean exactly?" or "What do I actually want to say?"

Construct your argument in your own words; quotations are there to support or illustrate your argument. A common mistake is to let the quotations do your work. For example, be sparing with a quote at the beginning of a chapter or paragraph; after all, you are the introducer.

4. REVISION PHASE

It is advisable to plan time between writing and editing. Now that the content of your argumentation is clear (in outline), you can start working on the form and the way you put your argumentation into words. In this phase you focus mainly on the how: By critically examining your wording and polishing it, you work on the communication with your reader(s).

Tips:

- Check whether your conclusion/ recommendations sufficiently answer your question.
- Use the checklist the assessor uses.
- If you have chosen a subject in the private sphere, explain in your introduction why you have chosen this.
- If your subject is a private one, make regular connections with professional practice; how can your findings/experience be applied in practice?

TIME SCHEDULE FOR THE PRACTICAL PAPER

- October/November: choose your topic and formulate the question
- The framework must be submitted to the coordinator by 31 January. The coordinator will then provide feedback.
- No later than 1 April, you must send your rough version to your supervisor for feedback.
- The final submission date is 10 May.
- The assessment is done by your supervisor (internal assessor) and an independent external assessor.
- For the postponement procedure, see the document "procedure for handing in and assessing written work" (7.1.1.).

TIME SCHEDULE THEORETICAL THESIS

- October/November: choose your topic and formulate your question

- The framework must be submitted to the coordinator by 15 January at the latest. The coordinator will then provide feedback.
- The final submission date is 13 May.
- The assessment will be carried out by one independent external assessor and your supervisor.
- For the postponement procedure, please refer to the document Assessment procedure.

DOCUMENTS

The following documents can be found in the study guide:

- Assessment procedure (postponement, etc.)
- Guidelines Practical essay, Case study and theoretical thesis
- Checklists
- Guidelines for quoting in accordance with APA.

7.2.4. Guidelines final report module

1 Formal requirements

- After each training weekend, the student writes a weekend report (reflection report), focusing on his/her own process, the group process, the theme of the weekend and the theme for his/her final project. The reflection report has a minimum of 500 and a maximum of 1000 words.
- The final evaluation has a minimum of 2000 and a maximum of 3000 words.
- The essay is logically structured and easy to read. The spelling and punctuation is correct and neat.
- The essay ends with a list of literature consulted: at least 8 sources from Gestalt theory.
- Quotations have a function in the text and are used correctly.

SEE ALSO 6.2.1. AND 6.2.2.

7.2.5. Checklist for the practical essay, module 2

Checklist

Practical Workpiece 2020-2021

Name student :

Title of practical essay :

General:

The paper is typed and contains a minimum of 5000 and a maximum of 6000 words. If the number of words is exceeded or not achieved, the guidelines mentioned in the document "procedure for submission and assessment" apply.

The word count includes the preface, introduction, summary and conclusion. And excluding title page, table of contents, bibliography and appendices.

Guidelines for filling in the checklist:

- For the form part, a maximum of 3 points per criterion can be given. For the content section a maximum of 6 points per criterion can be given. A total of 75 points. The points, either full or half points, can be noted in the right-hand column.
- The space for comments is meant for the external assessors to give feedback. The space for writing will adjust automatically.
- Please write a short feedback in the left-hand column which explains why this item was awarded, for example, a 4.5 or a 2.
- At the bottom of the checklist please state name and date.
- Where the client is mentioned, if the student has chosen not to write about his/her work situation, the client can be replaced by other persons.

Checklist:

Form	Points 0-3
<p>1. The title page contains the title, N.S.G., student name and date.</p> <p>The paper is easy to read. Spelling and punctuation are correct.</p> <p><u>Comments:</u></p>	
<p>2. The essay is logical and understandable and has a logical structure. The essay has a clear table of contents, a clear introduction and page numbering.</p> <p>clear introduction and page numbering.</p> <p><u>Comments:</u></p>	
<p>3. The 8 quotations from Gestalt theory and empowerment methodology have a function in the text and have been used correctly:</p> <p>Quotations are presented according to the guidelines in the appendix quotations.</p> <p>Quotations are clearly distinguished in the text.</p> <p>Quotations are linked to the argument and/or the central question</p> <p><u>Notes;</u></p>	
<p>4. The chapter structure is consistent with the development of the central question.</p>	

<p>The central question is explained in the introduction and further developed in the paper. At the end of the paper, the student clearly presents his conclusions or recommendations.</p> <p>(If the student writes his/her paper on a more private related subject, the choice for this is explained in the introduction).</p> <p><u>Remarks:</u></p>	
<p>5. The paper ends with a correct bibliography that includes at least 8 theoretical works from Gestalt theory and works on empowerment.</p> <p><u>Remarks:</u></p>	
<p>Subtotal (maximum 15)</p>	

Content	Points 0-6
<p>1. The central question is justified, systematically developed and answered.</p> <p><u>Comments:</u></p>	
<p>2. The central question links the student's work experiences to the main concepts of Gestalt theory. The student explains this in a personal way.</p> <p><u>Comments:</u></p>	
<p>3. The student describes in clear language the possibilities of the application of Gestalt Methodology in his/her specific work situation and the perceived effects of this on his/her relationship with clients.</p> <p>If the subject is in the private sphere, the student makes sufficiently clear how his experiences can be translated to a more general work situation.</p> <p><u>Remarks:</u></p>	
<p>4. The paper contains at least 3 examples of practical situations in which the student applies Gestalt methodology.</p> <p><u>Marks:</u></p>	
<p>5. The student describes in his/her process, what it is like to learn to be present from authenticity in professional functioning: what helps and what hinders.</p>	

<u>Comments:</u>	
6. The student discusses which contact styles he recognises in his role as social worker and which shift has occurred during the training. <u>Comments:</u>	
7. The student will choose one of the central concepts of Gestalt theory, for example: dialogue, field theory, phenomenology, contact styles, awareness, creative alignment, polarities, and explain its application in their work. <u>Comments:</u>	
8. The student indicates how he attunes himself to the situation and needs of his client (dialogic work) and describes his own (learning) process in this training year. <u>Remarks:</u>	
9. The student shows sufficient attention for what is The student shows sufficient attention for what is needed for his own present/empowerment. <u>Remarks:</u>	
10. The student incorporates at least 8 correct quotations in a comprehensible and integrated manner in the answer to his/her central question. <u>Remarks:</u>	
Subtotal (maximum 60)	
Deduction of points for too many/ too few words	
Total	

Date:

Name of external assessor:

7.2.6. Checklist for case study, module 3

Checklist Case Study

Student name :

Case study title :

General:

The paper is typed and contains a minimum of 4500 and a maximum of 6000 words (excluding the client report). If the word count is exceeded or not achieved, the guidelines in the assessment procedure apply.

The word count includes the preface, introduction, summary and conclusion. Excluding title page, table of contents, bibliography and appendices.

You have received the procedure for handing in and assessing written work, the guidelines for quoting and the guidelines for writing the case study.

Guidelines for filling in the checklist:

- For the form part, a maximum of 3 points per criterion can be given. For the content section a maximum of 6 points per criterion can be given. A total of 75 points. The points, either full or half points, can be noted in the right-hand column.
- The comments section is provided for the assessors to provide feedback.
- Please provide brief feedback in the left-hand column explaining why this item was awarded, for example, a 4.5 or a 2.
- The comments section adjusts itself automatically.
- Please indicate name and date at the bottom of the checklist.

Checklist:

Form	Points 0-3
<p>1. The title page contains the title , N.S.G., name of the student and date.</p> <p>The writing language is clear and understandable; correct style, grammar and spelling.</p> <p>The paper contains a clear table of contents, a clear introduction and page numbering.</p> <p><u>Comments:</u></p>	
<p>2. The essay is logical, comprehensible and has a clear structure.</p> <p>Quotations should be clearly distinguished from the own text.</p> <p><u>Comments:</u></p>	

<p>3. The case study is written in such a way that it is also readable for professionals in related fields.</p> <p><u>Comments:</u></p>	
<p>4. The therapeutic process described covers a minimum of 3 months and 10 sessions. The number of sessions and the duration of the process is stated.</p> <p>The case study is anonymous and does not contain the name of the client, trainers, supervisor or other identifiable characteristics.</p> <p><u>Comments:</u></p>	
<p>5. The paper ends with a correct bibliography of at least 7 Gestalt theoretical works and empowerment theory.</p> <p><u>Notes:</u></p>	
<p>Subtotal (maximum 15)</p>	

Content	Points 0-6
<p>1. The guidelines have been followed. The case study contains sections A to E as described in the study guide.</p> <p><u>Comments:</u></p>	
<p>2. The case study contains a verbatim transcript of the client's evaluation.</p> <p><u>Comments:</u></p>	
<p>3. In the case study the student demonstrates his (clinical) competence by giving adequate descriptions of both his professional skills and his own specific working style.</p> <p><u>Remarks:</u></p>	
<p>4. The student demonstrates professional understanding of Gestalt therapy and theory.</p> <p><u>Comments:</u></p>	
<p>5. The student describes the effect of their interventions.</p>	

<u>Comments:</u>	
6. The student demonstrates self-reflection by critically evaluating their own role. The student shows self-reflection by evaluating his own role critically: <u>Comments:</u>	
7. The student demonstrates the ability to describe practice in adequate theoretical terms. This is demonstrated by at least seven (see form) quotations from Gestalt literature and the methodology of empowerment, particularly in chapter C and possibly also in the diagnostics (hfs A). <u>Comments:</u>	
8. The student makes clear how his interventions are related to his observations. The student clearly describes how he is able to make attuned contact. <u>Remarks:</u>	
9. The student shows that he can apply the literature in practice (by incorporating central concepts from theory such as sensing, empowerment, contact, dialogue). <u>Remarks:</u>	
10. The student clearly shows his role as a beginning therapist and does not focus exclusively on his client. Throughout the process he describes the interactions which take place in the therapeutic relationship and how he brings them into the contact and puts them at the service of the therapy. <u>Comments:</u>	
Subtotal (maximum 60)	
Deduction of points for too many / too few words	
Total	

Date:

Name of external assessor:

7.2.7. Checklist

FOR THE THEORETICAL THESIS, MODULE 4

Checklist final paper GTO-2 2020-2021

Name student :

Title of essay:

General:

The paper is typed and contains a minimum of 6000 and a maximum of 9000 words. If the number of words is exceeded or not achieved, the guidelines in the assessment procedure apply.

The word count includes the preface, introduction, summary and conclusion. Excluding title page, table of contents, bibliography and appendices.

You have received the procedure for submission and assessment of written work and the guidelines for citing.

Guidelines for filling in the checklist:

- For the form part, a maximum of 3 points per criterion can be given. For the content section a maximum of 6 points per criterion can be given. A total of 75 points. The points, either full or half points, can be scored in the right-hand column.
- The comments section is intended for external assessors to provide feedback.
- Please provide brief feedback in the left-hand column that explains why this point was awarded, for example, a 4.5 or a 2.
- The comments section adapts automatically.
- At the bottom of the checklist please state your name and date.

Checklist:

Form	Points 0-3
<p>1. The title page contains the title, N.S.G., student name and date.</p> <p>The writing language is clear and understandable; correct style, grammar and spelling.</p> <p>The paper contains a clear table of contents, a clear introduction and page numbering.</p> <p><u>Comments:</u></p>	
<p>2. The essay is logical and comprehensible and has a clear structure.</p>	

Comments:	
<p>3. The quotations have a function in the text and are used correctly.</p> <p>Quotations are presented according to the guidelines in the appendix Citations.</p> <p>Quotations should be clearly distinguished from the own text.</p> <p><u>Comments:</u></p>	
<p>4. The chapter structure is consistent with the development of the central question.</p> <p>The central question is explained in the introduction and further elaborated in the essay. At the end of his/her paper, the student clearly states his/her conclusions or recommendations in relation to the central question.</p> <p><u>Remarks:</u></p>	
<p>5. The paper ends with a correct bibliography containing at least 10 Gestalt theoretical works.</p> <p><u>Remarks:</u></p>	
Subtotal (maximum 15 points)	

Content	Points 0-6
<p>1 The central question is substantiated, systematically developed and answered.</p> <p><u>Remarks:</u></p>	
<p>2 The central question is relevant to the practice of Gestalt therapy.</p> <p><u>Remarks:</u></p>	

3 The student demonstrates an understanding of the significance of the theory of Gestalt therapy for their chosen topic.

Remarks:

4 The student demonstrates the ability to integrate the theory into their work as a beginning Gestalt therapist. <u>Remarks:</u>	
5 The student demonstrates sufficient knowledge of Gestalt therapy theory. This is demonstrated by at least 10 well-founded quotations from at least 6 different books of Gestalt theory and at least 4 quotations from Gestalt journals or articles. <u>Comments:</u>	
6 All findings and propositions are supported by quotations from Gestalt therapy theory. <u>Remarks:</u>	
7 The final paper contains a minimum of 5 examples from the student's practice as a beginning Gestalt therapist. <u>Remarks:</u>	
8 The student's practice examples demonstrate both their professional skills and their own specific professional style as a beginning Gestalt therapist. <u>Remarks:</u>	
9 The student gives adequate descriptions of his professional interventions and methods and in can show at least 2 verbatims what the effect of these was. <u>Comments:</u>	
10 The student demonstrates a capacity for self-reflection by critically evaluating their interventions. <u>Remarks:</u>	
Subtotal (maximum 60)	
Points deduction for too many/ too few words	
Total	

Date:

Name of external assessor:

7.3. Evaluation forms

7.3.1. Evaluation form for students

Evaluation by students: at the end of each weekend the students fill in the evaluation form below, which is handed in to the administration by the mentor.

Dutch Gestalt Foundation.

Evaluation form for students

Date:

Theme of the weekend:

Student group:

1) How valuable was this training?

valuable neutral

of little value

Explanation:

2) How did you participate in the group and learning process of this weekend?

intensive

superficial

hardly at all

Explanation:

3) How much of what was discussed do you think you can use in your work situation?

- little
- a lot
- almost everything

Explanation:

4) How was the organisation of the weekend?

- good
- moderate
- bad

Notes:

5) Are there things/themes on which less time could be spent?

If so, which ones? .

6) Are there any issues / themes that could be given more time?

If yes, which ones?

7) How do you find the coherence between the different themes, exercises, theory and methodology offered?

- good
- moderate
- bad

Explanation:

8) How do you find the guidance of the trainer?

- O good
- O moderate
- O bad

Explanation:

9)What is your opinion about the trainer in the following items (encircled what applies)

His preparation of the weekend was:

- bad
- good
- excellent

Can keep the interest of the group:

- bad
- good
- excellent

Shows enthusiasm for the work:

- bad
- good
- excellent

Is clear and easy to understand:

- bad
- good
- excellent

Engages with the group:

- bad
- good
- excellent

Is open to the needs of the group:

- bad
- good
- excellent

Trains from a Gestalt basic attitude:

- bad
- good
- excellent

10)What do you think of the recommended literature?

- O good
- O moderate
- O bad

Explanation:

11) Which part of this weekend do you find most relevant for your (future) work, and why?
Explanation:

12) Which part of this weekend do you find least relevant for your (future) work, and why?
Explanation:

13) What do you think of the use of instructional tools (flapover, video)

- good
- moderate
- bad

Explanation:

14) What is your opinion about the variation in working methods during the training?

- good
- moderate
- bad

Explanation:

15) Do you have any remarks, suggestions?

If so, which:

7.3.2. EVALUATION FORM FOR TEACHERS

Evaluation by teachers: At the end of each weekend each teacher will fill in the evaluation form below. Please mail it within a week to the secretariat.

Dutch Gestalt Foundation.

Evaluation form for teachers

Date:

Theme of the weekend:

Training group:

Trainer(s):

1) To what extent do you consider the students involved and motivated during the weekend ?

good

moderate

bad

Explanation:

2) How do you experience the atmosphere in the group?

good

needs extra attention

problematic

Explanation:

3) How do you experience the preparation of the group members for the weekend?

good

moderate

bad

Explanation:

4) In your opinion, how does the recommended literature fit the needs of the students?

good

moderate

bad

Explanation:

5) To what extent do you think that the theme of this weekend connects with the work/living situation of the students?

good

moderate

bad

Explanation:

6) How do you judge the process of the group in relation to the knowledge/ learning goals?

good moderate bad

Explanation:

7) How do you rate the process of the group in relation to the skill-learning goals?

good

moderate

bad

Explanation:

8) How do you rate safety and freedom in the group?

good

moderate

O bad

Explanation:

9) Were there any students who stood out by being very prominent or just very withdrawn?

10) Any other comments or suggestions for the next trainers or next year?