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Manchester Gestalt Centre

One-Year Foundation Course in Gestalt Counselling/Therapy

Prospectus For 2018-2019

One-Year Foundation Course in Gestalt Counselling/Therapy

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Introduction

We would like to welcome you to the prospectus for Manchester Gestalt Centre – One-Year Foundation Course in Gestalt Counselling/Therapy. This prospectus is designed to give you information about various aspects of the training. It includes an overview of the course and an outline of the commitments you will make in undertaking it. Please contact us if there is anything you would like to discuss prior to application.

Manchester Gestalt Centre

Manchester Gestalt Centre is a group of psychotherapists, trainers, supervisors and organisational consultants. From our Gestalt perspective, we work with an emphasis on awareness, relationship and integration to facilitate the natural human capacity and organismic drive to be in healthy and satisfying relationship with other people and our environment.

The Foundation Course in Gestalt Counselling/Therapy will be run by two experienced trainers:

Joy Appleby UKCP Registered Gestalt Psychotherapist, is a Training and Supervising Member of The Gestalt Psychotherapy Training Institute (UK) and a member of the Training Standards Committee. As a former BACP Accredited Trainer she was Senior Lecturer/Counselling Team Leader at City College Manchester until 2002 when she joined the Manchester Gestalt Centre. Joy works in private practice as a, supervisor and trainer and runs workshops and short courses on a range of topics as well as training in Gestalt Psychotherapy.

Shirley Summers MSc is a UKCP Registered Psychotherapist. Shirley has been working as a Gestaltist for 30 years. She offers therapy, supervision and training at MGC and in Cumbria and is a visiting Gestalt therapist and trainer for various institutes and organisations in the UK. Shirley has recently completed Level 1 training in Sensorimotor Psychotherapy and brings to her work a synthesis of Gestalt, Body Psychotherapy and Developmental Movement.

Some workshops will be facilitated by other qualified and experienced trainers.

New trainers working towards becoming qualified GPTI trainers may assist on some of the workshops.

The trainers subscribe to the Ethical Codes of Practice of The Gestalt Psychotherapy Institute (GPTI) and United Kingdom for Psychotherapy (UKCP). They have a strong

commitment to learning as a lifelong process and to providing a safe and stimulating environment for ongoing personal and professional development.

Equal Opportunities Policy

Manchester Gestalt Centre values and promotes diversity, seeking to respond to the needs of all individuals in a fair and equitable manner. We work to increase awareness of difference, diversity and the harmful effects of prejudice and discrimination. Our expectation is that working through these issues in dialogue promotes understanding and respect.

Manchester Gestalt Centre seeks to promote anti-oppressive practice. Issues relating to equality and diversity will be specifically addressed in the training and throughout all aspects of the course. We endeavour to address any prejudice, inequality, discrimination and exclusion within all areas of our organisation and its practices. We support and adhere to GPTI Equal Opportunities and Diversity Policy (see Appendix 2) and take proactive action from this basis.

Gestalt Therapy

Gestalt is a holistic approach that encompasses all aspects of human experience, paying attention to physical, emotional, cognitive and spiritual processes. Gestaltists believe that human beings have the ability to regulate themselves optimally in the environment, but that unfinished business and fixed patterns from the past can impair the individual's ability to maximise their potential for living creatively.

Gestalt is an existential therapy which is based on the principles of field theory, dialogic existentialism and phenomenology. We aim to create an environment in which it is possible to explore how we relate to the world, how we make meaning of our experience, the choices we make and our potential for growth and change.

Overview of the Foundation Course

Manchester Gestalt Centre trainers are committed to providing the learning environment and optimal conditions in which trainees can discover, learn about and experience the process of Gestalt therapy as described above. The course will focus on the nature of the client-therapist relationship (individual and groups), addressing the philosophical foundations, the theoretical underpinning and the practical application of gestalt therapy. Learning will take place through inputs and presentations from trainers, group discussions, experiential exercises, skills practice sessions/demonstrations and learning from group process sessions. The training aims to achieve a balance between theory, skills practice and experience. It provides an introductory grounding in Gestalt theory, and philosophy and how these inform and underpin practice. There will be ample opportunity to practise Gestalt skills and methodology. In the training, we expect students to participate in and take responsibility for their growth and learning.

Our key aims are to:

- establish a learning climate for personal and professional growth;
- facilitate development of theoretical and experiential knowledge of Gestalt counselling/therapy;
- promote awareness of professional ethics and competent practice.

The teaching seeks to model:

- the dialogic relationship;
- phenomenological exploration;
- attention to field conditions and influences;
- openness to, and valuing of, difference;
- autonomy, responsibility and self-awareness;
- support for growth and development;
- creative challenge;
- ethical standards.

Certificate of Completion and Possible Progression Opportunities

The Foundation Training in Gestalt Counselling/Therapy is a One-Year, Part Time Course – Commencing October 2018.

The course can be taken as a stand-alone one-year foundation training in Gestalt counselling/therapy. A 'Certificate of Completion' will be awarded by Manchester Gestalt Centre for the training hours attended.

Alternatively, for those wishing to progress to become Gestalt Psychotherapists this training could provide opportunities to apply for possible ongoing training routes at other training centres as well as Manchester Gestalt Centre Accredited Training programme. The course has been designed to meet the requirements and standards of the first year of the GPTI 4-Year Accredited Training in Gestalt Psychotherapy but is not accredited by GPTI as a stand alone One Year Foundation training.

Course Structure and Details

The initial and final workshops will be facilitated by both trainers. The remaining 9 workshops will be facilitated by one of the trainers.

The course will consist of 150 training hours delivered over 8 two-day weekend workshops (Saturday and Sunday) and 3 three day workshops (Friday, Saturday and Sunday) 9.30am to 5.30pm. The dates and workshop themes are as follows:

Dates/Workshop Theme

2018

19th/20th /21st October (3 days)

17th/18th November

15th/16th December

2019

12th/13th January

9th/10th February

8th/9th/10th March (3 days)

6th/7th April

11th/12th May

1st/2nd June

22nd/23rd June

12th /13th/14th July (3 days)

Workshops will consist of four elements: theory, experiential work/exercises, therapy practice and group process. These will not necessarily be distinct sessions and the four elements will be integrated throughout the training.

Subjects for weekends and 3 day workshops (please note, the order may change):

1. Contact and Awareness
2. Projection, Transference and Counter-transference
3. Introjection
4. Retroreflection and Body Process
5. Confluence and Isolation

6. Field Theory
7. Dialogue
8. Phenomenology
9. Self/Shame
10. Experiments/Working Creatively – Integration into practice
11. Endings: Completion, Withdrawal, Group process

Assessment and Assignments

Trainees will be assessed throughout the course in relation to their engagement in personal development, participation on the course (including small group practice) and written assignments (for those wishing to progress). All feedback from trainers is to be considered part of assessment. Feedback will be given by trainers, including any concerns and discussion about how to address these.

There will be two written assignments that are optional. These are both set essays of 3,000-3,500 words. Those who wish to attend the course as a 'stand-alone training' can choose whether or not to submit the assignments.

However, those considering ongoing training in Gestalt Psychotherapy are advised to submit the essays for assessment. There will be an additional charge of £100 for the essays to be double marked and assessed with feedback. Work which does not meet the marking criteria can usually be resubmitted once for re-assessment, in the event of a third submission a further marking fee will be charged.

All assignments must be typed and include a reference list using the Standard Harvard referencing system. Support will be given to trainees if they have any difficulties regarding assignments.

Peer Groups and Reading

A reading list will be issued to trainees which includes books, journals and other material that is helpful for the course. Further reading and handouts, relevant to the theme, will be given by trainers at each workshop.

Manchester Gestalt Centre has a small library of books and journals that trainees can borrow. However, groups of trainees often share the purchase of books in order to reduce expenses.

Some trainees may opt to form Peer Groups and meet between workshops to mutually support their learning through discussion and joint study.

Individual Psychotherapy

Whilst individual personal therapy is not a requirement of the one year stand alone foundation course it is recommended and trainees may be encouraged by the trainers to attend therapy if this appears to be indicated at any stage during the training.

Therapy training at all levels can be challenging and often touches on and triggers personal issues. It is important and ethical that trainees make adequate provision for their support during the course of the training. Also, being in therapy as part of training enhances learning and the integration of the philosophy, theory and practice.

For the above reasons, the GPTI Training Handbook for their Accredited Training states:

Trainees need to have significant experience of personal therapy congruent with the model(s) of therapy that they practice. You will be in personal psychotherapy for a minimum of 40 hours a year for 4 years and will normally be in psychotherapy throughout your training (UKCP Requirement). ideally this will consist of individual and group psychotherapy and will normally be with a UKCP accredited gestalt psychotherapist ...

It is important to budget for the cost of your personal therapy when considering training costs."

Therefore if you are intending to apply to APL for ongoing training with GPTI and/or UKCP Accredited/Registered courses you will need to meet this requirement of 40 hours/year or to make this up at a future date.

The trainers will be happy to discuss the above with you if you need further information.

Attendance

Because of the experiential elements of the course and the importance of group process it is essential that trainees attend all workshops, unless illness or exceptional circumstances prevent this. Absences can affect the cohesiveness of the group as well as the learning experience.

All aspects of the training provision will start and finish on time. If, for some reason, trainees are unable to attend all or part of a session, this should be discussed with the course trainer beforehand. In the event of unexpected delay or absence, please notify Manchester Gestalt Centre (telephone 0161 257 2202).

Confidentiality

Confidentiality is essential to ethical practice and will be highlighted and explored in the training. In addition to addressing confidentiality in therapy we will look at confidentiality as part of the training experience. During the first workshop time will be taken to negotiate a 'group contract' which will include confidentiality and other important issues for working and learning together. In order to support the development of trainees, trainers will discuss matters regarding their progress.

Difficulties during the Course

The training staff are committed to supporting trainees to manage their academic and clinical commitments throughout the course. If you experience difficulties on the course, these should be raised with your trainers. GPTI has ethical guidelines and a complaints and conciliation process which Manchester Gestalt Centre subscribes to. Trainees are also expected to fulfil their obligations under these codes.

Additional Learning Requirements - The Larger Picture

Manchester Gestalt Centre is committed to supporting all trainees to develop their own style and understanding of Gestalt Therapy. For those wishing to study for the GPTI diploma trainees are encouraged to attend professional conferences, workshops with other Training Institutes and GPTI trainers, guest workshops with international Gestalt trainers and to follow their interests in a wide range of psychotherapy related areas.

We consider Gestalt therapy to be a lived process whereby the philosophy becomes the underpinning for lifelong personal and professional development.

Suggested Reading List

Joyce, P. and Sills, C. (2014) *Skills in Gestalt Counselling and Psychotherapy (3rd edn)*. London: Sage.

Kepner, J. (1987) *Body Process: A Gestalt approach to working with the body in psychotherapy*. New York: Gardner.

Lee, R. & Wheeler, G. (1996) (eds) *The Voice of Shame: Silence and Connection in Psychotherapy*. Cambridge, MA: Gestalt Press.

- Hycner, R. and Jacobs, L. (1995) *The Healing Relationship in Gestalt Therapy – A Dialogic / Self Psychology Approach*. Highland, NY: Gestalt Journal Press.
- MacKewn, J. (1997) *Developing Gestalt Counselling*. London: Sage.
- Mann, D. (2010) *Gestalt Therapy: 100 Key Points and Techniques*. East Sussex: Routledge, Taylor & Francis.
- Philippson, P. (2001) *Self in Relation*. Gestalt Journal Press: Highland, NY.
- Polster, E. & Polster, M. (1973) *Gestalt Therapy Integrated: Contours of Theory and Practice*. New York: Vintage Books.
- Perls, F., Hefferline, R., Goodman, P. (1951) *Gestalt Therapy: Excitement and Growth in the Human Personality*. London: Souvenir Press.
- Spinelli, E. (1989) *The Interpreted World: An Introduction to Phenomenological Psychology*. London: Sage.
- Robine, J-M (2011) *On the Occasion of the Other*. Goldsboro, ME: Gestalt Journal Press.
- Woldt, A. & Toman, S. (eds) (2005) *Gestalt Therapy: History, Theory, and Practice*. London: Sage Publications.
- Wollants, G. (2012) *Gestalt Therapy: Therapy of the Situation*. London: Sage Publications.
- Yontef, G. (1993) *Awareness, Dialogue and Process: Essays on Gestalt Therapy*. New York: Gestalt Journal Press.
- Zinker J. (1977) *Creative Process in Gestalt Therapy*. New York: Vintage Books.

Ethics and Codes of Practice

All trainees are expected to:

- read the GPTI codes of ethics and professional practice;
- understand and observe the principles inherent in these codes; and
- use them as a basis of good practice rather than a set of minimum requirements.

The ethical codes and their application will be discussed and explored during the training.

Working in practice with clients is not part of the Foundation Training. However, any trainee undertaking this course who is already working with clients is required to be in supervision appropriate to the nature of the work and to fulfil the requirements of their Professional Organisation, including adequate professional indemnity insurance.

This one year course alone does not qualify or equip students to work with clients.

Where we have concerns about a trainee's practice, professional conduct, behaviour on the course or other concerns about their suitability to be in training and/or practice, these will be addressed with the trainee and appropriate action taken in accordance with GPTI procedures. This may involve requiring someone to leave the training in cases of serious breaches of ethical standards or non-fulfilment of course requirements.

Course Fees

The fees include

- 11 Workshops (2 or 3 days)
- Course handouts

The total fees for the Foundation year will be £1,950 if paid in full or £2,150 if paid in instalments.

We aim to keep fees as low as possible in order to make the training accessible to a larger number of people. However, trainees must commit to pay the fees for the full year even if they decide to leave the course part way through the year.

Extra costs for the Foundation year will include:

- Travel to workshops, peer group etc
- Accommodation if staying over in Manchester during the workshops
- Books, journals and other resources
- Marking essays
- GPTI membership (optional)

Some employers (e.g. Heath Authorities, Social Services, Educational Establishments and Voluntary Organisations) have provided support with fees and/or time off to do training so it is worth exploring this and/or other sources of assistance.

Entry Requirements – Foundation Training

Either one or more of the following:

- a qualification in the helping professions (e.g.: social work, medicine, teaching, psychology, nursing, etc.);
- counselling training to Certificate level;
- a degree in psychology;
- a degree not related to counselling/therapy plus some additional relevant training or experience
- relevant work and/or life experience (see accreditation of prior learning below);

Plus:

- Some experience and/or knowledge of Gestalt. E.g. personal counselling, workshops, reading, etc;
- Some experience of personal counselling, therapy, personal development;
- Some experience of working in a helping role (paid or voluntary).

*Please note that the Entry Requirements for the 4-Year GPTI Accredited Training are different and you will need to provide additional evidence of meeting these criteria if you decide to apply to training centres to continue after the Foundation Year.

Accreditation of Prior Learning

Manchester Gestalt Centre welcomes applications from candidates who have already trained elsewhere or have equivalent work/life/academic experience. We will consider your application in accordance with GPTI guidelines on the accreditation of prior learning. Any candidate wishing to join the training should send us an application giving information about their previous training and/or experience, including full details of theoretical learning, any training in clinical skills and personal development.

You are welcome to contact us by phone or email to discuss your particular situation prior to application.

Application Procedure

Apply to: Gestalt Foundation Training at Manchester Gestalt Centre, with a CV and a letter about your interest in the course. You need to show how your training, qualifications and experience meet the entry requirements. Please include the names and contact details of two people who will provide references and state what their relationship is to you. Referees should not be current or past therapists, members of your family or friends. If you meet the entry criteria you will be invited for an interview.

Please complete and submit one copy of the following form which relates to Working with Vulnerable People.

Working with Vulnerable People – Personal Declaration

Counselling and psychotherapy involves working with potentially vulnerable people, hence we consider it important that trainees are committed to safe and ethical practice and, where applicable, abide by the code of ethics as prescribed by their Professional Organisation. The principles of safe and ethical practise apply not only to working with clients but also to work with group members on the course.

It is for the above reasons that we ask trainees to consider whether there are reasons why they may not work with vulnerable people at this time. As well as the areas covered below this may include personal stress, a difficult personal situation or other circumstances that may affect your ability to work safely. That said, we do seek to be inclusive.

Have you ever had any relevant criminal convictions? Yes No

Do you have you any mental health problems that may affect your capacity for working with vulnerable people?

Yes No

Have you ever been the subject of any relevant professional misconduct investigation?

Yes No

Are there any other circumstances that may affect your ability to work safely and ethically?

Yes No

If you have answered yes to any of the above questions or are unsure then please discuss this with one of the trainers. Otherwise please sign this Personal Declaration.

Personal Declaration

I confirm that the above information is accurate and complete to the best of my knowledge.

Signed: _____

Date: _____

Appendix 1: GPTI Equal Opportunities and Diversity Policy

1 General Statement of Intent

1.1 GPTI acknowledges that it operates within an increasingly complex social environment and values diversity and difference. GPTI also recognises the existence of oppression and discrimination, direct and indirect, inherent at every level within our society, which will inevitably be reflected in GPTI itself. This policy aims to widen access both to and within GPTI and to ensure that all individuals who have links with the Institute are treated with dignity and respect and to make our services as relevant and approachable as possible for everyone.

1.2 GPTI recognises that we work in a richly diverse community and understand the strategic importance of achieving a diverse membership, which reflects that community. We undertake to recruit, train and support members by valuing the varied skills and experiences they bring. We aim to do this by investing in their training and development, by treating staff and volunteers fairly and equitably, by combating harassment and discrimination within the Institute, and by encouraging an honest and open culture which values the differences between us.

1.3 GPTI believes in equality of opportunity, and values all individuals regardless of any collective identity. However, we recognise that individual and institutional discriminatory practice in society (and therefore also within GPTI) has meant that some groups have not had equal access to services and fair employment practices, nor to opportunities in training. GPTI believes that all people have a right to employment, training and to services which are free from direct and indirect discrimination.

1.4 GPTI is committed to providing an environment free of stereotyped and oppressive beliefs, attitudes and practices. We seek to promote diversity and to respond to the needs of all individuals in a fair and equitable manner. We work to reduce unfair discrimination in society and seek to eliminate such practices within the organisation.

1.5 GPTI's Equal Opportunities and Diversity policy is designed to support the Institute's general objectives (see appendix) and comprises distinct elements covering the role of the Institute:

1.5.1 as a regulator of standards of psychotherapeutic practice, training, supervision and accreditation

1.5.2 as an employer of paid and voluntary staff

1.5.3 as a developer of the practice of Gestalt psychotherapy in the United Kingdom

2.0 Policy Statement

2.1 GPTI, within current Equal Opportunities/Diversity legislation and codes of practice (see appendix 2), operates an anti-oppressive and diversity policy and is committed to working towards implementing this policy in all its roles. We are committed to conducting an Impact Assessment of the policy to ensure that its aspirations are being realised in practice.

2.2 No person will be discriminated against or denied access to services or positions within the Institute on the basis of his/her disability, HIV/AIDS status, race, ethnic or national origin, religion, gender (including gender identity), sexual orientation, marital status, social class, age (subject to a minimum age requirement set by UKCP.), political affiliation or nonrelevant criminal conviction.

A notable exception to this will apply to the formation of sections (see section 7) that may choose to restrict their membership accordingly.

Wherever practicable, reasonable adjustments will be made to enable anyone with a disability to have access to services or positions; however, there may be times when the physical adjustments needed to make services accessible to those with a physical disability are not feasible (see 5.6).

3. Scope of the policy

3.1 This policy covers the following areas:

3.1.1 The production and dissemination of information relating to the Institute (including its training centres)

3.1.2 *Access to the Institutes services (including physical access to buildings and also access to information and opportunities)*

3.1.3 Employment opportunities both paid and voluntary within the Institute (including its

training centres)

3.1.4 Internal communication systems throughout the Institute covering employees, all members and clients, trainers, pre-trainees, trainees, supervisors and supervisees.

3.1.5 The regulatory systems and practices of the Institute

3.1.6 Individual members practising as psychotherapists, trainee psychotherapists, supervisors and/or trainers

3.1.7 Standards for accreditation and reaccreditation

3.2 As part of its quality control system the Institute will ensure that policy processes and procedures are made transparent. As such a copy of this policy will be included on the Institute's web site, in its handbook and on notice boards at each of its training centres. The Handbook is publicly available at www.gpti.org.uk.

4. GPTI as a Regulator of Standards

4.1 Accreditation at any level within the Institute will be based solely on an individual applicant's ability to meet the published criteria.

4.2 The Executive and Training Standards Committee will take responsibility for reviewing whether such processes and criteria may disadvantage those from certain groups unnecessarily and will work to address this imbalance.

4.3 The outcome of applications for accreditation will be regularly monitored by the Training Standards Committee and reported to the Executive Council to ensure equity and fairness.

4.4 All those involved in the accreditation process will receive training in assessment procedures for both written and oral examinations to ensure that accreditation criteria are directly related to the skills necessary for a psychotherapist, supervisor or trainer as appropriate, and that these procedures are as accessible as is possible to a diverse community of members. All those involved in such processes will ensure that candidates have an understanding of the issues faced by clients belonging to minority groups.

4.5 The GPTI Executive and its subcommittees will take responsibility for monitoring and supporting the training needs of those involved in the accreditation process and in the investigation and management of the regulatory practices of the Institute particularly in relation to equal opportunities and diversity issues.

5. GPTI as an Employer (of both paid and voluntary staff) and as a provider of training.

5.1 Recruitment of staff will be made from as wide a field as practicably possible and will be made on merit alone. All new posts, either paid or voluntary within the Institute shall be filled through open recruitment and selection procedures.

5.2 All appointments will be made on merit. Each applicant who has been selected for interview will be asked to demonstrate how s/he would implement the GPTI equal opportunities and diversity policy in relation to the post for which s/he is applying.

5.3 The Institute shall not insist upon higher education or professional qualifications other than those, which are strictly necessary to do the job. In choosing someone for a job the ability to provide the service needed is viewed by the Institute as of primary importance.

5.4 In assessing qualifications, the Institute does not assume that overseas diplomas and degrees are inferior to UK qualifications. Wherever appropriate, a candidate's experience will be taken into consideration and rated for equivalency in relation to professional-experience requirements.

5.5 As the need arises, for example through growth, vacancies and restructuring, the requirements of individual jobs, both paid and unpaid will be reviewed and redesigned as necessary. Where appropriate, new work patterns and flexible working arrangements will be considered and introduced to widen opportunities.

5.6 The Executive Council will consider physical adjustments and flexibility in working practices to support candidates with disabilities to take up positions within the organization (in line with the Disability Discrimination Act).

5.7 The Chair of the Executive Council must approve advertisements, both internal and external after discussion with the relevant committee chair(s).

5.8 Paid vacancies will be advertised internally and externally according to the Institute's procedures. The Executive Council will consider targeting adverts to reach particular communities to actively encourage diversity within its staff and volunteers.

5.9 The above points will apply to the recruitment and selection of trainers and assistants by our training centres.

6. Responsibilities

6.1 All members are required to adhere to this policy in their work as psychotherapists, trainee psychotherapists, trainers and supervisors. All staff, both paid and unpaid, are also required to adhere to this policy, which is incorporated into all contracts of employment.

6.2 The Chairs of the Executive Council and all committees are responsible for ensuring that this policy is applied within their operational areas. The relevant committees will discuss queries on the application or interpretation of the policy prior to any action being taken.

6.3 It is the responsibility of trainers and supervisors to ensure that the minimum standards established within the policy are adhered to within their area of responsibility. This includes the selection of trainees and awareness and implementation of equal opportunities and diversity within the subjects taught.

6.4 All members must:

6.4.1 co-operate with any measures introduced to ensure equal opportunity, diversity and anti-oppressive practice;

6.4.2 address any discriminatory acts or practice in breach of the scope of this policy and report to either the Chair of the Executive or the Chair of the Ethics Committee any matter not resolved in this way;

6.4.3 not induce or attempt to induce others to practice discrimination in breach of the scope of this policy;

6.4.4 not victimise any person who has reported or provided evidence of such discrimination;

6.4.5 not harass, abuse or intimidate others on the grounds contained in the scope of the policy;

6.4.6 not canvass job applicants in an attempt to discourage them from applying or taking up a post

6.4.7 take responsibility for reflecting on their practice (as pre-trainees, trainees, trainers, supervisees, supervisors, and accredited psychotherapists) in relation to equal opportunities and diversity issues seeking additional training or support as necessary. Formal reflection will be required as part of the 5-yearly reaccreditation process.

7. Support / Communities of Interest

7.1 All members should have access to support. If, for example, a group of members sharing a collective identity wish to set up a support group then this should be encouraged (for example a Lesbian, Gay and Bisexual or a Race Section).

7.2 If a member feels isolated within GPTI on the basis of their identity as a member of a marginalized group, they are encouraged to contact the Executive Council who will endeavour to help provide the needed support.

8. Training and development

8.1 The Institute's training strategy seeks to ensure that anti-oppressive practice is integrated into, and across, the curriculum of GPTI. GPTI Members will ensure that these requirements are met when designing and delivering any training.

8.2 GPTI is committed to all training events being held in premises that are accessible to all members (in line with the Disability Discrimination Act).

9. Communication

9.1 GPTI is committed to broadening the ways in which it communicates both internally and externally, for example, by providing copies of newsletters or policies in accessible formats as required and reviewing its website.

9.2 The details of this policy will be communicated to all current and future members and employees. All job applicants will receive a copy of this policy.

10. Complaints

10.1 Any breach of the Equal Opportunities and Diversity Policy will be dealt with through the complaints or grievance procedures. Serious offences such as harassment and victimisation will be defined as serious (gross) misconduct and dealt with via the appropriate regulatory procedure.

10.2 Anyone who has a concern regarding the application of this policy can make use of the Institute's Regulatory Procedures and Practices.

10.3 If you would like to speak to someone because you feel that you are or have experienced

discrimination or harassment within GPTI, please contact a member of the Executive or one of its sub committees or sections.

11. Monitoring/Impact Assessment

11.1 The responsibility for monitoring this policy rests with the Executive Council. A comprehensive review of this policy will be conducted at intervals of three years.

Status: This document was ratified on October 26th 2007, by the Executive Council as the Equal Opportunities and Diversity policy of GPTI. The next major review will be in 3 years. The Executive Council welcomes any response to the policy in the interim.

Appendix 2: GPTI Code of Ethics and Practice for Trainers and Trainees

Please see www.gpti.org.uk for the full GPTI Codes of Ethics.

A INTRODUCTION

A.1 Principles:

A.1.1 Unless Trainers carry within their hearts a love of truth, a thirst for justice and integrity and an abiding will to serve their Trainees through their knowledge and skills, no multiplication of codes of rules will maintain GPTI and its high standards.

A.1.2 Therefore this code presupposes a practical will on the part of each Trainer and of each Trainee, in whatever capacity, to make their own the spiritual and ethical values already enshrined in the GPTI Code of Ethics and Professional Practice for Members.

A.1.3 The purpose of this Code is to support both Trainers and Trainees, to encourage high standards, to learn from past experience and to promote that openness and transparency which is the hall-mark of Gestalt.

A.1.4. Everything that follows is to be understood and interpreted in a human way, with a bias towards

compassion and understanding, assuming good faith on the part of the Trainer and Trainee.

Remembering always that rules are only valid when they enshrine and protect values and that even amongst values there may be a conflict of equally valid values.

A.1.5. This Code makes no claim to cover every eventuality. The obligations upon Trainers are many and derive from several sources apart from this Code; e.g. natural justice, the Common Law and reasonable professional procedures. So, the absence of explicit prohibition or prescription in this Code does not argue an absence of obligation.

A.1.6. Trainers and Trainees are responsible for maintaining ethical standards.

A.2 Relation to other codes

A.2.1 By 'Trainer' this Code includes all Teaching Members and Associate Teaching and Supervising Members, and, where appropriate, apprentices and assistants who engage in the work of teaching others who are not necessarily members of GPTI, the theory and practice of Gestalt psychotherapy, counselling and related themes. We also acknowledge the ultimate responsibility that trainers have for the teaching and practice of their apprentices and assistants. In this code 'Trainee' refers to members of GPTI who engage with Trainers in such learning.

A.2.2 This code respects and acknowledges the codes of other and associated organisations which may also bind GPTI Trainers and Trainees. Where there is a conflict, the GPTI obligation will obtain, unless there is a proportionate contrary reason deriving from the best interests of the Trainee in regard to his/her professional development.

A.2.3 Every Trainer and Trainee must take reasonable steps to acquaint himself/herself with the Codes of Ethics mentioned above, in so far as they impinge upon their teaching practice and learning.

A.2.4 It is to be expected that Trainers may from time to time point out to Trainees how they differ in theory and practice from other Trainers. Any dismissive or arrogant comments or any derogation by innuendo will be deemed unprofessional. At the same time no Trainer is expected to collude through silence or evasion with the manifestly unprofessional behaviour of a colleague Trainer.

A.3 Limitations and Support

A.3.1 No Trainer should attempt more than her/his knowledge, skills, competence, health and time warrant. The number of trainees in the group, the nature and duration of the training and the kind of assistance available must be taken into account.

A.3.2 The Trainer will have in place such consultative and therapeutic support for himself/herself as is necessary so that the emotional strains of the training will not distract from the objectives. Trainees are similarly obliged and will discuss their arrangements with their Training Consultant.

A.3.3 It is important that Trainers continue their cultural education, so that imbued with a deep human

knowledge they will gracefully accommodate, encourage and appreciate a wide spectrum of differences in their Trainees. Such an appreciative attitude is characteristic of Gestalt psychotherapy which is fundamentally opposed to moulding or stereotyping of any kind. It is only when such differences stand in the way of training objectives that they need to be called into question.

A.3.4 We acknowledge that creative spontaneity is deeply valued in Gestalt psychotherapy and can be muted by regulations. Nevertheless, Trainers and Trainees must bear in mind that their actions may bring GPTI and the whole profession into disrepute.

B CODE OF ETHICS FOR TRAINERS AND TRAINEES

B.1.1 Prejudice and stereotyping on the basis on race, origin, status, gender, age, religious beliefs, sexual orientation or disability is unacceptable in a Trainer or Trainee.

B.1.2 Trainers are responsible for being vigilant in relation to their own issues regarding the foregoing clause. They are responsible for giving particular attention to the ways in which this may be affecting their training practice and relationships.

B.1.3 In this connection as for other reasons, also proceeding from natural justice and standard professional practice, decisions and assessments in regard to Trainees must be transparent and behaviour-based, except if this represents a risk of harm to the Trainee. Secrecy, anonymity and vagueness is a favoured nesting place for prejudice and discrimination.

B.2 Assessment and supervision

B.2.1 Trainers and Trainees are responsible for acquainting themselves with the published procedures and criteria for the GPTI Diploma examination.

B.2.2 A Trainer who has central responsibility for a Trainee's ongoing training and practice must be satisfied that appropriate supervision is in place when she/he starts to see clients. Trainees are responsible for arranging their supervision.

B.2.3 At the outset of training, Trainers are responsible for informing Trainees that they may want to consult other Trainers and Supervisors about the Trainees' professional development. There may be occasions when it is important for information about a Trainee to be exchanged between a central Trainer and a peripheral Trainer. Trainers are required to exercise discretion in this (cf. B.5.1). Discussions between Trainers should be limited to those Trainers who are involved in the Trainee's professional development. Discussions should be in the interests of the Trainee's professional development and not trivialising or gossiping.

B.2.4 The above does not preclude general discussion of training issues, so long as Trainees are not named.

B.2.5 It is the responsibility of Trainers to make decisions, after due consultation, about the suitability of a trainee to continue training.

B.3 Boundaries

B.3.1 Trainers are responsible for making explicit to Trainees the boundaries between counselling/psychotherapy and the use of counselling/psychotherapy skills training, supervision and consultancy.

B.3.2 Trainers are responsible for setting and maintaining appropriate boundaries between their professional relationship with Trainees and other relationships which existed prior to the Trainees' acceptance on a course, or which may develop subsequently.

B.3.3 Trainers who are centrally involved in Trainees' professional development should not assume the additional role of therapist. Trainers have a duty to bear in mind that Trainees' primary psychotherapy must be with their therapist and not with Trainers and work out the implications of this for the style of experiential training.

B.3.4 A Trainer may not accept a former client for a course unless this is possible without prejudice to the existing contract of confidentiality. Even where this is possible, careful consultation is necessary between the Trainer and former client and also between the Trainer and his/her Supervisor of Training, before accepting the trainee.

B.3.5 It is the responsibility of the Trainers to so enrich their lives emotionally that they are not dependent on their relationships with trainees.

B.3.6 Visiting Trainers are responsible for discussing with the Course Director/Training Consultant any arrangements for further training and supervision contacts between themselves and members of an ongoing training group.

B.3.7 It is the responsibility of the Trainee to disclose to her/his Training Consultant such information as may be prejudicial to establishing and maintaining her/his training and Training Contract.

B.3.8. A sexual relationship between Trainee and Trainer arising from an ongoing training group is unethical. However, should the training relationship be of brief duration, then the trainer is responsible for consulting appropriately before developing a relationship with a trainee in this context.

B.3.9 Sexual relationships between members of an ongoing Training Group may jeopardise the objectives of the Training Group. Emotions are likely to be heightened during training workshops and therefore Trainees are required to monitor their relationships with each other in this context.

B.3.10 Recognising the inherent imbalance in the relationship between Trainers and Trainees and Trainees' potential transference issues in relation to Trainers, Trainers who exploit their relationship with Trainees financially, sexually or in any other way are deemed to be behaving unethically.

B.4 Competence

B.4.1 Trainers are expected to be committed to their own professional development and to take time each year for this purpose.

B.4.2 Trainers should welcome the opportunity to explain to Trainees and colleagues the scope, nature and purpose of their work.

B.4.3 Trainers must monitor their work through regular supervision and consultation.

B.5 Confidentiality

B.5.1 It is the responsibility of the Trainer to institute with trainees a clear contract which makes explicit their mutual responsibilities. The contract should be specific in relation to confidentiality and appropriately reiterate aspects of confidentiality in the Code of Ethics and Practice for Members.

B.5.2 Trainers will have in place safeguards to protect the confidentiality of the Trainees' personal material. Records should be stored in a secure place.

B.5.3. Trainers should explain to trainees beforehand the circumstances in which confidential information about them will be revealed, even without their consent, but always with their knowledge.

B.5.4 Any information about Trainees or former Trainees, which may potentially identify those Trainees, may be used for publications or in meetings only with the Trainees' permission and always respectfully.

B.5.5 Trainers and Trainees must give priority to the resolution of grievances and disputes as speedily as possible through respectful, patient and clear contact between the parties. If the Complaints Procedure is implemented, then both have responsibility to manage this process with due confidentiality and respect.

C CODE OF PRACTICE FOR TRAINERS AND TRAINEES

C.1 Management of training work

C.1.1 The opportunity should be available to Trainees to evaluate regularly the training programme and their own progress within it. Some effective structures for this purpose should be in place before the start of the course, and Trainees should know about them.

Trainees should be given clear information about course details, including:

- a) Fees and other expenses which may be incurred.
- b) Dates and required time commitments
- c) Information about selection procedures, entry requirements and the process by which decisions are made.
- d) Basic information about the content of the programme, its philosophical and theoretical orientation and the training methods used.
- e) The qualifications of the Trainers.
- f) The requirements for supervision, personal psychotherapy and clinical experience which the Trainees will be required to meet while training.
- g) Evaluation and assessment methods to be used during training and the implications of these.
- h) The requirements for final assessment and presentation for the Diploma and information about Appeals Procedure in the event of a dispute.

C.1.2 Trainers assessing potential Trainees for their course should, where appropriate, make explicit to employing organisations the need for appropriate facilities for working, especially in regard to

confidentiality, privacy and clinical supervision.

C.1.3 Trainers must make it clear to potential Trainees that personal psychotherapy and the resolution of personal issues unrelated to the training group are not the primary purpose of training.

C.1.4 Trainees and Trainers who are centrally involved in the professional development of the former, are responsible for ensuring the appropriateness of the accommodation in which they practice, or propose to practice.

C.1.5 Trainers and Trainees are required to discuss and clarify with each other any role conflicts which may exist or which are likely to arise.

C.1.6 It is an integral part of training that Trainees receive regular feedback on their work.

C.1.7 A key part of any training programme is the development of self-awareness, especially in regard to assumptions, prejudices and scapegoating. Trainers are responsible for bringing such processes to awareness in the training group.

C.1.8 It is the responsibility of the Training Consultant to draw the attention of her/his Trainees to this

Code of Ethics and Practice and it is the responsibility of Trainees and Trainers to acquaint themselves with it.

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