Conditions & counter conditions for gestalt therapy in outdoor experiential training

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Presented at
European Summer
Residential Gestalt Therapy Training Program 2008, in Lithuania, by GESTALT ASSOCIATES TRAINING LOS ANGELES

Experiential learning occurs when

- individuals engage in some activity,
- reflect upon the activity critically,
- derive some useful insight from the analysis and
- incorporate the result through a change in understanding and/or behaviour.

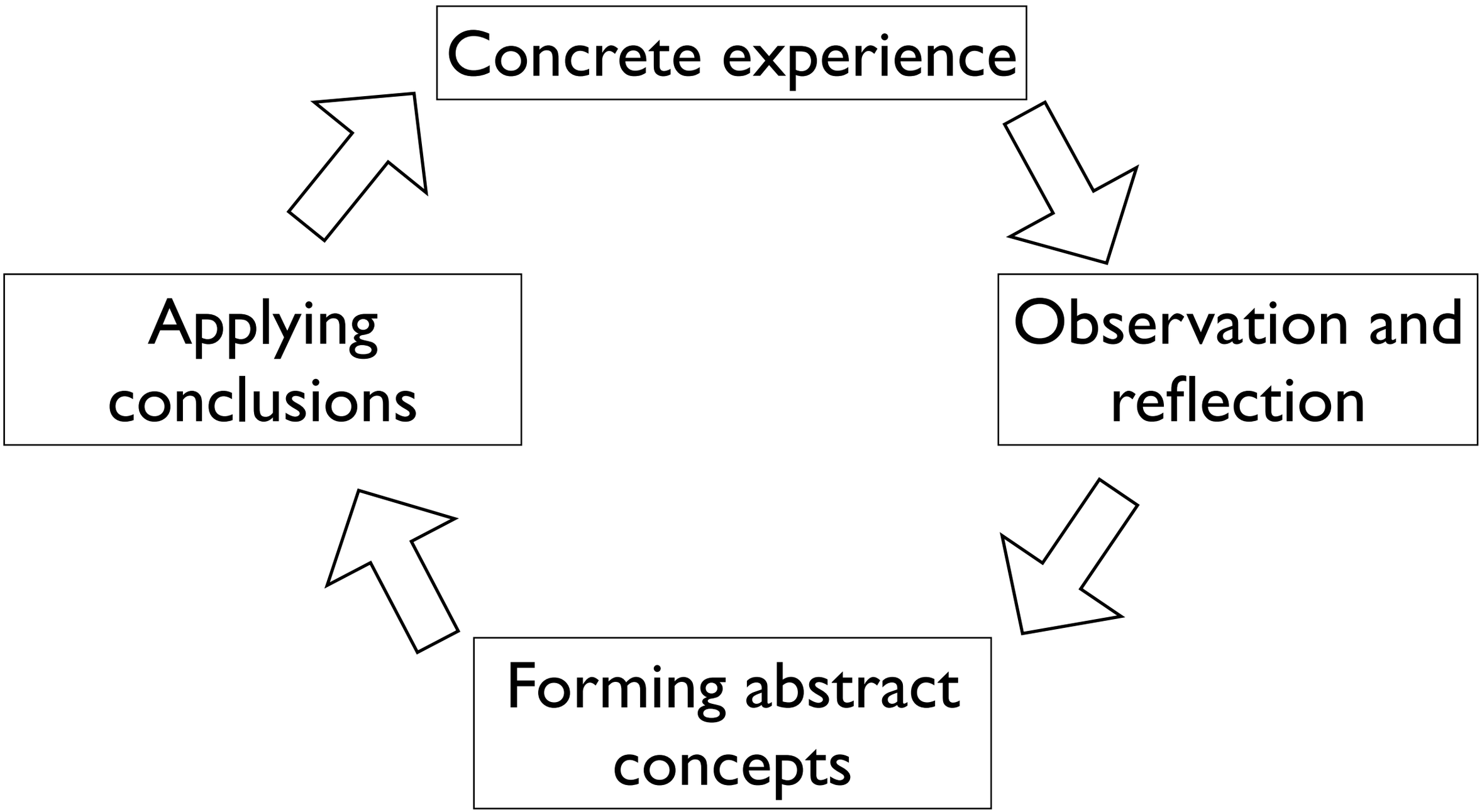
http://www.outwardbound.be/madzinga/reflections.htm

EL explained

Nadler and Luckner, 1997, cited by http://www.outwardbound.be/madzinga/reflections.htm

- It adds to the interest and involvement of the participants but, most importantly, it contributes significantly to the transfer of learning.
- The ultimate result is that individuals accept responsibility for their own learning and behaviour, rather than assigning that responsibility to someone else.

Cycle of Learning

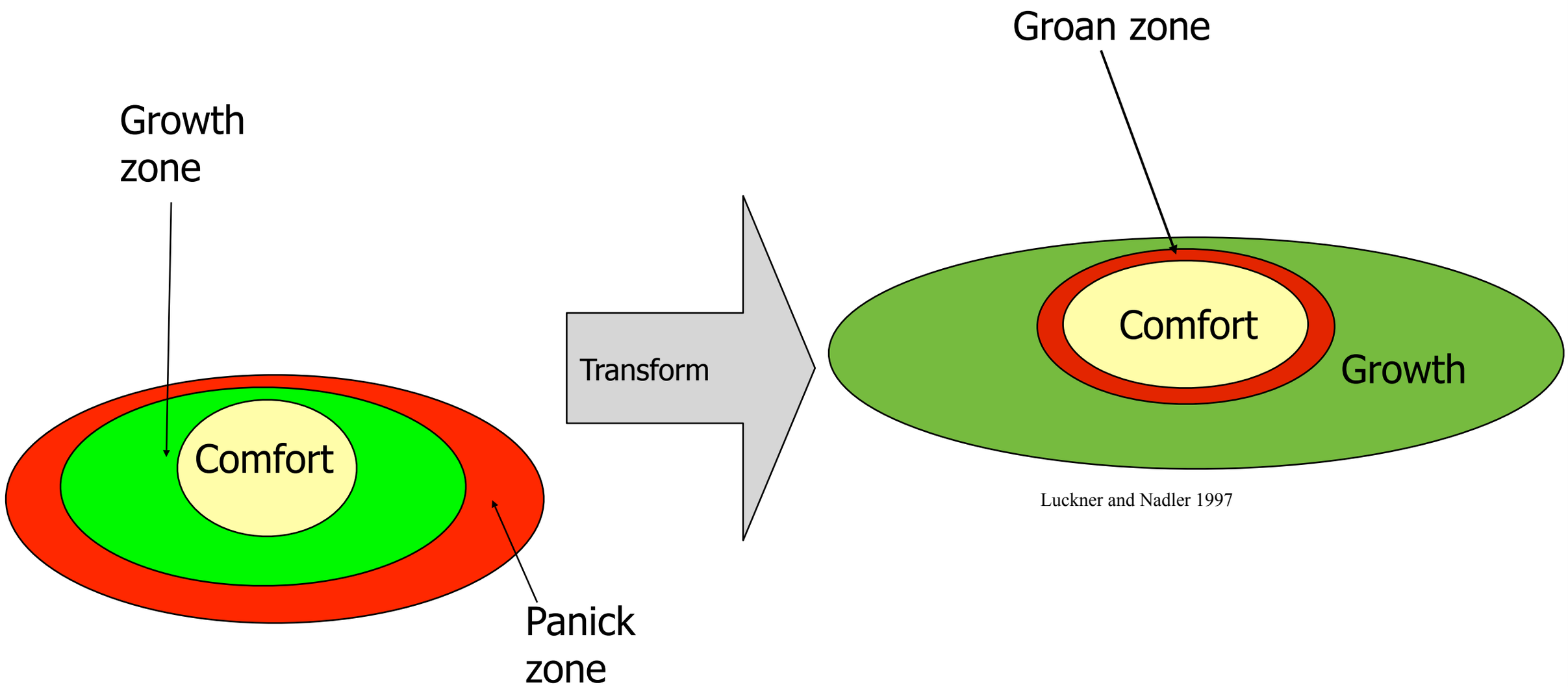


kitokie projektai

Major ingredients

- Possibility for experience.
- Challenging conditions, inviting to the edge (Comfort, Groan zone and Growth zone).
- Relational surrounding - being in the group and with facilitators.
- Being in the nature.
- Moments of silence - poassibility to live the pause.
- Reflecting, looking at oneselves. Sharing with others and geting feedback.

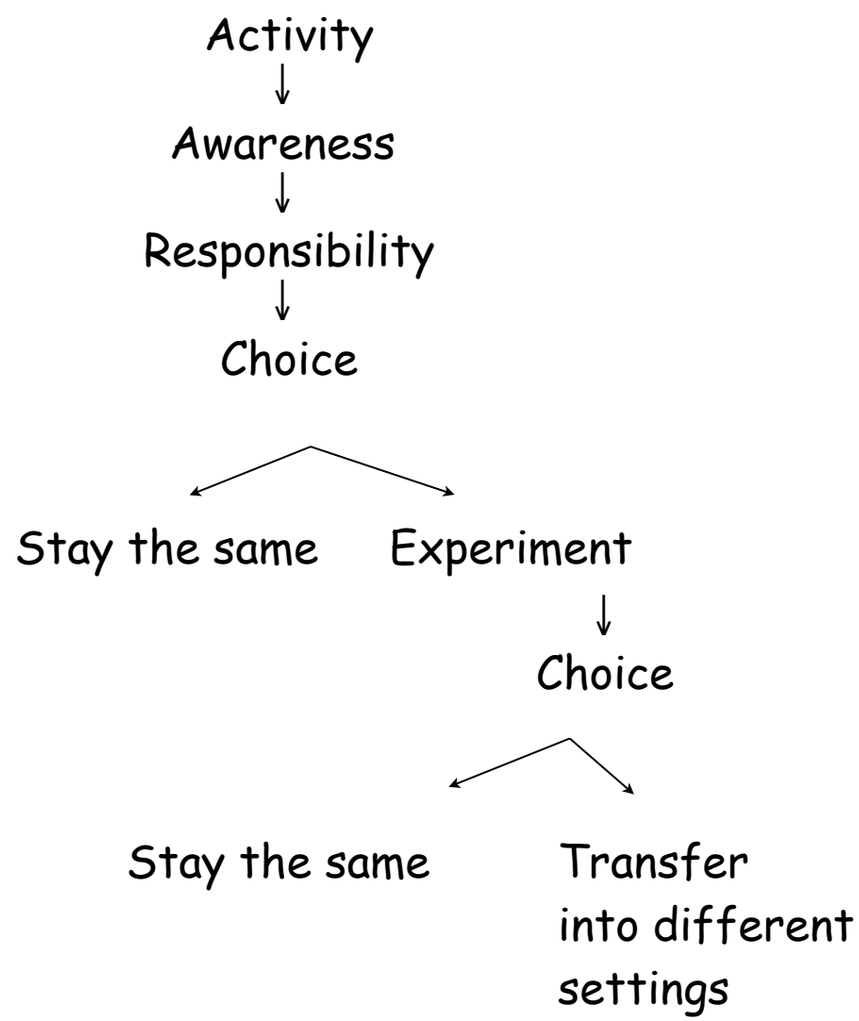
Where learning happens



Luckner and Nadler 1997

Levels of processing

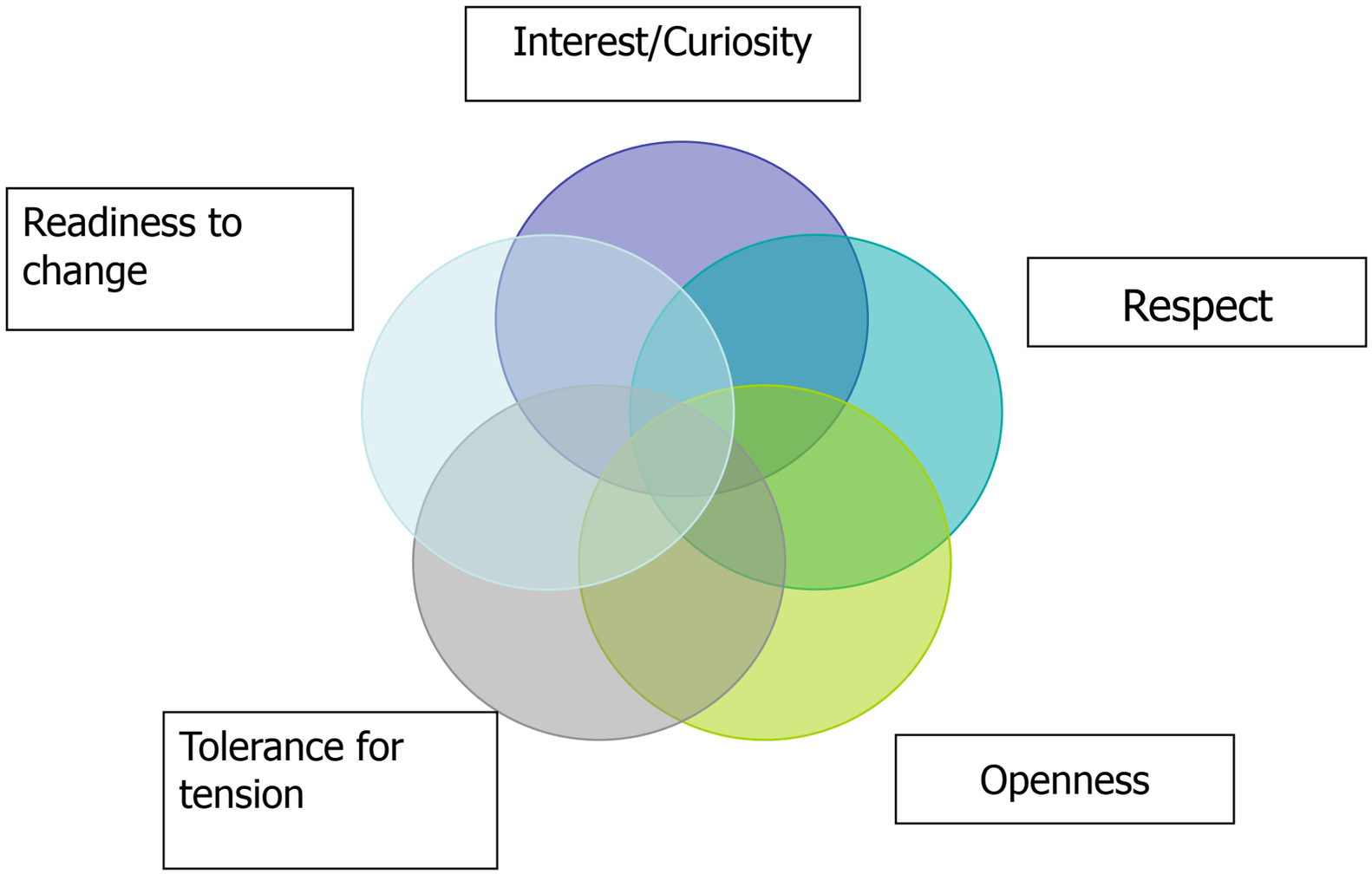
http://www.outwardbound.be/madzinga/reflections.htm



Conditions for GT (Similar)

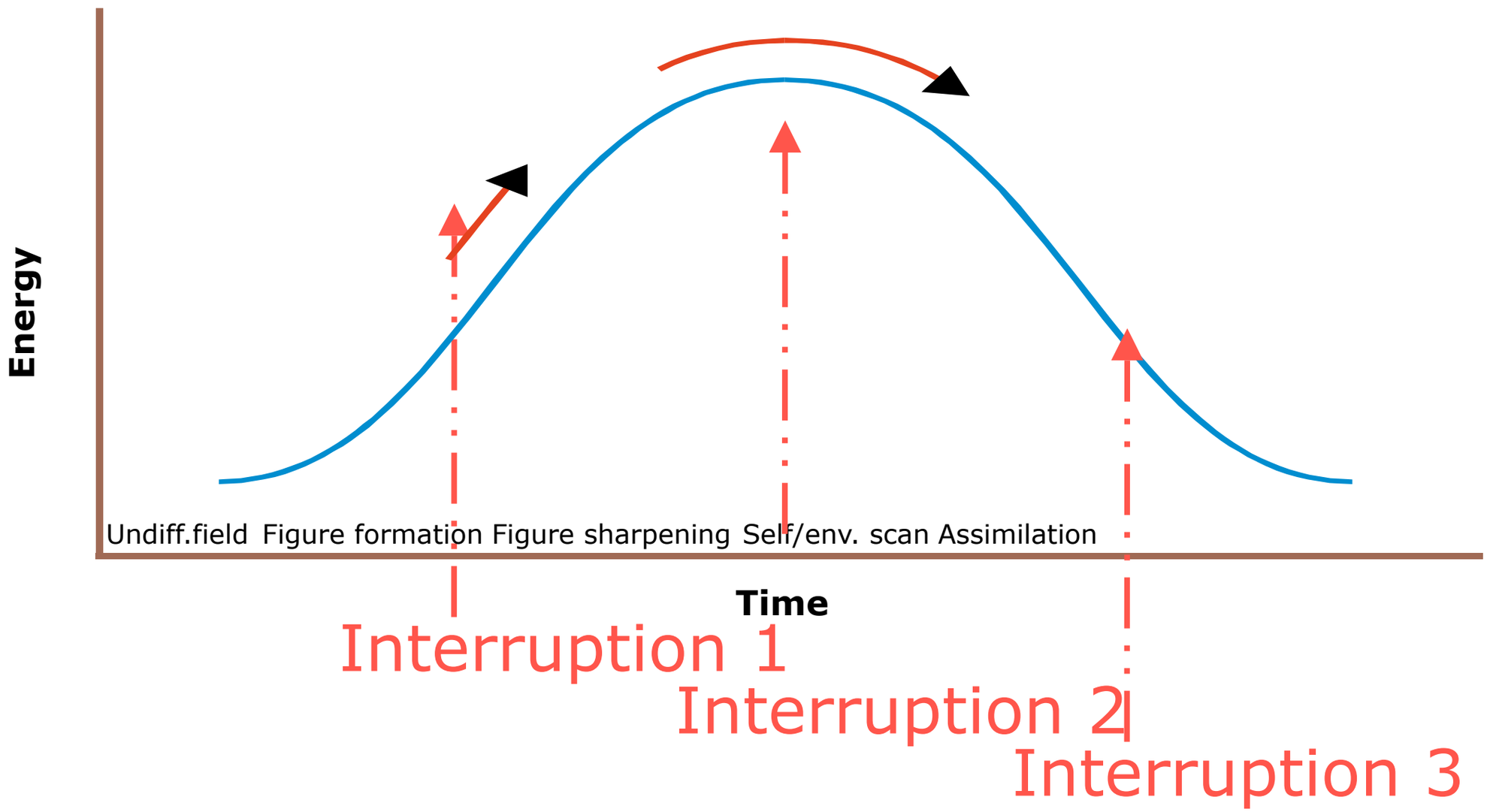
- Five cornerstones for facilitating change: respect, curiosity (interest), tolerance for tension, readiness to change
- Focus on the personal vs outside factors
- Relational/contactful - being with other people and sharing personal content with them.
- Slowing the pace for natural cycle of experience(awareness) to follow it's trajectory.

5 cornerstones for change



kitokie projektai

Gestalt formation resolution process



So facilitation of learning which in a group setting means transforming a group into a community of learners.

kitokie projektai

Examples

- Reactions people have towards each other and interrupt.
- Experiences and reactions people may have but are saved from by caring Personell manager.
- Difficulty in disconecting from routine and noticing processes people are involved.

7 Rules of Salem (K.Hahn)

1. Give children the opportunity for self-discovery.
2. Make the children meet with triumph and defeat.
3. Give the children the opportunity of self-effacement in the common cause.
4. Provide periods of silence.
5. Train the imagination.
6. Make games important but not predominant.
7. Free the sons of the wealthy and powerful from the enervating sense of privilege.

Counter-conditions (What is different?)

- Using field features (Nature) to enhance learning. (Field is the part of manipulation)
- Not always space for meeting of phenomenologies of people.
- Interruption is not interrupted deliberately.
- Nonverbal and partly out of awareness - especially the distorted process.

Questions?

- Do we need to interrupt interruption?
- Do we need to bring to the awareness the "how", contents of procedural memory?
- How the choice about fit of learning method is made?