



## APPLICATION TO STUDY AT GESTALT THERAPY AUSTRALIA

### PERSONAL DETAILS:

Name.....

Address.....

..... Postcode.....

Phone.....Email.....

### PLEASE INDICATE WHICH COURSE YOU ARE APPLYING FOR:

Foundation Studies in Relational Gestalt Counselling

Y1	Y2
Y3	Y4

Advanced Clinical Training in Relational Gestalt Psychotherapy

### APPLICANTS MUST PROVIDE:

1. An introductory letter that addresses the key selection criteria as outlined in the Student Information Pack including a brief statement about why you have chosen this course and how it fits into your personal and professional needs at this stage in your life
2. A detailed professional CV with contact details of two referees (personal and professional) that identifies details of any personal therapy including date, duration and therapist

Please attach this information to this application with a \$180 non-refundable application fee as direct debit and post or email to Gestalt Therapy Australia, at PO Box 60, Brunswick West, Victoria 3055 or [admin@gestaltcentre.com.au](mailto:admin@gestaltcentre.com.au)

Bank - NAB; Business Name - GTA; BSB - 083170; Account - 129811509; Ref – use your surname

I have read and agree to comply with the **Personal Integrity & Professional Standards Policy** (available on the website) and agree to make any necessary disclosure as a part of this application process.

Signed: .....Date.....

First round applications close 8th November 2019; applications will still be accepted after this date according to group size. Early application is advised.

## PERSONAL INTEGRITY & PROFESSIONAL STANDARDS POLICY

A therapist is afforded great trust by their clients through virtue of their professional standing and by the nature of the work itself. A GTA student is afforded a similar position of trust within the learning environment with their peers, and especially when they come to practice as a student intern. Therefore, a student must always be accountable to the position of power that comes with a presumption of integrity. Further, at GTA we believe that integrity is not simply a private matter but that it is tested relationally. Good intentions are not enough; we must also consider the experience and perception of others.

If there is any matter that might impede a student's capacity to enter fully into the training program, or subsequently take up a professional role, we expect this to be declared as part of the application process or as circumstances arise. This could include, but is not exclusive of, anything related to criminal charges, mental health conditions and addictions. If you are in any doubt, please speak with the Director of Training.

At GTA we view any such disclosure as an act of integrity. We would work to understand the ways (if any) the matter hinders your participation or work to mitigate any concerns. In most cases the issue disclosed would not warrant exclusion from the program, and sensitivity and discretion would be guaranteed from GTA faculty and staff.

In the case of a disclosure of this kind, GTA would be interested in:

- How the student makes sense of (and integrates) this?
- What support have they sought in the past and how do they currently manage this?
- Whether the student demonstrates an understanding of any potential risk to them, their clients or GTA?
- Whether the student has an understanding on how this might impact on them being a student, an intern and a future therapist?

All students will be asked to declare relevant information as part of the enrolment process. As third- and fourth-year students begin seeing clients, we require all students of these year levels submit a current Working with Children Check (WWC) and a Police Check. This brings us into line with other organisations in the sector. Please note that this is not only relevant to students working with children but is also relevant in acknowledging the potential vulnerability (including historic abuse or trauma) of any client. The support of therapy and supervision are crucial in the management of this dimension of your professional development across the 4 years of your training and beyond.

All practitioners and students have a responsibility to monitor and maintain a fitness to practice, and if their effectiveness becomes impaired for any reason (even temporarily), advice should be sought from a supervisor or a faculty member as soon as possible. As described in our PAF process, the personal abilities of the therapist are as important as theoretical and practice competencies. Therefore, as an expression of our duty of care and responsibility to progress or graduate practitioners, GTA faculty reserves the right to raise issues related to a student's capacity to practice safely.