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In this original and penetrating work, the origins of the Gestalt psychotherapy model are traced back to its roots in psychoanalysis and Gestalt cognitive and perceptual psychology. Drawing new implications for both Gestalt and psychotherapy in general from these origins - and with special emphasis on the neglected work of Lewis and Goldstein - Wheeler develops a revised model that is more fully "Gestalt" and at the same time more firmly grounded in the spectrum of tools and approaches available to the contemporary psychotherapist. Along the way, a number of new insights are offered, not just in Gestalt, but in the working of the psychoanalytic and cognitive/behavioral models. The result is an integrated approach giving a fresh perspective on the universal processes of contact and resistance, both in psychotherapy and in social systems in general. The practitioner is given these tools for "addressing problems at the intra- and interpersonal level and wider systematic levels at the same time, and in the same language." Each chapter stands alone, and makes a fresh and significant contribution to its particular subject. Taken together, they constitute a remarkable excursion through the history of psychotherapy in this century, weaving powerfully through social psychology, behaviorism, and Gestalt itself, yielding a masterful new synthesis that will interest the practitioners of Gestalt and other schools alike.

Integrating the work of leading therapists, the book covers both conceptual foundations and current treatment applications. The volume delineates a variety of experiential methods, and describes newly developed models of experiential diagnosis and case formulation.

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An international selection of authors provide a detailed exploration of Gestalt as a somatic and relational practice. Covering many aspects of this relationship, the chapters include discussion of our relationships with nature, the role of Eros, energy in Taoism, affect and methods of practice. Both theoretical and practical application of an embodied relational approach to GT are presented, and many chapters include case studies from the contributors' own work. The overall view of the book is that our bodies are inextricably embedded and co-creating with the environment, and that we know our body and the world through our embodiment.

In these groundbreaking new collections, the reader will find an exciting, broad-ranging selection of work showing an array of applications of the Gestalt model to working with children, adolescents, and their families and worlds. From the theoretical to the hands-on, and from the clinical office or playroom to family settings, schools, institutions, and the community, these chapters take us on a rewarding tour of the vibrant, productive range of Gestalt work today, always focusing on the first two decades of life. With each new topic and setting, fresh and creative ideas and interventions are offered and described, for use by practitioners of every school and method.

Nu se poate concepe nici teoria sau axiologia, nici metodologia sau practica ASISTENTEI SOCIALE, cu toate aspectele, acceptiunile sau orientarile ei, traditionala, critica, umanista etc., fara a se raporta sau a se face apel la terminologia sau TEORIA FILOSOFICA. Este, astfel, necesara dar si foarte utila, binevenita definirea, incadrarea, fundamentarea si din perspectiva filosofica a fenomenului ori conceptului general de asistenta sociala, precum si a unor aspecte, teme subsumate sau adiacente precum [ratiunea] si misiunea acesteia, specificul teoriei, origini, surse, modele, categoriile, valorile, orientarile, metodele si practicile specifice din asistenta sociala, [sistemul] asistentei sociale etc. Se aduc astfel in prim-plan si aspecte precum sub-domeniile de la care se alimenteaza filosofic, teoretic si metodologic, in principal filosofia omului si fiintei (umane)/ persoanei, prin attribute precum libertate, responsabilitate, autodeterminare, demnitate, fericire, creativitate, unicitate etc., dar si principalele stiinte sociale puternic legate de filosofie precum psihologia, sociologia, istoria, pedagogia etc. O sarcina importanta pare a fi, asadar, aceea de a identifica si defini din punct de vedere ideologic/ideatic-teleologic si axiologic o problematica filosofica centrala : necesitatea, misiunea si obiectul practicii in domeniul asistentei sociale. Din acest punct de vedere esentiala este reprezentarea problemei sociale si ca problema umana, existentiala; vulnerabilitatea, rezilienta, situatia de risc, situatia de dificultate definite asadar, in principal, ca probleme umane sau socio-umane si nu doar pur [sociale]. Obiect al evaluarii si interventiei fiind, in aceasta ordine de idei, si suferinta, trauma, nefericirea, neimplinirea personala, esecul, problemele existentiale, dramele personale si colective, pierderea, durerea, separarea, dezradacinarea, neadaptarea, singuratatea, dezumanizarea prin degradare spirituala si morala, dezumanizarea prin tehnologie, nedezvoltarea psihologic-personala, umana, socioumana si comunitara etc. Aici intervine si devine crucial aportul, in consecinta, al filosofiei de orientare asumat umanista, al FILOSOFIEI UMANISTE, cu cele doua mari directii, orientari ale ei : fenomenologic-existentiala si spiritual-culturala, fundamentand teoretic-axiologic ceea ce se afirma si impune tot mai mult in domeniu ca ASISTENTA SOCIALA UMANISTA. *** In ceea ce priveste designul general, tematica, continutul si bibliografia acestei carti, acestea sunt realizate astfel incat sa fie utile atat comunitatii academice, studentilor, profesorilor si cercetatorilor din domeniile filosofie, asistenta sociala, psihologie, sociologie, cat si comunitatii profesionale : asistenti sociali, psihologi, terapeuti, educatori, ingrijitori, asistenti maternali, asistenti personali, voluntari, cadre medicale, juristi, economisti, manageri etc.

[This book is intended] for clinicians, theoreticians, and researchers. (PsycINFO Database Record (c) 2004 APA, all rights reserved).

"This book offers the latest research on retrieval and storage methods for digital library systems, a burgeoning field of data sourcing"--Provided by publisher.

The period between 1750 and 1850 was a time when knowledge and its modes of transmission were reconsidered and reworked in fundamental ways. Social and political transformations, such as the French Revolution and the Industrial Revolution, went hand in hand with in new ways of viewing, sensing, and experiencing what was perceived to be a rapidly changing world. This volume brings together a range of essays that explore the performance of knowledge in the period from 1750 to 1850, in the broadest possible sense. The essays explore a wide variety of literary, theatrical, and scientific events staged during this period, including scientific demonstrations, philosophical lectures, theatrical performances, stage design, botany primers, musical publications, staged Schiller memorials, acoustic performances, and literary declamations. These events served as vital conduits for the larger process of generating, differentiating, and circulating knowledge. By unpacking the significance of performance and performativity for the creation and circulation of

knowledge in Germany during this period, the volume makes an important contribution to interdisciplinary German cultural studies, performance studies, and the history of knowledge.

This collection of twelve papers demonstrates that the concepts developed within the Cognitive Linguistics movement afford an insightful perspective on several important areas of second language acquisition and pedagogy. In the first part of the book, three papers show how three Cognitive Linguistics constructs provide a useful theoretical frame within which second language acquisition data can be analyzed. First, Talmy's typology of motion events is argued to constitute the base relative to which acquisition discrepancies in motion events are most valuably investigated. Secondly, the notion of "construction" is invoked in order to account for systematic differences between the native and non-native speakers' use of the English verb *get*. Finally, frequency and similarity effects are shown to play a crucial part in the learning of prepositions in a second language. The second part of the book shows that the key concepts commonly invoked in Cognitive Linguistics analyses allow language teachers to insightfully structure the presentation of problematic material in the foreign language classroom. These concepts include among others polysemy, the figure/ground gestalt, the usage-based conception of grammar, the radial organization of categories, metaphors, and cultural scripts. The Cognitive Linguistics paradigm has already shown its viability to analyze a wide array of linguistic phenomena. This book establishes its relevance in the areas of second language acquisition and language pedagogy. Its intended public is composed of Cognitive Linguists, Second Language Acquisition specialists, as well as foreign language pedagogy researchers, instructors, and students.

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