

Opening Plenary Title: Stuckness and Play, Three ways

Facilitators: Jon Blend and Roz Carroll

Facilitator Biography:

Jon Blend, MA is a UKCP registered Gestalt psychotherapist, child psychotherapist, clinical supervisor and musician. He maintains a psychotherapy practice in London seeing adults, children, and supervisees.

Jon is a faculty member of the Institute for Arts in Therapy and Education, Director of Gazebo Training School, advisor to the Violet Oaklander Foundation and an approved Oaklander trainer. Since 2002 he has taught Oaklander's play- based approach to projective- arts therapy, delivering workshops and presentations to Gestalt institutes across Europe, North America and UK. His background includes forty years working in adult and child mental health, social work and performing arts. www.gacp.co.uk

Roz Carroll is a registered body psychotherapist (UKCP). She taught on the MA in Integrative Psychotherapy at the Minster Centre for 14 years, at The Bowlby Centre for seven years, and was a regular speaker at Confer for 20 years. An evolving interdisciplinary understanding of embodiment has been central to her work as a psychotherapist, supervisor, trainer, and writer. Her writings include chapters in Embodied Approaches to Supervision, Ed. C. Butte & T. Colbert (2022), What is Normal? Psychotherapists Explore the Question Eds J. Ryan & R. Carroll (2020), and Talking Bodies, Ed. K. White (2014). www.thinkbody.co.uk



Capacity: All Delegates

Outline / Aims:

'Three ways' is a riff off the contemporary culinary practice of serving one main ingredient in several different styles. In considering stuckness we can look through

various frames that are helpful – such as Gestalt, attachment and trauma theories. We could say that play is the antithesis of stuckness.

In this presentation we will begin by paying close attention to the phenomenology of stuckness. Using a series of provocations involving brainstorming, imaging, movement and journaling, we will invite participants into a creative multi-stage experiment. We will work in the large group, in small groups and in pairs.

Our aim is to explore support* and its relation to the process of ‘unsticking’. Looking at it three ways, we will consider the shift:

from a position of helplessness to a sense of agency
from repetitive cognitive loops to embodied lateral thinking
and the journey from shame to improvisation and play

* ‘that which enables’ – Lynn Jacobs