

# The National Center for Training and Qualification in Logotherapy



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Are conducting the

## *Training and Qualification Studies* in *Logotherapy* *Meaning-centered living*

*"The will to meaning is the most human phenomenon of all"*

*Viktor Frankl*



Under the auspices of the



**VIKTOR FRANKL INSTITUTE OF LOGOTHERAPY**

ABILENE, TX 79698-5211, USA

Approved by the American Psychological Association  
As a provider of Continuing Education for Psychologists



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And  
in cooperation  
with



The  
**UNIVERSITY OF SOUTH AFRICA**  
(UNISA)  
THE CENTRE FOR APPLIED PSYCHOLOGY

*Logotherapy*  
*Meaning-centered living*  
*Training and Qualification Studies*

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**Training and Counseling to Human Systems**

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## What is Logotherapy?

Logotherapy is meaning centered therapy. It aims to guide the person towards finding meaning in his or her own life. It is also known as the third Viennese school of psychotherapy, next to Freud's psychoanalysis and Adler's individual psychology.

Viktor Frankl (1905-1997), is the founder and developer of Logotherapy. A professor of Neurology and psychiatry, he was the first to add a spiritual dimension to the medical human profile. He published his ideas and approaches worldwide. His famous first book, "Man's Search for Meaning", appeared after his liberation from the concentration camps in 1945, where he lost his family, and where he himself practiced, in fact, the principles of his theory.

Logotherapy, an approach concerned with the meaning of being, or the logos of existence, emphasizes the human spirit as a resource of health. It is based upon three main tenets:

- (1) *LIFE HAS MEANING* under all circumstances, even the most miserable ones. It has to be found at any given minute.
- (2) *THE WILL TO FIND MEANING* is considered the main motivation for living.
- (3) *THE FREEDOM TO WILL* empowers us and enables us to find meaning in what we do, what we experience and by taking a stand toward unchangeable conditions or suffering.

Logotherapy forms a remarkable blend of science and humanism that fits beautifully with Jewish values and the teachings of both the Hebrew Bible and the New Testament. It focuses on human respect and dignity, on the uniqueness of each individual, integrating human values in all areas of life: personal, social, professional and educational, in the family, in society and at work.

The approach of Logotherapy also fits well into the concept of democracy. It emphasizes a positive and constructive attitude towards both the self and also others. It directs the person to find meaning and purpose in life and to self actualize through reaching a hand out to others. It teaches that we are best ourselves when we serve something or someone other than ourselves by contribution and usefulness, in practical, concrete and meaningful ways.

The power of Logotherapy is to be found in the help it renders to the strengthening and the building of the inner powers of the person and in empowering him or her to cope with changing life situations, with conditions of difficulty and crisis, and with a reality that no longer can be changed. Logotherapy leads to a change of attitude towards the events of life and to what happens to the person's life, which in turn leads to a change of conduct in his or her life. Logotherapy is a practical and useful approach that supports and strengthens the person and those in his or her surroundings; an approach which leads to the improvement of the quality of life, deals with the here and now, and which casts a concrete and down to earth light on meaningful daily life.



## **Why Logotherapy?** (The ideological basis of the learning program)

In the world we live today we are faced daily with violence, addiction and depression, forming, thus, an "Existential Vacuum Syndrome" (Frankl 1988), which are expressions of meaning absence.

Intolerance, fanaticism and inconsideration are permanent companions to everyday life, adding to each of us an extra amount of agony on top of our own share of coping with the tragic triad (Frankl 1967), or rhombus, which demands from us the ability to cope with pain and suffering, with misses and losses, with death and with injustice.

At the same time, we are demanded to develop quick adaptation abilities towards the vast and rapid revolutionary changes, which we live in and evidence daily in all aspects of life (in technology, in communication, in medicine, society and economics – in everything, as a matter of fact), which are storming around us, in order to flow forward in our multi-cultural world, which is "on the runway of globalization" (Giddens 2000).

All that demands the recruitment of all the human resources that we possess within our three main intelligences: the intellectual (Thorndike 1922, Guilford 1955 et.al.), the emotional (Goleman 1995) and the spiritual (Zohar & Marshall 2001).

There is where meaning centered living and Logotherapy are coming in, as an overall existential and holistic approach which enables recruitment of these resources and potentials that lead to finding meaning.

The Logotherapeutic approach added the dimension of the human spirit into the vision of men (to which are connected the characteristics like Humor, Creativity, Values, Belief and Hope, Love and Self Transcendence), which provides us the mental immunity, the strengths embodied in the human spirit and the mental powers, all of which are formatting the infrastructure of the "Intelligence of the Soul".

Logotherapy focuses on the question "What keeps men healthy?", It helps to develop the personal empowerment of men within an holistic outlook, causing positive implementations on the surrounding human systems acting towards a change of conduct, contribution and usefulness, to finding meaning and purpose in life, too the strengthening of self value and capability to cope with the existing life situations out of hope and belief in the personal calling.

That is an approach that aims to assist in building the personal power, to enrich the personal "tool box", enabling, thus, to cope better with the changing life situations and improve the capability to face situations that no longer can be changed, to find meaning and purpose in life, and improve significantly the life qualities of each of us.

The proposed Logotherapy studies, are acting, throughout every stage of the studies, to the strengthening of the three main human intelligences (Intellectual, Emotional and Spiritual), and integrates a variety of ideological models and applicable tools for the daily use which will direct the student towards personal growth and strengthening his capabilities, on one hand, and to the enlarging and enriching his abilities to help himself and others.

Out of the deep conviction that Logotherapy studies are a good lead for achieving these goals, this learning program was built, with the hope that those who will conclude these studies, will act as a flare of hope and leaders of a message of optimism that will bring personal growth and betterment to humanity, improving, thus, the world we live in.



## **To who is Logotherapy designated?**

The universality of the Logotherapeutic approach, its suitability to humans, enables a wide range of people, individuals and groups, to associate with it and to implement its principles for themselves, within their inter-personal relationships with those who surround them - in the family, in society and at work, and as a completion to the various fields dealing with human life and behavior.

The 70 years of accumulated working experience in the field of Logotherapy, points on many significant achievements, stunning some times, in the human rehabilitation, in the positive change of people's conduct towards life events, and in strengthening and intensifying the human inner powers and his coping abilities with situations that can no longer be changed. The long working experience in Logotherapy points clearly on significant improvements in life quality of many people of different ages. Many of which found back the taste and purpose of life, many others overcame remarkably hardships and suffering and turned back positively towards life. The approach had also an important constructive impact on inter-human relations in the different life circles, including work relationships, and even on economical and professional effectiveness within the various organizational frameworks the person was connected to.

Logotherapy opens to the professionals, concerned with humans, a special opportunity window for acquiring knowledge and practical tools that will enable them to widen and enrich their professional repertoire and potential of helping people in distress, crisis, difficulty and changing life situations, achieving, thus, clear positive results within a relative short time.

Logotherapy, which emphasizes on the personal uniqueness, directs the person to finding meaning in his life and build his personal strengths, out of choice and of taking responsibility that is committed to something which is beyond him-self, and which has positive and constructive environmental implications.

So, does Logotherapy impart people the inner power and mental immunity, they need so much, which enables them to change their attitude towards what happens to them and find a reason for getting up in the morning – in spite of the situation. That conceals, also, the answer to the existential Socratic question "For what am I living?".

That is the real human asset that leads the person to valuable, qualitative and meaningful life of self and others. That is the wish most of every therapist, counselor and everyone who deals with people – to everyone, as a matter of fact.

Logotherapy is not replacing the professions and fields that are concerned with humans and does not come instead of the specialists and professional experts, each in his area. It is complementary to them, and it grants them an additional dimension of depth and wider vision and sight which enriches them and enables them, in parallel, to upgrade their professional effectiveness and render better help to other persons, promoting the efficiency of their coping ability with the difficulties and challenges that life puts in front of them, for operating better in the changing reality. All of which leads to the improvement of life quality and to a better living in this world.

Logotherapy is designated to people who are dealing with humans and who are interested in human growth and development, within the different life sectors:

- To professionals in the fields of human care and treatment who are interested in enriching their professional repertoire (Physicians and Paramedics, Psychologists, Psychotherapists, Social workers, workers in the Nursing and Caring occupations and in the areas of rehabilitation, Marriage and Family therapists, Educators etc.).

- To certified counselors of all the wide scope of the free occupations.
- To post graduate students and students on their academic accreditation track of studies.
- To those who function in managerial and administrative positions related to other people.
- To those who are interested to widen their knowledge in the sciences of life.
- To those who seek meaning in life and who wish to improve their life quality.

Although courses and short term studies in Logotherapy were held in various places in Israel throughout the years in different organizational structures (Academic, Medical, public and private), the proposed studies here, conducted by OTSMOT Institute in corporation with the GORDON College of Education in Haifa, enables the operation of an overall, thorough and unique multi stage training and qualification program in Logotherapy, in Israel.

The program awarding certificates, is recognized in the USA, Vienna, and South Africa, and hopefully, in the future, also in Israel by the Ministry of Education.

## The Learning program and the certification procedure

The training and qualification study program in Logotherapy in Israel, is aimed as a complementary professional specialization within the human caring occupations and in addition to it. It does not, as said, come as a substitute to a professional specialization and does not intend to replace it.

The program is of an extent of 328 academic learning hours, consisting of three major stages:

- **Introductory studies to Logotherapy**, aimed for a primary tuning towards the approach, focusing on enrichment, on personal growth and on strengthening of the spirit, within the frame of one semester of 56 learning hours.
- **Core studies**, for a deepening into the ideas and principles of Logotherapy, out of a holistic and wide angled overview on the human being operating in his existential reality, and for the acquisition of basic applicative skills in Logotherapeutic methods and tools.  
The core studies are composed of three semesters, each of 56 learning hours:
  - (1) Mental health and handling crisis situations.
  - (2) Meaning in face of suffering.
  - (3) Meaningful life – daily applications.
- **Advanced studies – Practicum**, Guided Instruction and accomplishments, practical specialization in Logotherapeutic tools, designated for work and research with Logotherapy, within a training course of 56 hours of study, adapted to the needs and to the occupational domains of the participants.

Some of the learning topics and concepts in the program might appear more than once, because of the need to deepen into them in accordance with the appropriate learning stage.

**The studies setup** is constructed of complementary stages, in which the introductory stage is the first learning stage, being the basics for the Logotherapy studies and a prerequisite for the continuation of the studies.

The two first learning units, offered in the central stage of the core studies (1, 2), form the infrastructure on which the Logotherapy studies are built on, and are containing the fundamentals on which the approach is leaning.

The studies in the third learning unit (3) – Meaningful life – are a summing up, a widening and a deepening of what was learned in the previous learning units. Therefore, participating in this learning unit is conditioned upon the completion of the two first core study units.

The advanced studies, offered in the third stage, which is the training stage, are conditioned upon the completion of the two earlier stages (the introductory stage studies and the core studies), and are designed to take place in a learning lane that fits the direction of the participant's specialization.

**Workshops:** A three day learning workshop (by national and international trainers) will sum up the core studies and an additional three day study workshop will conclude the certificate studies at the end of the advanced studies. The attendance in the learning workshops will be considered as an integrative part of the studies for Logotherapy certification.

**Long distance learning:** To those interested in, long distance learning through the internet, of the introductory stage and the first two learning units of the core studies, is available. This long distance learning scheme will take place in cooperation with the Viktor Frankl Institute of Logotherapy in Abilene, Texas, USA, and/or the University of South Africa (UNISA).

**The teaching method:** The studies are Participant Oriented and will be performed by lectures and instruction, by guidance and experiencing, by counseling and by personal and group assignments.

**Study requirements:** Within the frame of the studies, the students are required to an attendance of at least 80% in the lessons, as well as to active participation in the learning process, to fulfillment of personal and group assignments, within and at the end of each learning stage, reading of relevant bibliography, submission of requested works or papers, and accomplishment of examinations as required.

**Credentials** will be granted to every participant upon the successful completion of each learning unit.

Upon successful completion of the introductory studies, the students are eligible for the credential of "*Participation in Logotherapy*".

Students accomplishing successfully the three learning units of the core studies stage will be awarded with the credential of "*Associate in Logotherapy*".

Students accomplishing successfully the whole three stages study sequence will be awarded with the credential of "*Certificate of Qualification in Logotherapy*".

The credentials and certificates will be issued by the OTSMOT institute in cooperation with the GORDON College of Education (A Teacher's training and enrichment center entitled to bestow academic accreditation in Education).

The credentials and certificates are recognized and approved by the Viktor Frankl Institute of Logotherapy in Abilene, Texas, USA, under the presidency of Prof. Dr. Robert C. Barnes, PhD, (which is approved by the American Psychological Association as a provider of Continuing Education for Psychologists, and as a granted provider to the National Board of Certified Counselors, to the Texas State Board of Social Worker Examiners, to the Alabama State Board of Nursing, to the Texas State Board of Nurse Examiners, and others), as well as by the Viktor Frankl Institute in Vienna (established by Prof. Viktor Frankl) and the University of South Africa (UNISA), the Center for Applied Psychology.

Efforts will be made for the receiving, as soon as possible, the accreditation of the Israeli Ministry of Education.

Qualified and certified Therapists (as Psychologists, Psychiatrist, Physicians, Social workers, workers in the Nursing profession, certified Counselors, Family and Couple Therapists, Art Therapists, etc.) who accomplished successfully the training and qualification studies in Logotherapy will be awarded with the credential of "*Certificate of Qualification in Logotherapy - Logotherapist*".

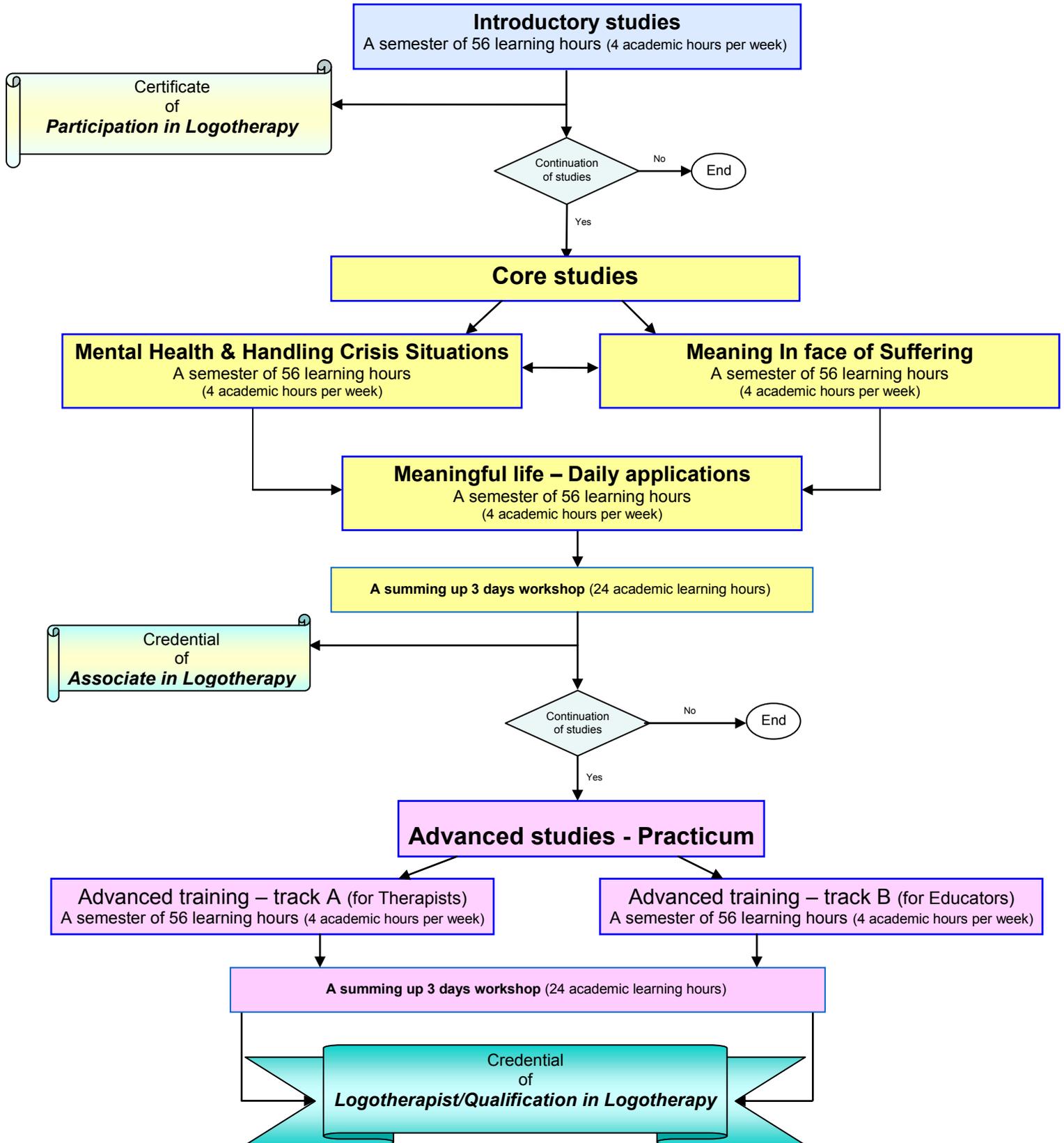
The credential of *Qualification in Logotherapy* will enable to the eligible philosophical counseling within the freedom of occupation, also if the primary professional responsibilities do not include the clinical work.

**The clinical application** of the Logotherapeutic treatment will be feasible to permitted, licensed, or certified professionals in the medical fields, in the fields of mental health, social work, the caring professions and whose primary professional responsibilities include the clinical work.

**The studies will take place** at the Gordon College of Education throughout the academic year, in a once a week session of 4 academic learning hours, between 15:00 and 18:15 hours.



## Training and qualification studies in Logotherapy – Flow chart



## **The Academic staff and Teachers**

The academic staff and teachers of the program are of knowledge and great experience coming from the behavioral, social and humanity sciences that specialized in Logotherapy and form the leading staff in this program.

**Prof. David Guttman**, Head of the academic staff and its academic counselor, Professor Emeritus and former head of the School of Social Work at the Haifa University, who has been a scholar and a personal family friend to Prof. Viktor Frankl.

**Dr. Teria Shantall**, PhD, a senior member of the academic leading staff. A scholar to Prof. Viktor Frankl, certified Diplomate in Logotherapy, head of Logotherapy studies at the University of South Africa (UNISA), the center for Applied Psychology.

**Mr. Gideon Millul**, M.A. Educational Sciences, founder and managing director of OTSMOT Institute, the Viktor Frankl center of Logotherapy in Israel, designer, conductor and head of the study program and formation. Certified experienced group leader, certified Diplomate in Logotherapy, specialized in Individual Psychology and in Organizational Training with a rich relevant working experience.

**Mrs. Judith Millul**, a senior member of the academic leading staff. Graduated and certified educational and family counselor. Certified and experienced group leader, certified Diplomate in Logotherapy, specialized in Individual Psychology, parents instruction, couple counseling and Special Education, with an experience of many working years in these fields. Former head master to a special education school for brain damaged children for some 15 years.

**Mrs. Chaya Hurvitz**, M.A. Educational Sciences and Philosophy, Retirement, occupation and Leisure counselor. A certified Diplomate in Logotherapy, a scholar and close consultant to Dr. Mignon Eisenberg who was a scholar and close friend to Viktor Frankl. Teaching Logotherapy at the Brookdale institute for applied research on human services, and at teacher's training colleges in Tel-Aviv.

**Mrs. Susanne Loewenheim**, M.A. certified Art Therapist and teacher at the Haifa University, specialized and Diplomate in Logotherapy, a scholar of Elizabeth Lukas and an experienced therapist to children in hospitals and in special education.

**Ms. Dida Kimor**, Philosophy PhD research student in final stages, works in research in the field of education. Holder of M.A degrees in Comparative Religion and in Philosophy; trained in Dance Therapy; Engaged in exploration of the Spiritual Dimension in Man, incorporating Logotherapy and Logophilosophy.

**Dr. Norberto Elisa Portugueis**, PhD, Physician; specialized in Medical Psychology and certified in Logotherapy; A scholar of Dr. Mignon Eisenberg.

**Mrs. Ruth Ronen** has a Magister degree in Clinical Social Work from the Haifa University. Graduate of the program in Existential and Logotherapy Psychotherapy at the GLE institute in Vienna, headed by Dr. Alfried Laengle. Worked many years with bereaved families of soldiers within the Ministry of Defense in Israel, and is practicing now Psychotherapy in her private clinic.

**Mr. Yosef Rodan**, Graduated in theater and certified in Logotherapy. A scholar of Dr. Mignon Eisenberg. Group leader in Psychodrama and Logotherapy.

*The workshops* within the learning program will be held by national and international trainers, in coordination with the Viktor Frankl Institute of Logotherapy in the USA, the Viktor Frankl Institute in Vienna, and the Center for Applied Psychology at UNISA, S.A.

The learning program is conducted within the frame of the *National Center for Training and Qualification in Logotherapy* on behalf of OTSMOT Institute (acknowledged in Vienna as The Viktor Frankl Center for Logotherapy in Israel), in corporation with the GORDON college of Education with its head Dr. Zipora Oshrat and its director of continuous studies Dr. Judith Lapidot, who count as faithful cooperators of the Logotherapy Training and Qualification Studies.



## Stage one – Introductory Studies (56 Learning hours)

### Prerequisites

Accomplishment of training in the fields concerned with human occupation and treatment (as Behavioral, Educational, Social and Medical sciences).

### Objectives

- An encounter with the existential approach of Viktor Frankl – the Logotherapy – and the basic human need to finding meaning.
- Acquaintance with the main ideas and tools of Logotherapy.
- Comprehension of the place of Logotherapy and its integration in processes related to helping and human caring.
- Enriching the personal behavioral "tool box" of each participant.
- Directing the participant to personal growth and strengthening his personal powers – for himself and for others.

### Topics included

- Logotherapy as a comprehensive, integrated and constructive approach to life.
- The place of Logotherapy in the occupations of Counseling, Education and Treatment.
- Philosophical counseling.
- The will to meaning as a central human need.
- Living in a changing world.
- Existential vacuum in the modern era.
- The tragic triad as part of life.
- The use of the three human main intelligences as a fundament for personal empowerment.
- The spiritual dimension in the holistic person.
- Values and Meanings.
- The ways and tracks to finding meaning.
- The existence of exchanges and alternatives.
- Love as multi-purposive therapy.
- Meaning in the life circles.
- Areas of application – the principal Logotherapeutic tools in coping with life situations.
- The place of Logotherapy in the daily life.
- A summing up which is a beginning.

**Required reading**

*Man's Search for Meaning*, By Viktor Frankl

*The Pursuit of Meaning*, By Joseph Fabry

*The Quest for Destiny*, By Teria Shantall

*Avenues of Meaning*, By Petty Havenga-Coetzer

*Logotherapy for the helping professional*, By David Guttman

*Meaningful Living*, By Elisabeth Lukas

Selected articles from *The International Forum for Logotherapy*

Additional reading in English and Hebrew will be offered to the students during their studies.



# Stage two – Core Studies

## 1. Mental health and handling crisis situations (56 Learning hours)

### Prerequisites

Completion of the Introductory studies.

### Objectives

- Emphasizing the optimistic future and the holistic overall positive perception of Logotherapy.
- Focusing on the given and the positive as a way of life that enables people to make decisions and take responsibility for his life.
- Become aware to the Logotherapeutic helping possibilities in strengthening the personal powers and avoiding crisis.
- Act to strengthen the coping ability with situations of difficulty and crisis.
- Develop meaning building as a basis to mental health and personal growth.
- Enriching the ability to spot exchanges and create alternatives in front of difficulties.
- Making use of Logotherapeutic methods and tools,

### Topics included

- The connection between Logotherapy and mental health.
- Mental health – traits and characteristics.
- Somatic-Psychic-Noetic (Body-Mental-Spiritual) relations within the frame of mental health and Logotherapy.
- Life in front of the existential vacuum syndrome.
- Homeostasis and Noodynamics as basis of relation to self-focusing, self-transcendence.
- The spiritual dimension resources of a person – the Logotherapeutic "Medicine Box".
- Values, meanings and conscience – the basis to mental power.
- The will to meaning and the ways to their realization.
- Creation of alternatives and building exchanges.
- The power of subjectivity as a basis to a sound society and to Democracy.
- The meaning of freedom.
- The river of life.
- Coping with the components of the tragic triad.
- The Socratic dialogue as a unique Logotherapeutic instrument for developing meaning.

- Coping with self-closure, hysteria, Phobias, irrational fears and obsessive compulsiveness.
- Training of the will – Relaxation and creating awareness, strengthening the will.
- The power of positive thinking on the areas meaning.
- The Logotherapeutic assistance within the spiritual dimension.
- The Neuroses according to Viktor Frankl and the ways of relating to them.
- Additional Logotherapeutic applicative tools.
- Summing up.

### **Required reading**

*The Will to Meaning*, By Viktor Frankl

*The Doctor and the Soul*, By Viktor Frankl

*Everything to Gain: A guide to Self Fulfillment through Logoanalysis*, By James Crumbaugh

*Viktor Frankl's Logotherapy*, By Ann Grader

*Humanistic Psychosomatic Medicine*, By Hiroshi Takashima

*Logotherapy Textbook*, By Elisabeth Lukas

*How to Find Meaning in Our Daily Life - Man's search for Authentic Self*, By Manoochehr Khatami

Selected articles from *The International Forum for Logotherapy*

Additional reading in English and Hebrew will be offered to the students during their studies.



## 2. Meaning in face of suffering (56 Learning hours)

### Prerequisites

Completion of the Introductory studies.

### Objectives

- Relating to Logotherapy as first aid Psychology.
- Changing the approach towards suffering and distress.
- Seeing the meaning in spite of suffering.
- Improving the capability of coping with suffering, distress and pain.
- Shaping the ability of taking a stand towards the transitoriness of life and towards death.

### Topics included

- Relating to unavoidable losses.
- Suffering and the question of meaning.
- The Tragic Triad as a lever to a change of attitude.
- Transitoriness and death.
- Coping with crisis and undesired reality.
- The treasure box of the past.
- Ideals and ideas – acting for the future.
- Using Love in the daily life.
- Retirement and early retirement, the neurosis of unemployment.
- Renewed adaptation to life after a crisis.
- Handling stress, pressure and burnout situations.
- Life review as a personal strengthening tool.

### Required reading

*The Unheard Cry for Meaning*, By Viktor Frankl

*Psychotherapy and Existentialism*, By Viktor Frankl

*Meaning in Suffering*, By Elisabeth Lukas

*Life's Meaning in the Face of Suffering*, By Teria Shantall

*On Death and Dying*, By Elisabeth Kübler-Ross

*Why Me?* By Pesach Krauss

*Tuesdays with Morrie*, By Mitch Albom

*Therefore Choose Life*, By Rahamim Melamed-Cohen

*Is There Anything I Can Do? Helping a Friend When Times Are Tough*, By Sol Gordon

Selected articles from *The International Forum for Logotherapy*

Additional reading in English and Hebrew will be offered to the students during their studies.



### **3. Meaningful life – Daily applications (56 Learning hours)**

#### **Prerequisites**

Completion of the two former core study Units.

#### **Objectives**

- Imparting the importance of the personal attitudinal aspects and stands in Logotherapy and their implications on rendering help and encouragement in situations of unavoidable suffering, guilt and death.
- Focusing on education to responsibility, in all the life stages, as an existential need.
- Creating response ability to the challenges of life.
- Finding meaning in life – practical uses for daily life by Integrating Logotherapy in the active fields of life and enlarging the applicative horizon of finding meaning, to the wide range changing life situations.
- Foster the ability of developing operational solutions to daily existential problems, in order to improve personal and social life qualities.

#### **Topics included**

- The unconscious God – Logotherapy and religion.
- Logophilosophy as a concrete and practical path that leads towards education and change of attitudes.
- Education to avoiding existential vacuum.
- Education to Democracy and meaning.
- Logotherapeutic education within the professional fields.
- The Socratic Dialogue as a learning and working model.
- Learning in various life stages.
- World perception and lifestyles.
- Finding meaning in the life circles.
- Adjustment to changes.
- Integrated existence in a multi-cultural society through meaning.
- Solving inter-human conflicts through finding meaning.
- Developing constructive thinking and brain combination as a carrier to finding meaning.
- Failure management.
- Guided imagination.
- Qualitative aging through finding meaning.

- From victim of life to master of life.

### **Required reading**

*The Unconscious God*, By Viktor Frankl

*Guideposts to Meaning*, By Joseph Fabry

*Psychotherapy with Dignity*, By Elisabeth Lukas

*As the River Runs*, By Nitza Eyal

*Death Is of Vital Importance*, By Elisabeth Kübler-Ross

*Connecting with Our Spiritual Intelligences*, By Danah Zohar and Ian Smith

*Freedom to Learn*, By Carl Rogers

*Hope for the Present Hour*, By Martin Buber

Selected articles from *The International Forum for Logotherapy*

Additional reading in English and Hebrew will be offered to the students during their studies.

### **A summing up workshop**

The core studies will be concluded with a summing up three day learning workshop, given by national and international trainers.



## Stage three – Advanced Studies - Practicum

This stage of implementing the practice of Logotherapy, which is the last training process phase of these Logotherapeutic studies, consist of 56 learning hours conducted in two separate learning tracks, according to the student's specialization:

- In a learning track that is designated to certified professionals in the caring field (Track A).
- In a learning track designated to those whose occupation is within the field of contact with people (Track B).

The studies of this stage consist of three sections:

- (1) A set up of 10 joint learning hours for the two tracks, dealing with the ethical and operative aspects of the Logotherapist's work.
- (2) 46 hours of personal and group guidance, counseling and supervision as to the practical applications of the learned material, for the students of each learning track.
- (3) An additional three day workshop, for the students of each learning track, on the daily uses of Logotherapy in the various life circles.

As the studies in each track are adjusted to variety of the participants needs, the instruction style might, therefore, differ.

### **Final work or dissertation**

As a completion to the conducted Logotherapy studies, each student is required to submit a personal comprehensive final work, or dissertation, relating to the subject "Logotherapy and Me", who should illuminate the aspects of the personal relations to Logotherapy in the dimensions of the intra-personal, or the Self-world, of the inter-personal, or the With-world, and of the inter-binding, or the Surround world.

The work intends to demonstrate the extent to which the student internalized Logotherapy and his future set objectives regarding Logotherapy.

### **Prerequisites**

Completion of the Introductory and Core studies

### **Objectives**

- Identifying the restrictions of the counseling ability and improving the assisting quality.
- Training the participants to work with groups and Individuals.
- Combining the Logotherapeutic techniques within the student's field of specialization.

**The way of learning**

- Observation and evaluation.
- Analysis of tapes produces by the student throughout the practicum.
- Presentation of techniques by the student and the instructor.
- Analyzing case studies prepared by the students.
- Reviews on personal programs in caring, in education and in work and life situations.
- Performance of group and personal assignments.

**The instruction method**

The instruction is constructed on group and personal counseling, on practical experiencing (Practicum) and supervision in accord with the specialization fields of the students.

## **Advanced training – track A (56 Learning hours)**

This learning track is designated for those who wish to actualize the clinical application of the Logotherapeutic treatment and whose primary professional responsibilities include the clinical work.

This track is, therefore, applicable to certified professionals in the fields of Medicine, Psychology, Psychotherapy, Special Education, Social work and Rabbinate. It is also applicable for certified caring staff, certified counselors, Marriage and Family therapists, Psychotherapists working in chemical dependency and other areas of specialization and rehabilitation, as well as for post graduated students at their final stages of specialization.

### **Prerequisites**

Completion of the Introductory and Core studies

### **The training setup**

- Referring to the ethical and operational aspects in the Logotherapeutic work (10 Hours)
- Personal and Group counseling on the practical application (30 Hours)
- Guidance and supervision (16 Hours)

### **Topics included and procedures**

- Lines to the shape of the Logotherapist.
- Leading lines to the Logotherapist.
- Phases in the course of the Logotherapeutic assistance.
- Experiencing the work of the Logotherapeutic assistance and the applicative use of the adequate Logotherapeutic tools.
- Case studies and events analyzing.
- Building a field work setup.
- Ways of follow-up and evaluation.
- Submission of a final summing up work that should express the implementation of Logotherapy.

### **The mode of supervision**

Guidance, instruction and discussion, observation, feedback to the sessions, analyzing taped sessions, demonstrations, review of case studies.

### **Additional required reading**

*Ethics of Therapeutic Professions*, By David Guttman

*Legal Responsibility of Logotherapy*, By Robin Goodenough

*The Ideal Logotherapist – three contradictions*, By Elisabeth Lukas

*Logotherapy's Consideration of Morality and Values*, By Dorothy Barnes

Additional reading in English and Hebrew might be offered to the students within this learning track.

## **2. Advanced training - track B (56 Learning hours)**

This learning track is designated for those whose primary professional responsibilities do not include the clinical work and who wish to actualize their Specialization in Logotherapy.

It enables those who wish so, to conduct Logotherapy and philosophical counseling within the freedom of occupation, to do Logotherapeutic research, to convey their acquired knowledge to others and render assistance to those who needs it.

This track is applicable to certified professionals who are engaged in fields related to human connections as Education, Communication, Economics, Marketing and Finance, Management and Administration, as well as Lawyers, Jurists, Accountants and graduating students who are at their final stage of graduation.

This track is applicable also to those whose primary professional responsibilities include the clinical work, as specified in track A, who suffice with the Specialization in Logotherapy.

### **Prerequisites**

Completion of the Introductory and Core studies

### **The training setup**

- Referring to the ethical and operational aspects in the Logotherapeutic work (10 Hours)
- Practical Experiencing (Practicum) (30 Hours)
- Guidance and supervision (16 Hours)

### **Topics included and procedures**

- Lines to the shape of the Logotherapist.
- Leading lines to the Logotherapist.
- Phases in the course of the Logotherapeutic assistance.
- Experiencing the work with Logotherapy and the applicative use of Logotherapeutic tools.
- Case studies and events analyzing.
- Building a field work setup.
- Ways of follow-up and evaluation.
- Submission of a final summing up work that should express the implementation of Logotherapy.

### **The mode of supervision**

Guidance, instruction and discussion, observation, feedback to the sessions, analyzing taped sessions, demonstrations, review of case studies.

**Additional required reading**

*Ethics of Therapeutic Professions*, By David Guttman

*Legal Responsibility of Logotherapy*, By Robin Goodenough

*The Ideal Logotherapist – three contradictions*, By Elisabeth Lukas

*Logotherapy's Consideration of Morality and Values*, By Dorothy Barnes

Additional reading in English and Hebrew might be offered to the students within this learning track.

**About OTSMOT Institute**  
**The Viktor Frankl Center for Logotherapy**  
**Training and Counseling to Human Systems**

“Otsmot”- “Strengths” in Hebrew, was established in 1996 by its managing director Gideon Millul, with the intention to provide an opportunity to every person who is connected to human systems, to acquire, in a rather short time, tools and applicative skills that can be added to his personal “Tool-Box”, enabling him, thus, to operate better in his various life situations, to fulfill his missions and duties more efficiently and satisfactory, and find meaning in his deeds and life, improving, thus, the life quality of himself and others.

By a unique working method which is student involvement oriented, in a group or individually, the teaching staff of the institute tries to achieve the set learning objectives (amongst them – change of conduct and attitude, developing optimism, improvement of the adaptation ability to changes, strengthening the personal forces leading to personal empowerment, and the coping capability with undesired reality).

From our work experience we learned that strengthening the human spirit had a strong, positive and quick influence on all the personal life circles - social, organizational, economical and even political (i.e. in almost all aspects of human life: In the Family, with friends, at work, and with other people). Fostering, thus, inter-personal relations, building motivation, social interest and better understanding and feeling for others. All which leads towards co-existence and profitability for all.

Our long professional work, throughout the years, gave us a rich working experience with various types of population, amongst them teachers, seagoing personnel, administrative and managerial personnel, holocaust survivors, terror and trauma injured, the elderly population, social workers, physicians, nurses, harbor workers, couples and parents, people on retirement, and more.

Within our professional work we had the opportunity of conducting training and learning activities in academic as well as in public and private organizations and enterprises (like: the Gordon college of education, the general health services, the Open University, the Haifa university, the University of Pisa, the Adler Institute, The ministry of Housing, the Haifa municipality, elderly homes and clubs, in various Kibbutzim, and in congresses and conferences in Israel and abroad – and more).

The responses we received from participants in our various activities (coming from different populations), encouraged us to believe that our way of helping is contributing significantly to the improvement of human life quality, to the proximity of people and to the making them become masters of their own life and destiny.



## From participant's responses

We thought it appropriate to bring a cut through of responses, to the question "*What are you taking with you from these studies?*" some of the many responses of our students, as an illustration:

- "My self-confidence was greatly improved"
- "I received tools that helped me to solve problems easier"
- "I strengthened my ability to overcome my anger and hate..."
- "I learned to draw the good out of the things"
- "I feel I can do now things I didn't dare to do before, because of my age..."
- "I learned to understand the other one and accept him as he is"
- "My personal relations with the boss, I couldn't stand, improved miraculously"
- "I understand now that by changing my interpretation to things my life changed"
- "I learned to focus on love and on positive feelings, even in hard times"
- "I became more relaxed, I take things easier and manage to cope better with things I cannot control"
- "My relations with my children changed very much to the good in the last 6 months"
- "I was so despaired with my rotten life when I came. Now I see the light at the end of the tunnel"
- "I learned many things about myself"
- "I deepened my understanding on the patient's problems"
- "I can now help my patients better in relieving them from their immediate troubles"
- "I found out that many things can be under my control and that much depends on me and on how I relate to the situation"
- "The skies were opened for me again during my studies here, after the horrible time I had throughout the last six months, after my husband committed suicide and left me behind with three small children"
- "I wanted more and more to see my patients out behind the door again, as quick as possible, but something happened in the course. I feel more patience for them and that I want to try and help them more - sincerely"
- "I took with me from the course hope and strengths to continue"
- "I am going now more out from home and I even made, recently, two new friends"
- "I found a reason for getting up in the morning"

