



METAVISION[®]
INSTITUTE

Prospectus

*If you change your perception,
you change the world.*

“

A healing encounter is always limited by how far the practitioner guide can take the patient. No matter what the strength of the system, if the practitioner is only comfortable addressing the physical or the psychological or the behavioral or the existential, then the healing transformation is likely to be confined to that single dimension. Also the less the intervention is focused on the physical, the more crucial becomes self understanding, insight and inner resources of the healer.

Tal Kaptchuk - The Web That Has No Weaver

”



Metavision (*n*) from the Greek prefix Meta- meaning 'together with.' The act or power of perceiving what is not actually present to the eye; an all encompassing view. Seeing the power of the intentional principle.

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Welcome

“The human values of connection, communication, imagination and inspiration are central to our work.”



Christina Nielsen
Founder & CEO

Thank you for your interest in studying at the Metavision Institute. It gives me great pleasure to welcome you to our holistic approach to teaching and learning.

We have been providing education in Holistic Counselling and Psychotherapy since 2004. In this time we have gained a reputation for providing high quality training that brings transformation to both the students and the clients with whom they work.

The Institute was created from a desire to offer courses that demonstrate the practical impact of holism. This prospectus gives an outline for the Holistic Counselling and Psychotherapy Course (a post-graduate professional training accredited with PACFA) and the Counselling and Communication Skills Course. For other short courses and professional development opportunities please see our website.

Our Mission

The Institute aims to provide a unique approach based on transformative self-reflective praxis, intellectual rigor and free inquiry. We deliver quality higher education and research using a synthesis of modalities and engage in dialogue between schools of thought including Process Oriented Psychology, Spiritual and Consciousness studies and Traditional Chinese Medicine.

Our Vision

The Metavision Institute seeks to gain a greater understanding of the human being by integrating holistic world views and disseminating this understanding to the world.

At the Metavision Institute holism extends to the way the course is delivered as well as the content. We follow the principles of leading integrative higher education.

We are committed to providing a secure and supportive environment for the development of skills for both inner awareness and for the furtherance of excellence in the service of humanity.

While our vision and mission are lofty, our application is practical. Our students say they are deeply inspired by their own personal growth, the depth and breadth of their learning, and the strength of their confidence to offer these skills to serve humanity.

The Holistic Counselling and Psychotherapy Course is taught as a mix of intensives, distance education and online course material. It has been designed this way so that it can be easily managed by those already practising or those who live outside of the Sydney-Canberra region of Bowral and the Southern Highlands.

I hope you can join our warm-hearted and vibrant community. Discover a sense of renewed purpose and direction in your life, and join a new group of like-minded friends and colleagues.

Warm regards,

Christina Nielsen
CEO and founder



Our Holistic approach to Counselling & Psychotherapy

A holistic approach embodies transformative change for body, soul and spirit and develops self-reflective awareness where inner change generates outer change.

The first application of holism is a grounded understanding of the physical, psychological and spiritual aspects of the human being. This is integrated by the movement of subtle energies both within and outside the body. This understanding provides students with the ability to work somatically with soul pain and spiritual issues as they arise.

The second application is the ongoing development of self-knowledge, in which the counsellor is viewed as an instrument in the therapeutic encounter. Authenticity in the relationship is essential, as is an understanding of power and rank. The holistic focus here suggests a qualitative evolution arising from an integration of experience to generate greater creativity and spiritual growth.

We believe that 'the epidemic of mental health issues' has arisen from a deep cultural perception of the human being based on the science of Newton and Descartes, where the separation of everything into its smallest parts has created isolation and alienation. While this scientific reductionism has brought great discoveries, it has come at the cost of human and planetary health. Now the Quantum science of Einstein and his quest to "know the mind of God" has spearheaded a revolution in thinking that seeks to unite science and age-old mysticism to bring healing to the disturbed psyche expressed as mental health issues.

We believe that seeking new ways of relating to ourselves and others is urgently needed in a time where discontinuity and a lack of meaning in peoples' lives is creating crisis, disease and discontent. From this discomfort, a quest for knowledge and a hunger for transformative experience arises.

Why study with us?



Our holistic philosophy extends to our teaching and learning environment. We strive to create a hospitable, beautiful, nurturing and stimulating environment to support your study with us, both during intensives and in the flexible home based learning between intensives. Our use of e-learning technologies enables support during your studies, no matter how remote your location.

We don't rely on manuals and workbooks. Instead we have created a warm and welcoming learning community where readings, experience, dialogue and creativity are valued. Deep listening creates an environment where authentic stories set the scene for the deepening of knowledge. Theory emerges into action.

The theory that is presented arises from the Meta skill of deep respect for the whole human being within as broad a context as possible. 'Modes of teaching and learning ... tacitly form or deform learners in a particular way in relation to the world ... disengaged forms of learning are likely to lead learners towards disengaged lives' - The Heart of Higher Education, Palmer & Zajonc, 2010

We bring a wealth of theoretical knowledge from readings in Process Oriented Psychology, Spiritual Science and consciousness studies and current relevant psychological practices while building our resources from continued research. This knowledge is embodied by our experiential exercises and ongoing inner work.

Once your formal study period with us has finished we encourage strong alumni and peer group activity to maintain our vibrant and growing learning Metavision community. We encourage participation in the wider profession of Counselling and Psychotherapy, and membership of PACFA and professional associations.



Holistic Counselling and Psychotherapy Course Professional Training Programme (PTP)

This course is for:

- People wishing to gain an industry-accredited post-graduate qualification.
- People who want to bring soul and holistic perspectives into their daily life.
- Professionals seeking a career change and wishing to strengthen their leadership and people skills.
- Professionals seeking to deepen and extend their current professional practice.
- People who want to work in counselling and psychotherapy.
- People looking for a holistic understanding of the human condition.
- People who want to gain skills to meet the complexities of mental health issues.

This 2-year accredited professional training in Holistic Counselling & Psychotherapy is a unique course that is based on the Anthroposophy of Rudolf Steiner and the Process Oriented Psychology of Arnold Mindell with its roots in the Depth Psychology of Jung.

Our orientation has a particular focus on soulful holistic process-oriented methods in both the learning environment, and in skills development. It also has a sound spiritual foundation without dogma. It teaches students strong inner-work skills, building a solid foundation helping them deal with real world challenges. This course is taught as a mix of intensives, distance education and online material making it more easily managed by those already working.

The holistic approach and mode of delivery makes this course suitable for those living in rural areas as well as cities, towns and regional centres.



Course Details

Entry Requirements

In order to gain entry into this course students must have at least an undergraduate degree or qualify as a mature age student with a minimum of ten years' working experience. It is preferable for students to have had some experience in a related field.

For those students whose undergraduate degree is not related to Counselling and Psychotherapy or for those who do not have any basic counselling skills or clinical experience but have experience working with people, an extra pre-entry module on basic counselling skills is required prior to starting the course.

The Counselling and Communication Skills Course (CCS) is available to those who do not meet the above mentioned entry requirements. The CCS Course is recognised as a bridging course into the Professional Training Program.

Pre-entry Module: Basic Counselling Skills

Essential counselling skills are identified and examined. The micro skills of active listening, empathy, unconditional positive regard, quality of relationship, probing, challenging and presence are learned and practised in the context of authenticity in relationships. These skills are placed within the person centred approach of Rogers and the will to meaning of Frankel. They are applied to a holistic understanding of the human condition. The importance of awareness of Metaskills and their relevance is stressed. Experiential exercise and practice within a supportive and self reflective environment is an essential part of this module and of the whole training.

Course Format

The program requires attendance for two 6 day face to face intensives per year at the Institute and an assessment weekend in November. In year 2 the final weekend is a 4 day intensive over a weekend from Friday to Monday. Distance and e-learning methods are used between intensives and include the following:

- experiential exercises
- core reading
- written tasks
- facilitator established small group exercises
- reports on exercises you have conducted in your own workplace
- ready access to course facilitators via e-mail, telephone and our e-learning platform
- the use of videos for client work.

The use of artistic activities such as singing, art, clay work, and Eurhythmmy (body movement) enhances learning in ways that are congruent with the holistic approach being studied.

“Thank you for the opportunity to study at Metavision. It has transformed my life. This year I have set up my Counselling/ Psychotherapy practice in Tamworth. People keep contacting me saying they have heard of the work I am doing. They want to see me. They have heard that it is different from other approaches and is having profound results.”

Tania, Tamworth



Curriculum: Year One

"Learning spaces need to be hospitable spaces not merely because kindness is a good idea but because real education requires rigor ... hospitality supports rigor by supporting community, and the proof can be found in the everyday classroom experience."

The Heart of Higher Education, Palmer & Zajonc, 2010



Semester One

Module 1

A model for Holistic Counselling and Psychotherapy

- Body, soul and spirit.
- Historical roots with emphasis on the work of Rudolf Steiner, Arnold Mindell and Carl Jung.
- Linking of inner and outer experience and the development of inner awareness.
- A model of holistic counselling and psychotherapy is developed.

Module 2

The human condition from a Holistic perspective

- Consciousness including an evolution over time.
- "Self", "Ego" and other concepts.
- Typology: constitution, temperament and personality.
- The relationship of consciousness to soul, emotions, the energetic and physical bodies.

Module 3

Core Process Oriented skills for Holistic Counselling and Psychotherapy

- Levels of awareness.
- The impact of Quantum Physics.
- Field Theory in Counselling and Psychotherapy.
- Developing a second attention.
- Consciousness continuum.
- Unfolding a process. Emphasis is on experientially developing skills to identify and unfold relevant issues.

Semester Two

Module 4

Clinical Practice I

- Local service research project, with interviews, to provide a useful resource and referral data.
- Supervision theory.
- Cases with supervision experientially applying the Holistic approach being learnt.
- Ethics, social and legal issues (1).

Module 5

Core Process Oriented Skills for Holistic Counselling and Psychotherapy II

Working with body symptoms and relationships. A model for working with conflict - both inner and outer. Rank and power issues, cross cultural issues and minority awareness.

Module 6

Clinical Practice II

- Clinical work attaining at least 40 hours of client work over 2 years with supervision.
- Ethics, social and legal issues (2).



Curriculum: Year Two

“The way a course of education is offered and presented depends on the assumptions made about the nature of being, the nature of the reality in which we are embedded and that is embedded in us.”

- The Heart of Higher Education, Palmer & Zajonc, 2010

Semester One

Module 7

Life-span and biographical development from a Holistic perspective

- A study of the life phases based on the holistic perspective of Rudolf Steiner.
- The Journey Principle/Life Myth.
- Skills for biographical work in counselling and psychotherapy.
- Early childhood development and pathology.
- Questions of destiny, karma, choice and freedom. The phases of life and the changing human needs through time, while working experientially with your own story. Active dialogue and critical examination is encouraged.

Module 8

Death, dying, grief and loss

The current theories of working with grief, loss and death will be introduced. The work of Elizabeth Kubler-Ross, Arnold Mindell in Process Orientated Psychology, Rudolf Steiner and models arising from palliative care will be explored.

Module 9

Introduction to research methods. Small project development

The value of research and an introduction to different research methods are introduced. A project that highlights the value of research is undertaken by students.

Semester Two

Module 10

Trauma and Abuse

Recent research has highlighted the limitations of working only verbally with trauma and abuse sufferers. This module looks at current treatment theories and develops the skills to work both experientially and somatically with trauma and abuse including sexual abuse. Specific diagnoses according to the latest DSM are covered and augmented with insight and skills from our holistic approach.

Module 11

Working with Addictions

The addictive process and a variety of ways of working with addictions is introduced. These methods include:

- The Process Oriented model.
- Dutch Anthroposophical model.
- The twelve-step plan of AA.
- The current approach of the work at the Ted Noffs Foundation.

The addictive process is explored and worked with experientially. This will be done in the context of case studies, clinical work and examining students' own addictive processes.

Module 12

Integration & Practice management

- Writing for reports, letters and referral.
- Setting up a practice (Making Things Work).
- Clinical and peer supervision.
- Evaluation and integration of theory and practice.



Assessment

Written work, presentations, class participation and experiential learning are all part of an ongoing process throughout the course. Assessment is conducted as follows:

1. Oral Assessment: At the end of each year, each person will receive a half hour oral viva assessment as part of a small group of students. This will include questions on:

- Case work
- Course content and theory
- Self-reflection on the students learning to date

2. Practical assessment: A student's ability to apply their knowledge and understanding of counselling and psychotherapy skills learned to date will be assessed in practice demonstrations and supervision throughout the course. While sufficient supervision is provided in the intensives, students are encouraged to have additional supervision particularly once they start intern clinic training. Individual feedback will be provided to each student. Practical assessment areas include:

- A DVD of a full psychotherapy session will be presented for assessment each year. The student will be required to critically assess his or her own work and give feedback to a peer.
- Written self appraisal of the student's use of:
 - The journaling process and their own development over the time of the course.
 - The use of supervision for clients seen to date.

3. Attendance: An attendance of at least 80% of the training sessions is required. All distance learning tasks and assignments need to be completed to a successful standard.

4. Personal Therapy: 10 personal therapy sessions are required for each year of study due to the emotionally demanding nature of the course. This can be done with a counsellor / psychotherapist of your choice and a logged record submitted to the institute.

5. Intern Clinic counselling sessions: Evidence of the completion of at least 40 hours of face to face client work over the two years must be logged and submitted before graduation. Placements in agencies can be organised in conjunction with the Metavision Institute.

Graduation & Accreditation



Graduation

Graduation depends on successful completion of all academic work, attendance of 80% of the face to face requirements, completion of all personal therapy sessions, completion of Intern Clinic requirements and full payment of fees.

Graduates will be able to begin practice as a counsellor/psychotherapist and begin accruing client hours, professional supervision hours and professional development. Graduates are encouraged to maintain peer support groups (following the model of Metavision introduced during the course) as well as to obtain other professional supervision.

Graduates are welcomed into a warm and vibrant Counsellor and Psychotherapist community associated with the Metavision Institute.

Accreditation

Upon successful completion of the Holistic Counselling and Psychotherapy Course participants will be eligible for membership of various professional counselling organisations such as the Counselling and Psychotherapy Association of Canberra and Regions (CAPACAR) and other affiliates of PACFA.



Counselling and Communication Skills Course (CCS) Certificate

This course is for

- Those wishing to embark on a professional career in counselling, psychotherapy or a related field.
- People who seek training in counselling, communication, and personal development to enhance and augment their current work.
- Anyone seeking to expand their horizon and develop their communication skills.

This course is excellent training for those who desire first level training in counselling and communication skills and personal development applicable to many fields of life, but who do not wish to become professional counsellors or psychotherapists. This course functions also as a bridging course for those who wish to do the professional training in Holistic Counselling and Psychotherapy but who do not have the necessary undergraduate prerequisite training or work experience.

This is both a stand alone course for personal development and work training, and a bridging course into the Professional Training in Holistic Counselling and Psychotherapy. A certificate is awarded by the Governance Board of the Metavision Institute on successful completion of the one year course.

This one year training is for those who wish to improve their communication skills while also developing their own self-awareness and emotional intelligence. You can expect improvement in both your working relationships and your personal life and you will gain an understanding of the origin and principles of this model of counselling. You will be able to apply Holistic Counselling skills, demonstrate a fluency in basic counselling skills, and understand authenticity in relationships. You will also gain tools to enable your ongoing self development.

After successful completion you will receive a certificate of attendance and become eligible for entry into our Holistic Counselling and Psychotherapy Course.



Curriculum

Module 1

Communication skills in the context of a holistic view of the human condition

- Holism: its definition and history, and an introduction to the human being in the light of holism. Rudolf Steiner's holistic understanding of the human being is explored.
- The I and Thou of Martin Buber is explored as a starting point for developing communication skills.
- Non-verbal communication and the non-violent communication of Marshall Rosenberg are introduced.
- "People Skills" by Robert Bolton forms a basis for experiential exercises and practice in communication skills in class, with friends and family, and in the work place.

Module 2

Self Reflection and Inner Work

The following skills are introduced and practiced throughout the year.

- Self awareness and awareness of others.
- The use of journaling and artistic activities as self reflective tools.
- Meditation and mindfulness.
- Spiritual practices and exercises.

Module 3

Academic Writing, Study Skills and a Book Review

- Basic academic skills in reading, researching, writing, referencing and editing.
- Brainstorming, mind mapping and structuring essays.
- Study buddies and effective study techniques.

Module 4

Micro and Meta Skills of Counselling

Essential counselling skills are identified and examined. The micro skills of Counselling: active listening, empathy, unconditional positive regard, quality of relationship, probing, challenging and presence will be learned and practised in the context of authenticity in relationships. These skills are placed within the person centred approach of Rogers and the will to meaning of Frankel. They are applied to a holistic understanding of the human condition. The importance of awareness of Metaskills and their relevance is stressed.

Module 5

Theories and Models of Counselling

This familiarises students with the main modalities currently used by Metavision Institute and compares this to other models frequently used in counselling today.

Module 6

Self chosen project

The structure and basis for this project will be discussed and developed during the mid year intensive. The student can choose the topic of interest and develop the theme collaboratively or individually. The project will be presented as a learning opportunity for all class members at the final intensive. The aim of this project is to give the student an opportunity to pursue and research a relevant topic of particular interest and to develop a presentation that displays creativity, self motivation and initiative.

Course Details

Assessment & Graduation



Entry Requirements

Entry into the Counselling and Communication Skills course requires no educational pre-requisites other than English standard at the level of the ILS 6 where English is not the first language, and mature age.

Course Format

The program has 6 modules and spans one year unless arranged otherwise with the course co-ordinator. The program requires attendance for two 6 day face to face intensives per year at the Institute and an assessment weekend in November. Distance and e-learning methods are used between intensives and include the following:

- experiential exercises
- core reading
- written tasks
- facilitator established small group exercises
- reports on exercises you have conducted in your own workplace or family life.
- ready access to course facilitators via e-mail, telephone and our e-learning platform
- the use of videos for client work.

The use of artistic activities such as singing, art, clay work, and Eurhythmy (body movement) enhances learning in ways that are congruent with the holistic approach being studied.

Assessment

The progress of students will be monitored and assessed throughout the program. Written work, presentations, class participation and experiential learning are all part of the assessment process. Feedback both directly in class and using video media will assist both students and teachers to monitor specific areas of development. The final assessment will be in the form of a presentation and a Viva (oral assessment) or interview with the relevant teachers to demonstrate the integration of knowledge and skills.

Attendance of at least 80% of the training sessions is required. All distance learning tasks need to be completed.

Participation in at least 5 personal counselling/psychotherapy sessions per year is required for all participants due to the emotionally demanding and transformational nature of the course.

Graduation

Upon graduation you will receive a certificate of Counselling and Communication Skills and a transcript of academic record to show your achievements.

Completion of this course grants eligibility to apply for entry to the Holistic Counselling and Psychotherapy Course which is accredited with PACFA.

Graduating from this course will enhance your confidence and ability in communication across all facets of personal and professional life and give you a greater understanding of yourself and others.

Student Information

The Metavision Institute is committed to supporting students in their studies. Our full student policies are in our student handbook, which is available on request prior to enrolment and is sent to you automatically in the student pack after acceptance onto a course. The most relevant points are included below:

Admission Policies Recognition of Prior Learning, Credit Transfer and Recognition of Current Competencies may be applied for following our Code of Practice and policies. This can be forwarded to you on request.

Enrolment Process Please see the website for details on course enrolment, fees and processes as these are subject to change.

Payment Methods The Institute has financial management strategies in place to ensure the protection of any fees paid in advance. A refund policy is in place.

Scholarships A limited number of Scholarships are available on application. Students who apply are assessed on their academic background, suitability for the course and financial position.

Complaints In the event that a student has a grievance concerning any matter there is a grievance policy and procedure in place to ensure that the issue can be resolved.

Appeals All complaints and appeals are initially referred to the Teaching and Learning committee who mediates to resolve the issue with all parties involved. If the complaint remains unresolved, an independent mediator is engaged.

Cancellation Policy Students may receive a pro-rata credit if they cannot continue the course for unavoidable reasons. Otherwise there is no refund for a module if a student leaves after the commencement of the module.

Deferral Students may apply to have their course deferred if necessary.

Student Conduct The Metavision Institute expects all students and staff to respect other students, staff and property so that learning and teaching can take place freely, safely and without impediment. Misconduct and penalties are spelt out in greater detail in the student handbook.

Access and Equity The Metavision Institute is committed to equal access and aims to meet the educational needs of all students irrespective of racial, political or religious backgrounds.

Qualification The Metavision Institute's Governance Board grants a testamur in Holistic Counselling and Psychotherapy accredited with PACFA.

Counselling and Support Services Since it is recognised that this is an emotionally demanding course up to 10 Counselling sessions per year are required depending on the course. The Institute also provides student support through access to suitable staff.

Governance

Governance Board

The Governance Board is the governing body of the Institution. It has overall responsibility for the Institute's funding, strategic direction and management. It advises the CEO with respect to the overall direction and specific matters to ensure that the Institution achieves its Mission.

Professor Ione Lewis (Chair),
Dr Claire Jankelson,
Christina Nielsen (CEO, Academic Director)
Rick Mandelson
Julia Wolfson
Bruce Barker (Director)
Student Representative

Academic Board

The Academic Board has responsibility for making academic policy, academic administration and general oversight of the education process. The Academic Board essentially oversees the education processes involved in designing, delivering and assessing Institute programs. The Academic Board also makes recommendations on academic policy and regulations pertaining to the operation of the Institute that relate to achievement of educational objectives.

Dr. David Russell (Chair)
Christina Nielsen (CEO, Academic Director)
Dr Jane Gilmer
Dr Stephen Malloch
Bronwen Haralambous
Francine Bartlett

The Curriculum Development Committee and the Teaching & Learning Committee report regularly to the Academic Board.

Academic Staff

Christina Nielsen (CEO & Founder)

BSW, BAC, M App Sci, Cert of Advanced Acupuncture & Herbal Medicine in Hangzhou (China) Process Oriented Psychology Phase 1. Member AACMA, MH AASW, AAMA

Christina is a qualified and passionate holistic therapist who uses a mix of Counselling, Psychotherapy, Anthroposophic and Traditional Chinese Medicine. Her lifelong interest in the human condition and belief that the traditional Western methods of viewing patients provides an incomplete picture, fuels her ongoing study in universities and colleges from Australia, to the United Kingdom, Switzerland, and China.

Building on her early years in Social Work and ongoing studies in Chinese Medicine, Anthroposophy and Process Oriented Psychology, Christina has continued to broaden her understanding of the wellness continuum. Out of her varied experiences, Christina understands that one approach does not suffice when it comes to the complexity of healing.

She has worked for over 30 years to synthesize these paradigms eventually finding a way of integrating health, psychological insights and personal and professional development in a unique holistic approach that meets the needs of a rapidly changing world. This now finds expression in educating at the Metavision Institute.

Postgraduate research for a Masters degree led to incorporating adult learning styles into process orientated supervision and teaching methods. Christina's wide-ranging skills and experience have been drawn upon to develop the new model for professional and personal development. She has published papers on the use of these methods and is an experienced teacher of counselling, psychotherapy and Chinese medicine. Christina has supervised diverse professionals both individually and in groups, including allied health professionals, teachers, doctors, complementary therapists and managers for over 20 years.

Dr. David Russell

Bsc Hons, PhD (Psychology)

Dr. David Russell was an Associate Professor (Adjunct) in the School of Psychology at the University of Western Sydney until his retirement in 2009. His orientation to psychology, in both teaching and research, is one of emphasising the phenomenology of any dynamic network of images and the ambivalent emotions underlying these images. Such disturbances have been the focus of his professional practice: psychotherapy, teaching, and research.

David has a private practice in Sydney where he offers psychotherapy based on a psychodynamic and whole-of-body understanding of psychology (theory and practice).

His research work (including his published papers) has included: organisational leadership, fearful events, trauma, and conversational therapy. David teaches in the Diploma in Holistic Counselling and Psychotherapy at the Metavision Institute with a focus on Freud and Jung.

Dr Claire Jankelson

BA/BSc, PhD (Social Ecology)

Claire has a background in counselling and many years of teaching Qualitative Research to Counselling and Psychology students. She has developed a passion for the value of practitioner research towards maintaining and developing ongoing learning. Claire's skills are in the design and creation of processes that develop the ability for critical self-reflection thereby building on and enhancing the practitioner's capacities.

In keeping with modern adult education ideas, she uses the generative qualities of respect and the validation of experience to develop a greater sense of engagement, professionalism and leadership within one's practice. Claire teaches research in the Holistic Counselling and Psychotherapy Course at the Metavision Institute.

Academic Staff

Dr Gemma Summers

Certificate of Somatic Psychotherapy, PhD in Social Psychology, Diploma of Process Oriented Psychology, Diploma of Clinical Hypnotherapy, Certificate of Coactive Coaching. Member of PACFA, CAPA, AASP, AHA.

Gemma is a qualified counsellor, psychotherapist, coach and hypnotherapist in private practice for over twenty years. During this time she has trained, coached and supervised mental health professionals and practitioners, as well as facilitated numerous personal and professional development workshops.

Gemma has also authored a book on conflict resolution for women, as well as a coaching column for the Melbourne Age. She is increasingly interested in using writing, as well as other creative modalities, in her work. Using an integrative blend of approaches, she views the therapeutic space as an opportunity to assist others in becoming more deeply themselves.

Ronan O'Connor

M.App Sc Social Ecology, Bach Adult Education.

Ronan is responsible for all training within the Ted Noffs Foundation. This Foundation is one of the larger non-government organisations working with adolescents dealing with addiction, mental health and criminality issues in Australia. The range of projects within Ted Noffs is broad, running from work in remote indigenous communities to structured adolescent residential programs.

Ronan utilises the prisms of anthroposophy and human development as conduits to understanding these subjects. He has had roles in a wide variety of positions as an adult educator, from private provider to the coordination of a Registered Training Organisation. Regenerative systems within community and in the environment have been a passion for Ronan in his work in Europe and Australia over two decades. Ronan lectures in the Metavision Institute in the fields of male female studies and addiction.

Elizabeth Spencer

B Education, Grad Dip Social Ecology, Dip Counselling, Adv Dip Holistic Psychotherapy, Member MACA

Lizzie has extensive experience as a teacher from K-12, mainly in Steiner Schools. She is in private practice in the northern beaches of Sydney as an educator, psychotherapist and coach for youth and adults. She runs a unique program of study skills for teenagers, works with individuals and groups in creative, therapeutic processes and teaches in two counselling colleges. Process Oriented Psychology and Positive Psychology are in the background of her work. Lizzie is the course coordinator for the Counselling and Communication Skills Course.

Shushann Movessian

M. App Sci. (Social Ecology), Dip Teach, clinical member CAPA Counsellor, Coach, Trainer and Writer

Shushann is a certified Process Oriented Psychotherapist. She studied through the Process Work Centre in Australia as well as in Zurich Switzerland and the Process Work Institute of Portland in Oregon.

Shushann has more than fifteen years of local and international experience in counselling, coaching and group facilitation. She has extensive experience in working with individual and relationship issues with eight years experience working as a senior counsellor for Relationships Australia.

Shushann has particular expertise in working with preteen and teen girls and their parents. She is the international selling author of Puberty Girl (2004, Allen and Unwin) which has been translated into seven different languages across the world. Shushann has been leading fun, empowering workshops for girls and parents on self esteem, dealing with conflict, and developmental issues.

Academic Staff

Nerida Oberg

B Couns. Dip Psych/Couns, Dip Prof Couns, CMCAPA, PACFA Reg.

Nerida has over two decades of experience working with individuals, couples, families and children. She first began her journey in Psychotherapy training when she owned and directed her own preschool kindergarten in 1988. She then worked for Relationships Australia where she specialised in Couples and Family Therapy and completed a University Degree in Counselling with a specialisation in Bereavement care. Past teaching experience include fourteen years at the Australian College of Applied Psychology teaching twelve of the modules including the Master's Degree in Family Therapy, twelve years with Jansen Newman Institute facilitating Existential Group Psychotherapy for students in training, Primary Family Therapist for South Pacific Private Hospital and NSW Senior Lecturer and workshop facilitator for ten years for the Australian Institute of Professional Counsellors.

Francine Bartlett

BSW (Hons); MSc(Hons) Cert IV Training and Assessment; Accredited Mental Health Social Worker; Etheric Massage Member: AASW, AAMA, MHG, WAIMH.

Francine currently works in private practice, contracts to Department of Juvenile Justice as a Youth Justice Conference convener, is employed by KU as Family Counsellor for a supported playgroup, teaches for the Australian College of Contemporary Somatic Psychotherapy and Metavision Institute and supervises a variety of professionals. She has integrated a wide range of approaches with a view to facilitating the journey for individuals, couples, families, groups, organizations and communities. She has a strong commitment to early intervention and respect for people's inner wisdom and healing potential and the power of the context to support or inhibit wellbeing. Buddhism, Process Oriented Psychology, Meditation, Developmental and Attachment Theory, Systems and Social theory, Anthroposophy, Massage, art, play and sand tray therapy, are important influences.

Emma Taylor

BSW, MBM, MAASW, AMHSW (Acc).

With over 20 years of professional experience in social work, counselling and working in the field of adult and adolescent mental health, Emma has extensive experience as a counsellor and health professional. Her professional work experience includes working in health, education, not-for-profit organisations and private business, in strategic and development roles, as a Social Work student supervisor and a range of clinical roles.

Emma is now working full time in private practice as a counsellor and social work consultant. She also provides Professional Supervision to Social Work Practitioners and Counsellors.

Patrics Orange

Therapeutic Eurythmist

Patrics spent many years as a Eurythmy therapist at the Park Attwood clinic (UK), a Medical Residential Clinic offering conventional and complementary holistic medical care for chronic illness, palliative care and light-psychiatry. She also taught eurythmy in schools in the UK and in medically based trainings and workshops working out of and representing the Anthroposophical approach to medicine. She has been a eurythmy performing artist for many years, performing in theatre productions for adults and programs for children and schools. She runs a private practice in Northern NSW as Eurythmist, Eurythmy therapist and psychotherapist working with adults and children as well as conducting regular Eurythmy group sessions.

Lynne Baker

MBA. Dipl. PW

Lynne Baker is a psychologist, filmmaker, trainer, group facilitator and management consultant. With experience working with individuals and with groups, in Australia, the USA and internationally her work has explored diverse themes such as death and dying, organisational culture, conscious business and sacred places. Her innovative approach brings together her qualifications in mainstream psychology and management with her training in Process Work. She is a faculty member, supervisor and trainer for Process Oriented Psychology Australia New Zealand and a member of IAPOP.

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*If you change your perception,
you change the world.*

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