



## What is Re-Vision? What does it do?

Re-Vision is a centre in north London founded in 1988 which specialises in the teaching of Integrative Transpersonal Counselling and Psychotherapy. The Counselling training is accredited by BACP and UKCP, and the Psychotherapy training by UKCP. There are also a variety of courses on offer in personal and professional development for helping professionals and for the general public.

### Teaching Style

The way in which we teach, and support students to learn is via a model of 'inside out learning' which we believe is unique to us. Many trainings employ an experiential teaching model, but our way of working goes beyond that. All teaching input starts with an experience that evokes a personal response in each student, via imagination, visualisation, ritual, movement or reflection. Students are then facilitated to reflect meaningfully on those experiences, and to share them with others, and only then are explicit links to practice and theory introduced.

### What is Integrative Transpersonal Therapy?

"Call this World, if you will, The Vale of Soul Making" (Keats)

Re-Vision is a counselling and psychotherapy training centre with a transpersonal and integrative perspective. It offers new pathways to self-development and professional training, with a primary focus on care of the soul. Established in 1988 by Ewa Robertson and Chris Robertson, Re-Vision is registered as an educational charity and is a non-profit making company. The theoretical origins of the Re-Vision model grew out of a looking again at the work of Roberto Assagioli, and used the principles and guiding philosophies of Psychosynthesis as a framework for integrating other approaches, and, vitally, a missing attention to soul, and to shadow.

Over recent years we have been reflecting on the extent to which Psychosynthesis has become an ancestral influence, rather than an organising principle of our training as the course has evolved over time. Consequently, after lengthy reflection, we have ceased to use Integrative Psychosynthesis as the description of what we teach, and refer now to the Re-Vision Model: Counselling and Psychotherapy from a Soulful Perspective. Our qualifying students are awarded a Diploma in Integrative Transpersonal Counselling or the Advanced Diploma in Integrative Transpersonal Psychotherapy.

The theoretical approach pioneered at Re-Vision uses a circular re-visioning of the pre-ego-trans model from the work of Ken Wilber as a framework to integrate concepts from Jungian, Gestalt, relational, psychodynamic, neuroscience, body psychotherapy and family systems theory as well as developmental and archetypal psychology and ecopsychology. This three phase model provides the holding framework for the theoretical input of the training and allows for the incorporation of concepts of rites of passage, initiation and the ritual crossing of thresholds. This is given depth by the amplification of the five key paradigms, or lenses, through which to think about the therapeutic relationship and the client's story: The Developmental, The Socio-Political, The Ecopsychological, The Neurobiological and The Transpersonal.

One of the tensions that we are currently holding is the importance of incorporating both the socio-political and the transpersonal, psychospiritual dimensions of understanding human experiences and the way that they shape the individual- how to give respect and weight to the impact of social

injustice, oppression and discrimination, and to a transpersonal frame in a way that honours both equally, without polarising.

The growing awareness in the counselling and psychotherapeutic field that there is no single right answer or method, demands flexibility on the part of the therapist and a willingness to hold uncertainty. Therapists need to be able to adapt their style of working to the specific needs of each client. To do this they need to be trained in a pluralistic manner, which invites partnership with the client rather than attempting to deliver the solution.

Recent world events and the professional changes that have been brought about by the pandemic meant that therapists needed to be able to work remotely with vulnerable clients who would otherwise have experienced the loss of therapeutic support. In keeping with our tradition of being flexible and adapting to need, we now offer a training that will support students to develop the necessary skills to work effectively, safely and relationally through on-line as well as in-person practice. This has in no way compromised the centrality of the therapeutic relationship in our philosophy, nor undermined the transpersonal frame within which we work.

Re-Vision also sees its training programme as integrative in its bringing together the temporal and spiritual aspects of human nature, to find a middle way. Part of this middle way is to include the often-neglected shadow side, as well as deep longings for authenticity and union. We are critical of promises of unlimited potential and believe that care of the soul includes the appreciation of ordinary desires and pleasures. The Re-Vision model does not polarise pathology and soul as if one had to overcome one's pathology, but sees the experience of soul as emerging from the confrontation with one's own darkness as well as with one's light.

#### **Who runs Re-Vision?**

Re-Vision attained charitable status in 1998. The Training and Business Directors hold the role of Chief Executive jointly. The Business Director together with a Management Team run the business aspects of the organisation and the Training Director together with the Training Committee oversees the running of the educational content of the programmes. There is also a Re-Vision Community Forum consisting of members from all quarters within Re-Vision, which meets at least three times a year to address issues of policy.

#### **Who teaches at Re-Vision?**

All the teachers at Re-Vision are practising Counsellors and Psychotherapists, registered with the UKCP and/or BACP. Some qualified originally at Re-Vision, whilst others have developed their understanding of our approach since completing their initial training in Jungian analysis, Gestalt or other approaches.