

*Process Work Institute*

# **Diploma in Process Work**

## **Student Handbook**

**Process Work Institute  
2049 NW Hoyt  
Portland, OR 97209  
Tel: (503) 223-8188  
Fax: (503) 227-7003  
E-mail: [pwi@processwork.org](mailto:pwi@processwork.org)  
Website: [www.processwork.org](http://www.processwork.org)**

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The Process Work Institute welcomes and admits students of any race, color, national origin, physical ability, gender, age or sexual orientation.

The Process Work Institute is a nonprofit corporation, 501 (C) (3), incorporated under Oregon law in 1989. Its offices are located at:

Process Work Institute  
2049 NW Hoyt St.  
Portland, Oregon 97209  
Telephone: (503) 223-8188  
Fax: (503) 227-7003  
E-mail: [pwi@processwork.org](mailto:pwi@processwork.org)  
Website: [www.processwork.org](http://www.processwork.org)

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# **DIPLOMA IN PROCESS WORK**

## *INTRODUCTION*

Welcome to the Diploma in Process Work program of the Process Work Institute. The Diploma program takes its place in the spectrum of training programs offered by the Process Work Institute (also referred to as PWI). In this handbook, you, the prospective student, will find out what the Diploma is, what you will need to do to complete the course of study, and what the program will prepare you to do.

The Diploma in Process Work is a certificate of qualification, awarded since 1982 by the Research Society of Process Oriented Psychology in Zurich, Switzerland, and since 1990, by the Process Work Institute. It certifies that your skills in applying Process Work in psychotherapeutic practice with clients, in facilitating groups and conflicts, and in following your own developmental process, meets the stringent standards of the Process Work training community. The program is designed to convey specialized and up to date knowledge of the philosophy, theory and methods of Process Work, and its clinical applications in mental and physical health, end of life care and coma work, group work, and conflict resolution. The program is built upon an integrated and balanced blend of theoretical and practical learning. The student will embark on a voyage of self-discovery and personal development, as well as a course of foundational learning.

The Diploma program places a great deal of importance on the student's ability to think creatively about the theory and practice of Process Work and to make original contributions to our knowledge of human experience. The program therefore combines structured learning with independent study and a final research project.

The training is not an end in itself, but a gate through which you may follow your wider path in the world. We hope the program's supportive and rigorous nature will help connect you to your personal myth, assist you in expressing all parts of yourself, and enable you to use the theory and tools of Process Work to enhance and deepen your work in the world. PWI is committed to an educational philosophy that:

- Practices an integral approach to learning and research
- Values the emotional, spiritual, intellectual, creative, and social dimensions of human potential
- Commits to cultural diversity
- Fosters multiple ways of learning and teaching
- Supports community and the development of a deeply democratic mode of life

The following pages outline the spirit and content of the Diploma program. In the appendix, you will find details regarding program requirements and additional information.

### **Description of Process Work**

Process Work is an interdisciplinary method for working with individuals and groups on psychological, physical and social complaints and disturbances. Process Work was initially developed by Arnold Mindell, a Jungian analyst from Zurich, Switzerland, in the course of his research into body phenomena and illness as meaningful and potentially valuable expressions of the unconscious mind.

Mindell and his colleagues have extended Process Work into a comprehensive interdisciplinary system designed for working with the full spectrum of human experience. This approach to physical and psychological phenomena is applied to many areas: in psychotherapeutic practice, with dying and seriously ill patients, with couples and families, art and creativity, with altered and extreme states of consciousness and in groups, communities, and organizations.

## **Brief Overview of the Program**

The Diploma program is built on three pillars:

- **Personal Work**  
Following your dreams and spirit, getting to know your personal history and understanding yourself as a social being in relationship to the world; understanding yourself in relationship to others, and understanding how your subjective experiences may be used to facilitate others' growth and development.
- **The Curriculum**  
Theoretical and practical training in process-oriented skills and metaskills.
- **Application and Practical Learning**  
Internships, clinical work, research projects.

## **Compatibility with Other Fields of Study and Professions**

Process Work, by nature, is an interdisciplinary and integrative approach to human experience and behavior. The study of Process Work includes the study of related disciplines such as psychology, psychiatry, social work, medicine, bodywork, movement work, and health practices.

## **Disclaimer**

The Diploma granted by the Process Work Institute is not recognized by any license-granting agency as a basis for licensure as a counselor, psychologist or psychotherapist. The PWI does not place graduates in jobs related to these professions.

# *DIPLOMA PROGRAM OVERVIEW*

## **Personal Work**

The core of the diploma program is your personal development, which includes discovering and understanding your subjective experiences, and being able to make these relevant and useful to your work with others. It includes learning and practicing self-love and following the unknown inside yourself with the same reverent attitude you would have toward any natural event. Personal work is designed to help you become aware of your visions, goals, and feelings, and of the personal spirituality that guides and motivates you. Your unique nature will become the key to applying the methods and interventions of Process Work. You will also explore your personality in terms of your personal history. Your sessions with Process Workers will allow you to go deeply into your own issues and develop a regular practice of working through them.

It is vital for us to experience ourselves in the context of our social identities, which include age, race, gender, sexual orientation, nationality and other characteristics. You will have the opportunity to participate in a number of seminars and internships that will expose you to experiences and cultural values different from your own. You will be challenged to open yourself to new views and to develop a metaposition to your own social identity, which will finally allow you to facilitate experiences that are less central in your own culture and life. Participation in Worldwork seminars, which draw people from many different ethnic backgrounds, continents, cultures, classes and orientations, also provides a unique opportunity to learn more about others and to develop personally. During your studies, you will complete an internship with a group that does not share the norms and values of your own social group. Working with people who are seriously ill or dying and with people in extreme states will help you develop a deeper understanding of the many dimensions of human existence. These requirements are meant to enrich your view of the human condition as well as to assist you in developing self-knowledge that goes beyond individual therapy.

## **The Curriculum**

The curriculum reflects 30 years of Process Work teaching. It is designed to assist you in learning and practicing the skills and metaskills of Process Work. Although the training is rigorous, the program allows you to learn at your own pace and in your own style.

The core curriculum revolves around the following basic themes that form the foundation of Process Work:

- Foundations of Process Work: Theory, philosophy and roots of the process paradigm and its application to the practice of Process Work.
- Bodywork: The structure and dynamics of somatic experience and its application to working with physical symptoms and other body phenomena.
- Relationship work: Interpersonal experience and its application to working with relationships, couples, families and therapist-client relationship processes.
- Altered states of consciousness and spiritual experiences: Taoist, shamanic and other spiritual roots of Process Work. Theory and practice of working with altered and extreme states of consciousness.
- Movement Work: Theory and practice of kinesthetic experience and body movement as applied to personal growth and therapeutic technique.
- Inner and Group Work: Group process, field awareness and inner work. This juxtaposition underscores the need for ongoing self-awareness as a prerequisite for facilitating group interaction, and interacting in small and large groups and community settings.

We recommend that you place a specific focus in each year of the program:

- the first year introduces foundational concepts, historical roots and basic applications;
- the second year focuses on skills and metaskills as a facilitator in counseling individuals, couples and families;
- the third year focuses on each of these areas from a social context and worldwork perspective.
- the fourth year is devoted to the practice of clinical skills, intense supervision, the writing of a diploma thesis and the final exams and evaluation.

You will choose a study committee with whom you will design a detailed plan for your learning in the four foundation areas in Process Work (see page for more about the study committee).

## **Application and Practical Learning**

Clinical internships, Worldwork internships, and peer groups are places to practice skills and metaskills acquired during workshops, seminars and courses. They offer opportunities for the Process Work student to connect his or her knowledge with the larger field of psychology and to interact with other professionals in the helping professions. The diploma thesis gives the student an avenue to research a particular area of interest within Process Work and make a unique contribution to the body of knowledge of Process Work.

## THE DIPLOMA PROGRAM

The Diploma program allows people to study at-a-distance with only temporary attendance at any of the affiliated Process Work centers.

### Admission

It takes more than a conscious choice to complete the formal training in Process Work. Entering the program depends upon your dreaming. If you have a dream indicating that this program is for you, then following this dream will support you not only in learning the attitudes and tools needed for working with people, but also how to work in your own unique way, and develop your own style as a facilitator..

1. As a prospective student we require that you contact a diplomate and work with them on your initial dream <sup>1</sup> and process of wanting to enter the program (a minimum of three times).
2. Your interest in becoming a student will be announced on the diplomate e-mail string for diplomates to come forward within a month with support and feedback. All feedback is confidential and will be sent directly to the Admissions Committee.
3. After all application documents, an application fee of \$100 and all feedback has been received by the Institute office you will have an interview with the Admissions Committee. Interview dates are typically the first Friday of each semester.
4. The interview with the Admissions Committee will center on your initial dream and work with the diplomate, your general interest in being a facilitator or therapist, your educational history and language proficiency, your plans to finance the program, and your abilities in self-directed and independent study.
5. The Admissions Committee is composed of four members and one alternate. If your therapist(s) is a member of the Admissions Committee, s/he cannot interview you. In addition, none of the committee members can serve as your therapist, supervisor, or study committee member for one year after your interview.
6. The Admissions Committee will make a determination on your acceptance to the program. Your admission is completed after you paid your first annual student fee (\$480) tuition and you send 2 passport photos (for student records and your student identification card) to the Process Work Institute.

### Study Committee

The study committee plays an important part in a student's learning process and functions as the primary liaison between the student and the faculty. The committee provides the long-term guidance needed to create a cohesive study plan that will meet the study goals of the student as well as the requirements of the diploma program. The study committee also supports the student's dreaming process.

The study committee usually consists of four members: the student and three other diplomates. Your main therapist will not be used as an evaluator of your professional development and therefore you cannot have him or her as a member of your study committee.

Ongoing communication between the student and the study committee is central to the student's movement through the training. It is the responsibility of the student to make sure that the study committee is informed about and agrees with how the student gains proficiency in the required areas of study. The study committee should also be informed of any difficulties that arise. The student also makes sure that proof of attendance and verification of completion of requirements are given to the study committee before he or she applies for exams.

The study committee confers whenever needed, in full at least once a year, and always at least six months before the intermediate exams and before each step during the final evaluation period. Study committee members are responsible for informing the student how far in advance she or he needs to schedule study committee meetings. They are also responsible for communicating the student's progress to the rest of the faculty. The study committee is responsible for assuring the training committee that all requirements are fulfilled before a student applies for the exams. Finally, the

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<sup>1</sup> By asking about the student's dream, we are looking at the student's lesser known, background directions that might complement his or her conscious intentions. These less conscious tendencies are sometimes represented in dream symbols and figures.

study committee members are responsible for ensuring that all communication and self-revelation of the student are treated within the ethical standards of the field.

## **Peer Learning**

At the beginning of your training you will connect with two other Process Work students and create a peer learning triad. Some of your meetings will be structured around requirements, and others will be structured according to your needs. You will keep a log of your learning in the triad, which will be part of your yearly review with your study committee. Please see the appendix for exact requirements.

## **Personal Therapy**

Personal therapy sessions are one-to-one sessions with a certified Process Worker, in which you learn to follow and work with your process. In locations with no certified Process Workers, you will work out a combination of telephone sessions, personal sessions with Process Workers during their visits to your area, and personal sessions with Process Workers when you travel to Portland.

Through the therapeutic process the student experiences Process Work in the role of client, and gains an increased understanding of his or her own emotional, interpersonal, intellectual and spiritual development. The student is required to complete a minimum of 200 hours of personal therapy with one or more faculty members. The number of required hours reflects the importance the program places on personal growth and development. This approach is based on the belief that a therapist's personal growth issues are fundamentally inseparable from his or her relationship with clients, and constitute an important part of the therapist's personal approach and style.

## **Course Work**

The core curriculum is one of the main pillars of the diploma program. These courses integrate theory and practice into one coherent fabric. The student is expected to read from the literature of each of these areas in preparation for the coursework.

1. **Foundations of Process Work:** Theory, philosophy and roots of the process paradigm and its application to the practice of Process Work.
2. **Somatic Processes:** The structure and dynamics of somatic experience and its application to working with physical symptoms and other body phenomena.
3. **Relationship Processes:** Interpersonal experience and its application to working with relationships, couples, families and therapist-client relationship processes.
4. **States of Consciousness:** Taoist, shamanic and other spiritual roots of Process Work. Psychopathology and psychiatry. Theory and practice of working with altered and extreme states of consciousness.
5. **Movement Work:** Theory and practice of kinesthetic experience and body movement as applied to personal growth and therapeutic technique.
6. **Inner and Group Work:** Group process, field awareness and inner work. This juxtaposition underscores the need for ongoing self-awareness as a prerequisite for facilitating group interaction, and interacting in small and large groups and community settings.
7. **Video Studies:** Ongoing review of video recordings of case work and peer intervention, for the purpose of sharpening the student's powers of observation and refining awareness of process structures and dynamics.
8. **Research Methods:** This course is an introduction into research in the human sciences, with particular focus on research methods suitable for Process Work theses. It provides an in-depth examination of the basic language and concepts of research methodology.

9. **Electives:** Since research into the foundations and applications of Process Work plays a central role in the Process Work learning community, teachers will present, on a regular basis, elective courses that reflect their special areas of interest and research. Students are encouraged to attend these courses to broaden their view of Process Work.

We recommend that at-a-distance students spend one winter, one spring and one fall term in Portland (approximately six weeks each). During your stay in Portland, you have the opportunity to study videotapes and use the extensive library of books, dissertations and papers at the Process Work Institute.

The Process Work Institute, together with faculty members living in different regions, offers some training seminars and classes annually at certain regional focal points. In the course of your studies we recommend that you attend an Intensive Course in Portland before your intermediate exams, as well as one of the Worldwork Seminars which are alternately held in the United States and abroad. The core curriculum is supplemented by personal therapy, supervision, case consultation and case presentation, and peer learning.

## **Supervision**

In supervision you work with a fellow student or a client in front of a supervisor in either a class or a private setting. Supervision gives you the opportunity to get immediate feedback for your therapeutic work and allows the supervisor to interact with you around your learning. Please check the appendix for required hours.

## **Case Consultation**

Case consultation is a specific type of supervision in which you discuss your work with clients with a therapist/supervisor without the client present. This provides an opportunity for you to look at transference and counter-transference issues, discuss short-term and long-term therapy goals, and bring up questions and difficulties in your work with clients. Case consultation takes place in classes and individual sessions. See the appendix for required hours.

## **Case Presentation**

Case presentations are hour-long presentations of your work with a client, including dreams, the long-term perspective, social aspects, dynamics of the therapist-client relationship, and other relevant concerns. Some of the case presentations will include video analysis. You will also be asked to present videotapes of your movement work and of your ability to work out a conflict without a facilitator. See appendix for required hours.

The Process Work Institute and other regions with faculty members offer on-going supervision and case consultation classes which you are recommended to attend as part of the required hours of supervision and case consultation.

## **Intermediate Exams**

After one and a half years of study, you will be eligible to take the intermediate exams. The intermediate exams cover the theory, practice, history and context of the core curriculum areas:

1. Process Work Theory and Practice
2. Bodywork
3. Relationship
4. Altered and Extreme States of Consciousness
5. Process-oriented Movement and Non-verbal Communication
6. Inner Work
7. Group Work

By the time the student takes these exams, he or she should be able to demonstrate thorough knowledge of the theory and elementary practice of each exam subject. The student is also expected to demonstrate her comprehension and ability to discuss each theme within interdisciplinary and historical contexts.

The seven core subjects are examined orally. If the student wishes to substitute a written examination for the theoretical part of any subject, the substitution needs to be approved by the study committee and the assigned examiner prior to the exam.

Descriptions of the scope of the exam areas can be found in the appendix of this handbook.

### **Admission to Exams**

The student will be admitted to the intermediate exams following the recommendation of the study committee. The committee would typically recommend that the student be admitted to these exams at a meeting midway through the second year of study. Please note that 80 hours of personal therapy are required prior to taking intermediate exams.

### **Examiners and Enrollment**

After submitting the committee's recommendation to the registrar, the student will be assigned examiners for each exam he or she plans to take. These assignments occur no later than two months prior to exams. The examiners are assigned based on areas of expertise. In the interest of fairness, students are not permitted to change an assigned examiner. The Diploma program strongly recommends that once the student is assigned examiners, he or she contacts each examiner to determine if there are certain aspects of the subject her examiner would like her to emphasize.

A neutral observer will be present at each exam. A neutral observer is a student, chosen by the examinee, who has already passed the intermediate exams.

### **Exam Dates**

Examination dates are published in the PWI course brochure annually.

### **Assessment Procedures**

The exams are designed to evaluate the student's knowledge of both the theory and elementary practice of Process Work. The student will also be examined on his or her ability to compare, contrast and combine the theory of Process Work with other areas of study and to understand them within a broad context. The content of the exams is outlined in the *Evaluation Guidelines*. (See Appendix)

Satisfactory performance on the exams is judged primarily by the student's ability to answer correctly at least 75% of the questions asked. If the student does not satisfactorily demonstrate sufficient knowledge of the material as stated in guidelines, he or she may be asked to repeat the exams.

If the student fails one or two exams, they may be repeated in the examination period immediately following the period in which the student failed them. If he or she fails to pass more than two exams, the student will need to repeat all the exams that were taken, after planning a remedial program of study with the study committee.

After the exams, all students, examiners and observers participate in an obligatory exam meeting, which provides a forum for discussion of the exam process. All aspects of the exam process are open for discussion, including the student's examination performance any concern or problem which has arisen on the part of a student or examiner, the examiner's performance during the exams, and, finally, celebration of the student's success. The overall exam process itself is also open for review and discussion during the exam meeting.

After the intermediate exams, you will have a feedback meeting with your study committee. This meeting is designed for you and your committee to look at your overall learning process and to decide on your next areas of learning. The meeting results in a learning contract aimed at supporting you in completing your studies.

## **Clinical Internship**

The internship is a key part of skill and metaskill development. Internships provide a setting for practical application of Process Work skills. Students are encouraged to seek internships through social service agencies, hospices, psychiatric or medical agencies, schools, or other appropriate settings. Students can complete their entire internship in one setting, or may choose a series of internships that give experience in a wide variety of situations. The study committee helps the student decide on a suitable internship, and may assist in getting the position. The committee must approve the internship and choose an appropriate faculty member to provide weekly supervision. Please see the appendix for further details and requirements for the clinical internship.

## **Worldwork Internship**

The Worldwork internship is separate from the clinical internship. The Worldwork internship provides an opportunity for the student to gain more understanding of herself in terms of sociocultural realities and to increase her awareness of her own privilege and marginalization in sociocultural contexts, including how these factors influence her communication style and social interactions. This self-knowledge is essential for work with groups which have had either more or less centrality than the groups with which the student has identified. Please see the appendix for further details and requirements for the Worldwork internship.

## **Diploma Thesis or Research Project**

During the last year in the program, each student creates an independent research project. This is an opportunity for the student to transform his or her learning and training into a creative and scholarly project which contributes to the general body of knowledge in Process Work. The final project should be based in the theoretical framework of Process Work and should demonstrate the student's independent thinking and learning. A project may take the form of a thesis or an academic paper, a film, performance, or other creative forms, as long as it is accompanied by a written description and has been pre-approved by the study committee. The research project is considered part of the final evaluation and must be presented to the study committee before the student can be admitted to the final examinations.

## **Final Evaluations and Exams**

The last year of your studies in the diploma program is devoted to the final evaluation of the student's skills and metaskills as a Process Worker and is meant to be an inspiring initiation and challenging event. It is a unique combination of rigor and dreaming which requires the student to integrate his or her personal work, interpersonal skills, therapeutic awareness, and spiritual warriorship. If you should want to change your study committee at this stage of your studies, you must apply for consent to the faculty.

The student determines together with the study committee when to start the final evaluation process, with the earliest possible point being at the beginning of the fourth year of study. The final evaluation process is structured into 3 stages (called Gates I, II, and III). Prior to being accepted for each Gate of the evaluation process, the student must convene a study committee meeting. Since the evaluation process is also a dreaming process and does not depend on conscious efforts alone, the duration or even completion of the process cannot be predicted. Your study committee will work with you on these matters in the final two years of your studies.

During each stage of the final evaluation period, you, your study committee, and the training committee will give general feedback on your status. During this time you work on areas in which you and your committee feel you need additional experience. You will add internships in areas you feel insecure, get additional supervision and complete your research project. Once the student gains approval for advancement into Gate III he or she should expect to take final exams in the next exam period. The final exams consist of the student being examined in all areas of Process Work. They are set up as a celebration of the student's achievements. For a detailed description of the final exams, please see the appendix.

**Diploma**

After the completion of the final exams, the student will receive the Diploma of Process Work which will indicate that he or she is a certified Process Worker. In the United States and Canada, this diploma is not connected to any type of licensure. The Diploma must be renewed at five-year intervals through continuing education and peer evaluation.

## *STUDYING AT A DISTANCE*

The Diploma program has regional groups of process work students and teachers in different parts of the United States as well as internationally. Some learning events are for Phase II Diploma students only and all others are open to the general public. Teaching teams of certified Process Workers are responsible for implementing the curriculum of the Diploma program. The faculty coordinates various training seminars in your region and includes neighboring regions for joint events. In some cases students will need to travel to neighboring cities for weekend events. Please check with your regional coordinator or the Process Work Institute for a schedule of seminars in your region.

Intermediate exams and events such as supervision groups can be held in your region if a sufficient number of students are interested. Otherwise such groups will be held in Portland. Certified Process Workers offer ongoing courses which may be substituted for weekend seminars. Please check with your local coordinator for details.

The faculty is responsible for program organization, coordination, and policies. Student feedback is an integral part of designing aspects of the program. All at-a-distance students are part of the student body. Together with the local students, they create a forum that allows students to communicate, work on community building, process training issues and elect student representatives to various committees.

### **Electronic Networking**

The Process Work community believes in an affiliative attitude towards global networking and communication. Community building, discussion and learning events take place on-line. Students are requested to sign up with an internet provider within the first 18 months of their enrollment to partake in these activities. The PWI web site is: [www.processwork.org](http://www.processwork.org)

### **Dean of Students**

The Dean of Students works as a liaison between students and faculty.

### **Ethics Committee**

The ethics committee is responsible for facilitating discussion around Process Work ethics and for dealing with complaints about faculty.

The Process Work community has a continuing responsibility and desire to foster a context and atmosphere which supports the well-being of all its members and of the group as a whole. In any group of people conflicts, including ethical debates, arise. The ethics committee exists to work with such difficulties. The committee has the following main tasks:

1. to initiate community-wide discussions on ethical issues;
2. to develop and endorse ethical principles and standards for Process Workers (for a current copy of the guidelines ask the registrar of the diploma program).
3. to develop courses on Process Work ethics;
4. to receive and process specific complaints;
5. to initiate further training and supervision requirements in situations where ethical standards have been violated;
6. to offer counsel on ethical matters for those faced with difficult decisions;
7. to recommend either expulsion from the program or the revocation of a previously granted Diploma where a member has severely violated the ethical standards of the Process Work community.

The ethics committee is a rotating body of certified Process Workers who strive to broadly represent the community's perspectives. The work of the committee is open to community review. Confidentiality is granted to the individual whose rights have been violated as well as to the person who violated the ethical standards unless confidentiality would create further harm.

## **Tuition and Fees**

Please see appendix for detailed program costs.

## **Scholarships**

The Process Work Institute offers a limited number of scholarships for individual classes. In order for the Institute to assess your eligibility for a scholarship, you must submit in writing a request indicating your personal/financial situation and the class(es) that you would like to attend. No scholarships are given towards tuition or other fees. If you have been living in a part of the world where the currency is not equivalent to western currencies, contact the Institute office for details.

## **Licensure**

Process Work has no agreement with any state or national board of licensing, and has no immediate intention to change that policy.

## **General Policies**

Please be aware that classes, workshops and seminars offered as part of the Diploma program of the Process Work Institute are educational experiences and are not intended as physical or psychological treatment.

## **Nondiscrimination Policy**

The Process Work Institute continually works to provide an atmosphere of deep democracy where people feel able to participate, express themselves, and be heard independently of their gender, race, color, religion, physical handicap, national or ethnic origin, social status, age, or sexual orientation.

For further information on the Diploma or other programs please contact:

Process Work Institute  
2049 NW Hoyt  
Portland, OR 97209 USA  
Tel: (503) 223-8188  
Fax: (503) 227-7003  
E-mail: [pwi@processwork.org](mailto:pwi@processwork.org)  
Website: [www.processwork.org](http://www.processwork.org)

## APPENDIX

### REQUIREMENTS FOR THE DIPLOMA IN PROCESS WORK

The following is a list of minimum hourly requirements (except where otherwise indicated) for the Diploma program in Process Work. These requirements are meant to give you a foundation on which to build your individual study process, and to help you with planning your time, travel and finances.

**Knowledge is required in the following curriculum areas:** Foundations of Process Work, Somatic Processes, Relationship Processes, States of Consciousness, Movement Work, Inner and Group Work, Video Studies, and Research Methods.

**Personal work:** 200 personal sessions with a certified Process Worker, 80 before intermediate exams.

**Supervision:** 75 supervision sessions, 25 before intermediate exams.

**Case consultation:** 6 terms of case consultation classes (or equivalent) and 40 individual case supervision sessions. Note: You are responsible for having case consultation for all your clients and for on-going case consultation independent of the required minimum.

**Peer groups:** 100 sessions total, 50 before the intermediate exams.

**Recommended Coastal seminars and the Intensive Course:**

- 1 Intensive Course
- 1 Worldwork seminar
- 1 Lava Rock Clinic
- 1 Extreme States Clinic
- 1 Movement Clinic
- 2 Advanced Supervision/Facilitator Training seminars

**Clinical Internship:** Students are required to devote a minimum of 500 hours to their internship. A minimum of 250 hours must be direct client contact hours. The total number of hours may include supervision, staff meetings, community relations, and required hours for paper work. Students must provide a statement certifying their hours from the supervisor at each internship placement. The Process Work Institute offers a limited number of internship possibilities.

Supervision of the internship needs to happen in agreement with the study committee, which either supervises the internship itself or agrees on a supervisor. The internship must include a written evaluation and a feedback session with your internship supervisor.

**Worldwork Internship:** For the Worldwork internship, the student writes an assessment of his or her cross-cultural experiences and areas of learning, including a proposed learning project for the Worldwork internship. This project might consist of an internship where a person learns about their social identity, or might use a student's special knowledge in this area to teach a course. The student submits his or her proposal to the study committee for approval.

**Diploma thesis or final project:** The student should be sure to discuss the final research project with his or her study committee early in the last year of study. One member of the study committee accompanies the student throughout the process of working on the project. Once that member has accepted the project, the other two members of the committee serve as readers or viewers of the final product. Students should allow at least one month for the committee to carefully review the work. The project needs to be approved by the whole committee one month before the end of the final examination phase.

**Exams:** Intermediate and final exams (see below for details)

**Residency recommendation:** At-a-distance students are recommended to spend one fall, one winter and one spring term (approximately six weeks each) at the Process Work Institute in Portland, Oregon.

## TUITION AND FEES

The following costs are offered as guidelines and may change depending on the needs and choices of the individual student. Since the course of study follows the individual student's dreams and process and is not a mere fulfillment of requirements, approximate costs are based on yearly tuition, personal work, course work, required seminars and clinics, exam costs, and residency.

### Yearly expenses for personal work and course work

<b>Tuition</b> .....	\$480 <sup>2</sup>
<b>Personal therapy</b>	
50 sessions at \$60 - \$140 per session.....	\$3,000 - \$7,000
<b>Courses and Weekend Workshops</b>	
6 at \$150 - \$200.....	\$900 - \$1,200
<b>Supervision</b>	
14 sessions at \$60 - \$120 per session.....	\$840 - \$1,960
<b>Case supervision</b>	
10 sessions at \$60 - \$120 (individual) .....	\$600 - \$1,200
1 class, 6 sessions at \$20 - \$40 each .....	\$120 - \$240
<b>Total yearly expense for personal work and course work.....</b>	<b>\$5,940 - \$12,080</b>

### Additional required seminars and clinics

<b>Weeklong Seminars</b>	
2 - 4 at \$400 per seminar.....	\$800 - \$1,600
<b>Intensive Course tuition</b> .....	\$2,200
<b>Worldwork seminar</b> .....	\$750
<b>Exam costs</b>	
Intermediate exams.....	\$985 <sup>3</sup>
Final Exams.....	\$1,440

### Residency/semester in Portland (6 weeks)

We projected a possible six-week semester in Portland, (one of your recommended residencies) with the associated costs:

<b>Private supervision:</b>	
6 sessions at \$60 - \$120 a session.....	\$360 - \$720
<b>Supervision groups:</b>	
6 sessions at \$20 - \$40 a session.....	\$120 - \$240
<b>Various classes:</b>	
6 - 8 classes at \$180 a class.....	\$1,080 - \$1,440

Costs for room and board can vary greatly, depending on the needs of the individual (\$10 - \$60 a night). The organizers of the different clinics and seminars do their best in negotiating good prices for the participants. For the residency in Portland some alternative housing possibilities are available (i.e. house-sitting; sharing a room). The Process Work Institute may be able to help you find reasonably priced accommodation or check the website at [www.processwork.org](http://www.processwork.org).

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<sup>2</sup> Tuition is subject to change on an annual basis.

<sup>3</sup> Intermediate and Final Exam fees are subject to change on an annual basis.

## **INTERMEDIATE EXAMS**

The *mid-point review/intermediate exams* are designed to provide an in-depth look at the student's development of skills and metaskills, and understanding of process theory and its relationship to related fields. Thus, the evaluation of the student, following the review, consists of personalized and detailed feedback from examiners, which will be incorporated into the student's learning contract for their next phase of study.

### **Administrative Structure**

The mid-point review process can be entered after a minimum of one and a half years in the program, upon the recommendation of the study committee. The mid-point review process must be completed no less than two years before the final evaluation.

The review process consists of 7 exams: 6 hour-long exams on each of the foundation topics and one day long group exam. Students are evaluated on their skills and metaskills. This includes, the ability to follow a process, a theoretical knowledge of Process Work and its connection to the field of general psychology and other psychotherapeutic schools. Students will also take part in a session of group work that will evaluate skills and metaskills in this area.

Alternative structures can be developed for non-English speaking students, students with special needs, students studying alone in a foreign country, etc., following the recommendation of the student's study committee.

The mid-point review is designed to provide the student, examiners and study committee with a detailed picture of the student's progress in the program to date. Thus, detailed feedback from examiners is stressed. If the results of the exams show that a student has gaps in her knowledge, she may be asked to re-do the exams, and/or fulfill a completion contract. Students are considered passed upon fulfilling a completion contract. The examiner is responsible for supervising and signing off the completion contract, as well as communicating continuing learning suggestions to the study committee.

Following the successful completion of the exams, and/or the fulfilling a completion contract, the student and the study committee develop a learning contract. This contract incorporates the feedback and experiences from the mid-point review and structures the next phase of study, which normally includes the student's supervised work with clients.

### **Exam Standards and Criteria for Passing**

Each exam topic below describes the information and material covered by the exams. As the mid-point review marks the first phase of study, students are not expected to be able to master the skills or display the metaskills necessary to complete a piece of work with an individual or couple. Students do need to have an understanding of basic process thinking. This includes the ability to identify structure and begin to unfold sensory grounded information, and the metaskills of respect for the whole person and interest in the unknown.

In addition to a sound grasp of the basics of process theory, these exams require a basic understanding of the larger field of psychology and related systems of thought, and the relationship of Process Work to these other fields. Students should be familiar with the central concepts of the main psychological schools, their goals and methods, the differences and similarities to Process Work, and the contributions for which these schools are known.

### **Format for the Mid-Point Review**

Each exam covers the curriculum on three levels. The fourth level consists of feedback. This general description of the exam levels applies to all exams; a more specific description is given for each exam area.

#### **1. Process Structure and Metaskills**

This includes the structural aspects of the dreaming process – edges, signals, primary and secondary processes, channels and metaskills.

In each exam, the student will be tested on skills and metaskills; and on the ability to establish a rudimentary awareness of a client's everyday reality and dreaming process. Beginning skills include differentiating everyday identity (primary process) from the secondary dreaming process as it appears in the client's statements, signals, symptoms, also in the

therapist's own sentient feelings and double signals. Metaskills, which can't really be measured in terms of levels, include a respect towards the whole person, couple, or group; openness, compassion and caring for the person's process, excitement about the unknown, curiosity, a beginner's mind, a belief in nature, and patience. The emphasis at this level is on the student's ability to notice her own attitudes and tendencies.

The ability to identify a process structure, using basic skills and metaskills, can be demonstrated using the following exercise, which integrates inner and outer awareness:

Exercise to be adapted for each exam area:

The examiner acts out a client, and the student:

- a. notes down the dreaming process in its verbal and nonverbal manifestations.
- b. scans self and notices feelings, double signals, reactions, etc.
- c. unfolds inner experience.
- d. tries to relate inner experiences to the dreaming experience of the client.

## **2. Unfolding**

In each exam, the student will be tested on her skills and metaskills involving work with sensory grounded information, identifying and approaching unoccupied channels, differentiating occupied from unoccupied experiences, and showing a beginning ability to unfold a dreaming process.

Continuing with the enactment begun in step #1, the student uses the hypothesis and information gathered in that step to begin unfolding.

## **3. Background Theory and Comparative Knowledge**

Each exam will test the student's broad-based understanding of the theory of Process Work, its philosophical underpinnings and the appreciation of other systems and their relationship to Process Work.

## **4. Feedback**

Each exam will conclude with feedback and evaluation. This will be valuable for the later feedback session with the student and her committee when they develop the learning contract for the next phase of study. The examiner is responsible for communicating the student's strengths and growing areas of skills, metaskills and theory, with respect to the student's style, self-awareness, and personal growth.

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### **Exam #1 - Process Work Theory and Practice**

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This exam concentrates on overall channel awareness, paying particular attention to the visual and auditory channels as these are not explicitly covered in other areas.

- a. Process Structure and Metaskills (using a dream as the basis of the work): The examiner presents a client with a dream, and the student notices language, signals, inner and outer experiences and events and suggests a basic structure of the dreaming process. Metaskills to be cultivated here may include a feeling approach to the whole person, openness to the unknown, patience, curiosity, beginner's mind, love of nature.
- b. Unfolding: Having found a hypothesis to explore further, the student suggests ways of beginning to unfold signals and experiences which appear to be secondary. Unfolding the dreaming process will focus specifically on channel awareness. Several different ways of working with a dream may be discussed here.
- c. Theoretical and Comparative Ideas: The student should be prepared to discuss with the examiner some of the following questions: What does it mean to follow the dreaming process? What are the theoretical ideas of Process Work - the dreaming process, the dreambody concept, fields, disavowed, background experiences - and how does a Process Worker identify the dreaming process - body signals, verbal statements or dreams? How do we differentiate a dreaming process from the consensus statements and views of identity? How do we use awareness of verbal and nonverbal signals, edges and channels to distinguish momentary identity from disavowed experiences? How are dreams understood in someone's process, and what is the relationship of dreams to signals and body experiences? Why and how do we distinguish the dream from the dreaming process?

The student should be able to articulate process theory, structure and dynamics (edges, signals, dreaming up, flow of information into primary and secondary) in terms of working with individuals, and in terms of the background philosophy of Process Work. The student should also be able to discuss the individual's experiences in terms of Process Work and other philosophies, traditions, and psychotherapies.

Comparative theory in this area includes the following: What patterns, tools, insights, and concepts are found in the antecedents of process theory: psychology and modern psychotherapy, Jung, Taoism, indigenous ideas and shamanism, dream work, physics, communication theory and Buddhism? How do these concepts and tools enrich and contribute to process theory?

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## **Exam #2 - Bodywork**

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a. Process Structure and Metaskills: The examiner presents a body experience or symptom; the student looks for the dreaming process in language, body signals, inner and outer experiences. Metaskills to notice include the student's approach to the person, their symptom, and the unknown.

b. Unfolding: In dialogue with the examiner, the student describes how to get to sensory grounded information, including: using hands-on skills, paying attention to medical and causal factors, metaskills and ethics around touch, proprioceptive awareness, differentiating secondary aspects from primary description, the basics of accessing material following the client's description; using techniques which follow body signals and description of symptom.

c. Theoretical and Comparative Ideas: The student is expected to understand basic Process Work theory with bodywork: dreambody theory, chronic and acute symptoms and the relationship of symptoms to one's life myth; experiences at the onset of illness; and physical abuse and trauma. The student should be familiar with the following: the main ideas that inform our understanding of Process Work with symptoms; tools and ideas from other medical and physical paradigms that have contributed to the dreambody concept; patterns from other areas that parallel aspects of Process Work; ways in which other schools of bodywork are different from Process Work.

Comparative thinking includes a basic sense of the distinctive characteristics of allopathic, naturopathic, homeopathic, Ayurvedic and Chinese medical systems. The student should be aware of: information a therapist should be asking before working with symptoms such as headaches, lightheadedness/dizziness, memory loss/mental confusion, numbness and tingling, back pain, chest pain, swelling and lumps, vision problems, weakness; the course of common illness and possible treatments of a variety of symptoms and syndromes, such as cancer, depression, anorexia, bulimia, epilepsy, and asthma.

This exam covers the basic theory of bodywork, including the dreambody concept and the relationship between symptoms, physical experiences, and process. The exams may address the following questions: How does Process Work approach an individual's body experience? What are the different ways we understand symptoms—symptoms and edges, chronic and acute symptoms, symptoms and life myth, different levels of body experience (victim body, dreambody, myth body)?

The student is asked to have comparative theoretical knowledge that allows him or her to address the following questions: What are the ideas that inform our understanding of Process Work with symptoms? What ideas, tools and philosophies from other medical and physical paradigms contribute to the dreambody concept? What other schools offer patterns of thought that parallel aspects of Process Work? Where do those ideas diverge?

Hands-on work with symptoms at this level should include: being aware of and able to check the medical picture, an awareness of touch, the basics of following sensory grounded information—the ability to differentiate secondary elements of symptoms (i.e., dreambody experiences) from primary description (i.e., victim body descriptions), the ability to access material by following the client's description and channels, and the ability to use techniques that follow the body signals and description of the symptom.

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**Exam #3 - Relationship**

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a. Process Structure and Metaskills: The observer and examiner act out a brief interaction as a couple. The student is asked to discuss the structure of the relationship process in verbal and nonverbal signals, noticing the level of relationship, and also noticing her own reactions and tendency to take one side or the other. Metaskills to cultivate include the ability to relate to the relationship as a whole and to be open to and respectful of the relationship culture.

b. Unfolding: Following a discussion of the relationship structure, the student and examiner discuss possible interventions according to the level of the relationship, and how unfolding the process might begin. The student may be asked to comment on individual, system, and double-edge phenomena, and to consider how taking sides may be related to the couple's double edges.

c. Theoretical and Comparative Ideas: The student is expected to be able to discuss the dreaming process in relationship; the goals and ideas of Process Work in relationship; the basics of understanding and working with the double edge dynamic including double signals, edges, accusations, third parties, etc. This includes a beginning skill at noticing how the couple describes their experience and identity, noticing what is disavowed, in what signals these experiences are found, being able to identify moods, high and low dreaming, rank in signals and double edges, and a beginning idea of what interventions might apply.

This exam covers the following: What is the dreaming process in relationship? What are the goals and ideas of process in relationship? What is the paradigm of spiritual warriorship and Tao in relationship, and how does it manifest in our understanding of causality, blame, conflict and projection in relationship? How is relationship understood in other traditions of couple and family therapy? What are some concepts, patterns, insights and tools from other paradigms that enrich our work? What spiritual or indigenous traditions of relationship and interaction inform Process Work?

The student may also be asked to discuss some of the following: the paradigm of spiritual warriorship and following the Tao in relationship; process-oriented ideas about blame, conflict, projection, the identified patient; other traditions of couple and family therapy; other paradigms that enrich Process Work; spiritual or indigenous traditions of relationship that inform Process Work.

The student should also be able to address the following: the individual's process and the couple's process, the role of the field and the atmosphere, the different levels a couple's dreaming process can follow – individual, communication (double edge phenomenon), short-term (we) and long-term (mythical) aspects, moods, and rank.

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**Exam #4 - Altered and Extreme States of Consciousness**

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a. Process Structure and Metaskills: The examiner describes or presents an example of someone in an altered or extreme state. The student notices from verbal and nonverbal information the degree of metacommunication present. The student should be able to: identify two states (everyday reality, extreme state or dreaming process); scan himself, his own signals and inner reactions and the link to process structure. Metaskills include: openness to altered and extreme states and awareness of cultural biases.

b. Unfolding: The student is asked to discuss possible interventions depending on the degree of metacommunication and the client's relationship to extreme states.

c. Theoretical and Comparative Ideas: The student may be asked to discuss traditional and alternative theories, such as the biomedical model, psychiatry, DSM-IV, the spiritual emergence paradigm, shamanism. Possible points of discussion include: how does traditional psychiatry and the bio-medical model approach and work with altered states? How does it complement Process Work? What is the usefulness and the limitation of the bio-medical model and psychiatric diagnosis. What are indigenous, non-Western ideas of extreme states? How do these ideas add to our understanding of states of consciousness?

Aspects of process theory come up here, including the city shadow concept, the concept of two-state ethics, and Process Work views on addiction and substance abuse. The student should know how to (but not necessarily be able to) follow someone's process when there is little or no metacommunicator. What are the signals, experiences, and process concepts involved in an extreme state (process structure and reversals, unoccupied channels, role of metacommunicator)? The

student should know methods for helping someone complete an experience in different types of altered and extreme states: partial trance, moods, extreme states, and additions.

Comparative knowledge in this area includes: How do traditional psychiatry and the biomedical model approach and work with altered states? How does this model complement Process Work? How does DSM-IV diagnose extreme and unusual states of consciousness? What is useful and what is limiting about the biomedical model and psychiatric diagnosis? What are indigenous, non-Western ideas of extreme states? How do these ideas add to our understanding of states of consciousness? The student should also have an understanding of the politics of psychiatry and the marginalization of a certain group of people.

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### **Exam #5 - Process-oriented Movement and Non-verbal Communication**

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a. Process Structure and Metaskills: The examiner presents examples of movement and nonverbal communication, and the student is asked to notice: movements and their relationship to statements of identity; ways in which movements and other non-verbal experiences seem incomplete; the student's inner experiences, including shyness around touch and movement. Metaskills to be cultivated include sensitivity towards nonverbal states, being able to support nonlinear, unknown experiences in unoccupied channels, respect and love of nature.

b. Unfolding: The student is encouraged to discuss and try: interventions related to types of incomplete movement or nonverbal process, including those found in coma and withdrawn states; deep body work interventions; ways of amplifying movement and other nonverbal communication.

Basics of movement work examined here include the ability to: distinguish occupied from unoccupied movement in both language and body signals; know qualities of unoccupied movement; have a beginning ability to unfold unoccupied movement, watching for unoccupied aspects of movement and edges as it unfolds.

A knowledge of different movement interventions is needed, including ideas about matching interventions to different types of movement processes. The student should also have a beginning understanding of working with non-verbal states, pacing breathing, looking for minimal cues and forwarding someone's experience without necessarily talking (i.e., by using one's own body).

c. Theoretical and Comparative Ideas: The student should be prepared to discuss the following questions: What is the importance of working with someone non-verbally? What are the philosophies, concepts and reasons for working with following body experiences non-verbally, using movement? How are non-verbal expressions, movement and feeling states viewed by other cultures, other therapeutic traditions, body work systems and dance therapies? What are the implications of body/mind approaches for psychotherapy and for the facilitator working with movement? The student should have knowledge of her own movement tendencies, gifts and edges.

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### **Exam #6 - Inner Work**

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a. Process Structure and Metaskills: The student is asked to work on herself aloud in front of an examiner and observer. This part of the exam demonstrates the student's ability to work with his own dreams, body symptoms, and relationship issues using inner work skills and metaskills at a beginning level. Specifically, students will be expected to: notice and work with unknown material; notice inner figures; notice inner criticism. Metaskills to be cultivated include a curiosity about one's own process and an openness to experiences at the margins of perception.

b. Unfolding: The student should be able to notice, follow and unfold material in an unoccupied channel; to notice edges, discover what happens at the edge; metacommunicate about what is happening.

c. Theoretical and Comparative Ideas: The student may be asked to discuss the uses and application of inner work in working with clients and groups. The student is expected to have basic knowledge of meditation traditions which may include some of the following: yoga, Vipassana, Taoist alchemy, Zen, Jungian active imagination, Christian meditation practices and Eastern martial arts; the goals and basic methods of these traditions and their relevance to Process Work.

The following questions will guide the examiner's evaluation: Is the student able to pick up, follow and amplify unknown material? Is the student aware of what channel she is working in and in which channel unknown material is more likely to

appear? How does the student work with her own dreams, body symptoms, relationship conflicts? Does the student realize when she comes to an edge and is she able to work at the edge and to discover what keeps her from going over the edge? Does the student show curiosity about her own process, love for the mystery of her inner life? Is she able to metacommunicate about what is going on inside her?

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### **Exam #7 - Group Work**

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This exam is followed by a meeting that includes all examinees, observers, and examiners. The format of the exam is a class situation. Two examiners are present and all the examinees plus observers will take part in a 3-hour group process class. The examiners can structure this in any way they choose. For instance, there could be an hour of group process, followed by discussion of structure, inner work exercises or dyads, and then a second group process. The group of students will be participant-facilitators, all responsible for facilitation.

a. Process Structure and Metaskills: Because of this format, typically a learning situation with no designated facilitator, students are not being examined on their ability to facilitate a group process, but rather on their ability to participate with awareness. There are many different styles of participating -- quiet styles, verbal styles, emotional styles and cognitive styles. No one style is superior to any other and all are valuable at different moments. During the group process and follow-up discussion of structure and theory, the examiners will check students on the ability to notice roles, ranks, ghosts, atmosphere, tendencies to mainstream and to marginalize in the group and in oneself, noticing edges and hotspots.

Metaskills to check include: teamwork; being able to notice one's own reactions, feelings and attachment to a role; eldership or interest in the whole.

b. Unfolding: Examiners will look for student's beginning ability to: take and switch roles; step into and out of roles; notice and reflect on what role she is in and the rank attached to that role; focus on the hotspot; help both sides at the edge.

c. Theoretical and Comparative Ideas: The student is expected to bring to this exam a general understanding of time spirits, role theory, deep democracy, rank and privilege, and the importance of inner work in group work. Students should be able to discuss ways in which the new physics, Taoist, Jungian and mythological ideas influence worldwork theory; and to compare Process Work ideas with other types of group theory and conflict resolution.

This exam takes place during a day-long seminar and gives a student the opportunity to check on theoretical and practical knowledge of group work and to show her capacity to use inner work on edges as they appear in group settings.

The student should be able to understand group issues in terms of roles and timespirits, be able to bring herself in as a role, notice and show interest in hot-spots and edges, demonstrate a basic awareness of her own and others' rank in group process, demonstrate the development of beginning eldership skills – such as noticing newcomers, being minimally aware of mainstream and marginalized communication styles and experiences in groups, and noticing scapegoating. The student should be able to begin to work on herself in a group – as evidenced by bringing in roles, noticing hot-spots and edges and bringing in her personal experience by picking up her own double signals.

### **Exam Meeting**

Following the 3-hour group work exam, there will be a final exam meeting. All examinees, examiners and observers will be present, and there will be opportunity for feedback, discussion, and celebration.

### **FINAL EVALUATIONS AND EXAMS**

The evaluation process is structured into 3 stages (called Gates I, II and III). Passage through each stage should be dependent on the fulfillment of the criteria for that stage. Prior to being accepted for each stage of the evaluation process, the student must convene a study committee meeting. Within 15 days of the completion of each study committee meeting, the student is required to complete a Study Committee Meeting Report form and submit it to the Administration.

The following procedure applies to each phase or gate.

1. Student should inform supervisors who are not on their study committee to send a report about their work to the committee before the meeting.
2. Student does a self evaluation before the meeting based on the questionnaire (see below).
3. At the study committee meeting the student's self evaluation is reviewed, and processed. Recommendation for the specific phase of the evaluation process is discussed. The decision to grant or postpone the recommendation should be reached as a result of processing issues related to the student's level of progress, with active involvement from the student.
4. If the committee makes a recommendation for admittance into the next phase of the evaluation process, the student is presented for additional feedback at one of the bi-annual faculty meetings.
5. The recommendation comes from the study committee not from the teacher's meeting. The teacher's meeting is for additional feedback and for teachers' information.
6. One member of the study committee who was present at the faculty meeting is chosen to report the feedback to the student after the faculty meeting.
7. At the faculty meeting one member of the study committee presents the student. The faculty offers feedback to the study committee. Faculty feedback is intended as additional material for the further learning of student and study committee.
8. The designated study committee member and student meet in a session to report and process feedback.

### **Student's Self Evaluation**

When a student seeks admittance to the final evaluation process and/or advancement into a next phase, he or she should complete a written self-evaluation based on the questionnaire below. This is designed to help faculty evaluate the student's progress, and to provide direction and support for the student in addressing areas of learning and personal development. The evaluation should be shared with the committee, and relevant issues should be addressed, in preparation for the recommendation to the next phase. The student is responsible for writing up a report of the study committee meeting in which the evaluation was discussed. After this report is signed off by committee members, it must be submitted to the registrar and will become a part of the student's record.

### **Self Evaluation Questionnaire**

1. Where are your talents, gifts and natural abilities?
2. What have been some of your central learnings and discoveries?
3. What excited you about your work with people?
4. Where are you developing in terms of skills and metaskills? How are you developing in the use of your self in your work and in your own development?
5. What dynamics occur in your study committee meeting that could be challenging or troublesome and how are they part of your personal growth?
6. What issues come up in supervision? What makes your supervisor uncomfortable and what makes you uncomfortable?
7. In your work as a client, what issues do you tend to avoid? What would your therapist /supervisor say you might avoid?
8. How is the role of supervisor/authority/ committee member structuring your self evaluation? Who is evaluating? Is there someone you are trying to convince? Are you aware of who that might be?
9. Which part yourself is filling out this evaluation? Experiment with allowing a different part of yourself to do it.

### **Teacher's Student Evaluation Questionnaire**

1. Has the student fulfilled the requirements for the gate being considered (see below)?
2. Does the student show openness and basic curiosity to pick up parts that are disavowed or marginalized?
3. How well does the student facilitate the study committee meeting?
4. How does the student receive feedback? Is s/he open to the study committee? Can s/he stand for his or her side? Is s/he shy to show himself or herself?
5. How does the student relate to people different from themselves? How well does s/he deal with diversity issues, especially areas where s/he feels marginalized?

6. What do the student's dreams recommend?
7. Can the student be fluid and enter different roles?
8. Does the student take an interest in working on his or her own personal edges? Does s/he have some awareness of how his or her own edges affect his or her work with people?
9. Does the student have an empathic connection with his or her clients?
10. Does the student have sufficient digestion of the process paradigm and can s/he articulate it?
11. How is his or her self knowledge in regard to issues that can come up around exams: authority, ambition, power, failure and success, educational abuse, etc?

### **Gate I: Evaluation of Intention**

The committee should:

- Have total confidence that the student will eventually become a diplomate
- Receive report and recommendation from supervisor(s)
- Check that the student is up to date with her supervision and therapy hours
- During the study committee meeting the committee should review the student's plans and ideas about their internship and final project

The student should have:

- An ability to articulate the process paradigm
- A basically good hearted and open attitude towards self and others
- An ability to take things internally
- An ability to be affiliative, to engage in relationship and community
- An ability either to use structure or his or her own dreaming process to work with somebody
- Willingness to work with movement and body processes and to work with his or her own edges around that
- An ability to focus on the dreaming process rather than problem solving or activism
- An ability to track inner experiences while working
- A basic ability at edgework: awareness of and ability to work on edges both in his or her work with others and in his or her innerwork

### **Gate II: Evaluation of Recommendation**

The committee should:

- Get a report and recommendation from supervisor(s)
- Check that the student is up to date with her supervision and therapy hours
- Make sure the student is working on skills and metaskills in each exam area. Has s/he progressed sufficiently?
- Name and intensify work on personal growth issues. What are the central edges that will hinder the completion of his or her exams?

The student should have:

- An ability to work with the whole of a client's dreaming process, pace and support the primary process, name and unfold secondary process
- An ability to recognize one's own dreamed up reactions and relate them to the client's process
- An ability and willingness work in all the channels
- An ability to recognize when he or she is in a relationship difficulty with client and willingness to address it
- A sensitivity and skill around how to work with role plays
- An ability to work on him- or herself in front of others

### **Gate III: Evaluation of Celebration**

The committee should:

- Check that the final project has been completed and approved
- Get report from supervisor and get recommendation for advancement
- Make sure the student is up-to-date with supervision and therapy hours, and has completed the majority of the required hours
- Review each exam area and evaluate if the student has sufficient experience to pass the final exam
- Check that s/he has demonstrated an advanced level of inner work
- Check that the student has awareness around personal growth issues to a final exam level. Does the student know her personal issues and can she work with them?
- Discuss the framework within which the 6 months of study will proceed

In addition to what has been outlined, the student should have:

- An ability to work with the short term process and have a long term view of the client
- Proficiency and fluidity in all the channels
- Proficiency and fluidity at unfolding a process to completion
- An ability to work with multiple roles during the session

Once the student meets with the committee and gains approval for advancement into Gate III, pending feedback from the faculty, s/he should expect to take final exams in the next exam period.

The final evaluations take place during this third phase. During that time, the student is evaluated in the following eight areas:

- Working with an individual on an unspecified issue
- Symptom work
- Relationship work
- Group work
- Inner work
- Working on one's own relationship conflicts
- Extreme states work
- Video analysis

One of the formats for the evaluations is a 45 minute sitting in which the student works in front of two examiners and a neutral observer for 20 to 25 minutes. The remaining time is spent discussing, analyzing and evaluating the work with the student.

### **THE DIPLOMA**

After the eight evaluations are complete the examiners discuss the student's overall performance. At that time, the student is granted a Diploma.