

## General Standards for Phase 2 Exams

### Introduction

The Phase II exam period is an opportunity for you to demonstrate the knowledge that you have acquired through the program up until now. You will have a chance to show your growing competency in using the skills of Process Work, your knowledge of the Process Work paradigm applied to different areas of the work, along with the use of your own awareness and metaskills in the service of the role of therapist/facilitator. The Phase II Exams are graded on a pass/fail basis. This document is designed to help guide you in your preparation for this phase of your studies by providing you with information about what to expect and what will be expected of you.

As an overview, you will see that you will be evaluated on your use of skills, metaskills and awareness specific to each exam area as well as your ability to conduct sessions within the exam milieu. Your study committee will help you decide if you are emotionally and psychologically prepared for this stage of your studies and if so, recommend you to sit for these exams. They can also make suggestions to help you with your preparation. We encourage you to use them for this purpose. Although exams can be arduous, they can also provide an exciting chance to be in an individualized setting that supports customized learning and personal growth.

### The Structure of Exams

Three of the exams will take place over the course of Years 3 and 4 in the form of ongoing, supervised work. They are:

1. Working on your own relationship conflict
2. Inner work
3. Long-term case analysis and video study.

Detailed criteria for these exams can be found in Part III of this document.

The remaining five exams will be with examiners and take place at the end of Residency 9. They are :

1. Working with an individual on a dream
2. Working with an individual on a body symptom
3. Working with a couple or family on a relationship issue
4. Working with a group
5. Working with an individual on an extreme or altered state of consciousness.

This document is in three parts: Part I describes what you can expect from the exams that you will take in person with examiners as well as what will be generally expected from you in all exams. Part II covers each of the exams with examiners. Finally, Part III covers the exams that consist of supervised work over a period of time.

# Process Work Institute

2049 NW Hoyt Street, Portland, Oregon 97209 • 503-223-8188 • Fax: 503-227-7003

---

## Part I

### What to expect and what is expected in general in the exams

In this part of your Phase II exams you will have five 45 minute exams, each with 2 examiners and a neutral observer, or *Beisitzer*, (a term borrowed from German “to sit by”). The two examiners will be Process Work faculty members. The observer, a Diploma student or a Diplomate will accompany you through your exams and support you in the exam process. You may be approached by a faculty member requesting permission to sit in on your exam as part of their requirements for becoming an examiner. You are free to accept or decline this request. If you accept he or she will be an observer with no evaluative power.

Unless it is specified that you bring a video tape of your work, you will be working “live” with clients face-to-face.

You will work with your face-to-face client(s) for 25 to 30 minutes after which time they will be asked to leave. During the last 15 or 20 minutes you and your examiners will discuss the work. You should be prepared to analyze the process structure and the interventions you made in relationship to the structure. You will be asked to work with your own as well as the examiners’ feedback about the work. Passing or failing will be determined by the examiners based on the criteria found in the rest of this document. You will be given feedback on your overall performance and understanding of the work. However, the pass/fail result for each exam will be given to you at the end of the entire exam process. Sessions presented on video should be no more than 20 minutes. Please do not edit tapes except for the “long-term case study” exam. Guidelines for this will be covered later in this document.

You do not need to connect with their examiners before the exams. However, some students find it useful to check with their examiners about the examiners’ expectations, and whether what they intend to prepare for the exam matches the examiners’ expectations.

It is your responsibility to obtain clients for the exams.

You will be working with people whom you invite to be your clients and who have agreed to work with you on a particular topic. (For example, in the symptoms exam you will need to have pre-arranged with your client that they will work on a physical symptom.) Please make sure that your client has agreed to work on the area you expect them to and that they have some idea of what to expect of the experience, e.g., that three other people will be present; that they are expected to leave the room after working for 25-30 minutes; that the examiners will be only observing, and not intervening, etc.) For video studies and clients that you are presenting on video, please get written permission for showing the tapes in the exam. You cannot use fellow cohort members for your exams, with the exception of Working on Your Own Relationship Conflict and the Group Process exam. You can use students in other programs, or in other cohorts of the Diploma Program.

Some clients appreciate hearing the feedback and discussion about their process afterwards. This is up to you and the client. Please consider what is in the client’s interest. You may want to discuss this with them ahead of time so that you both have the same expectations. Information relevant to the client may be limited. Discussion in the exam will focus mostly on you and your understanding of what you did.

## Evaluation

In each exam you will be evaluated on

- Your general knowledge of Process Work
- Your knowledge of the Process Work paradigm applied to different areas of the work
- How you use your awareness and metaskills in the service of the role of therapist/facilitator
- Your ability to manage the exam process, i.e., making the client feel at ease in the exam setting, working in the dual role of examinee and therapist, engaging meaningfully with examiner feedback, and being able to work with and use your own experiences in the exam process.
- Your respect for the exam process—showing up on time, having a client who is informed about and consents to the exam process, and being responsive to the examiner

The Phase II exams are evaluated on a pass/fail basis. If you fail one exam, the individual exam can be retaken. If you fail two or more exams, you will be asked to retake all five exams. Careful assessment of your readiness over the course of Years 1-3 should preclude the likelihood that you will fail the Phase II exams twice. However, in the event that you cannot pass a majority of the exams in two attempts, you will be asked to withdraw from the program.

While you will not be expected to demonstrate a flawless piece of work under these conditions, you will be expected to be able to discuss the work, and show a general openness and fluidity toward your learning, edges and growth.

## General Skills and Attitudes (applicable to all exams)

The following skills and attitudes will be included in each exam area:

1. You should know and be able to use the theory and methods of Process Work.
2. You will be asked to discuss your hypothesis about the process structure, supported by sensory grounded information based on the client's verbal and non-verbal signals.
3. You will get a chance to show your abilities in the following skill areas:
  1. Exploring your hypothesis while following client feedback.
  2. Working with signals, channels, and amplification techniques within the appropriate channel.
  3. Demonstrating work at an edge and following feedback.
  4. Recognizing therapist/client relationship processes, including “dreaming up”, at least in retrospect.
  5. Using metaskills that support the client's process.
  6. Showing some ability to become more fluid when you reach an impasse; making “stuckness” useful.
  7. Demonstrating an ability to use signal-based, sentient, Earth-based methods for unfolding the client's process, and to explain how and why you chose the approach you used.

# Process Work Institute

2049 NW Hoyt Street, Portland, Oregon 97209 • 503-223-8188 • Fax: 503-227-7003

---

In addition you will be asked the following:

4. To analyze and discuss the process, regardless of whether or not you were able to unfold it while you were working.
5. To explain your personal goals and how they guided and influenced your work.

In some cases you will be asked to go further into the theory of an area to clarify the boundaries of your knowledge.

## **Working with an individual on a dream**

There is a great variety of approaches you can take to dreamwork. Examiners will be interested in seeing that you can work specifically and directly with a dream and the dreaming process related to the dream as it manifests in the work. Below are some approaches and skills that can help you do that.

1. Make interventions that are suggested by how the person tells the dream. For example, if there is a particular word that is repeated several times, ask for associations to that word. If the person indicates areas of the room by physical gestures while describing various parts of the dream, use movement play, or Earth-based methods for unfolding the dream. If they quote dialog from the dream, use Gestalt-like role play.
2. Use symbolic thinking in unfolding and working with the elements of the dream
3. Explore unknown elements in the dream
4. Identify the process structure in the dream
5. Approach and unfold the dream on various levels, including consensus reality, dreamland and sentient essence.
6. Find the dreaming process in the moment, i.e. leave the dream and enter the dream stream
7. Work with and unfold dream associations
8. Use more than one method to unfold the dream
9. Be able to interpret the dream in terms of consensus reality, dreamland and essence level experience
10. Recognize your dreamed-up reactions in relationship to the dream

## **Working with an individual on a body symptom**

In this exam you will be asked to work on your client's physical symptom. While there are many approaches to symptoms depending on their severity, condition and genesis, this exam is meant in part to see how you work with sensory grounded information and how well you are able to follow it in the channel in which it is presented. Please bring a client who can help you demonstrate this by making sure that they have sufficient contact with their symptom.

# Process Work Institute

2049 NW Hoyt Street, Portland, Oregon 97209 • 503-223-8188 • Fax: 503-227-7003

---

1. Check on consensus reality aspects of symptom and medical care.
2. Unfold sensory grounded information in the channel in which the symptom presents itself.
3. Show an understanding of the difference between the processes associated with chronic and acute symptoms.
4. Know when and how to use hands-on skills with body experience.
5. Unfold the process behind the symptom into experiences in other channels.
6. Connect the unfolded symptom experience to the client's everyday life.
7. Connect the symptom with the client's childhood dream and life myth.

## **Working with a couple or family on a relationship issue**

This exam is to be conducted with a couple or family. You may not work with an individual on a relationship problem with a party who is not present in the session. While the couple does not need to have an overt conflict, you will be expected to notice and work with their edges. You should demonstrate your ability to:

1. Appreciate the culture of the couple's relationship and know how and when to interrupt it.
2. See the relationship as a system or field, including its relationship to the world and the social context.
3. Recognize the levels of the relationship process and be able to make interventions appropriate to those levels.
4. Recognize and work with edges, double edges and system edges.
5. Be able to work with the couple in a variety of channels.
6. Notice how your clients use you and possibly perceive you as a role in the relationship work.
7. Demonstrate an awareness of the multiple types and function of rank in the relationship.
8. Be aware of your own experience, including possible dreamed up reactions.
  
9. Be able to use Earth-based methods for working with the couple and discuss why you would make this choice.

## **Group work**

In this exam, two examinees will co-facilitate a group process. The co-examinees are responsible for inviting a group of people to be participants in the group process (members from the community at large, and not other cohort members are preferred). You are encouraged to invite a minimum of 6 people for the group process. It is recommended that each facilitation team decides on the topic it wants to facilitate, and sends an email to the community inviting outside participants to the exam. Pre-deciding the topic still gives the team ample opportunity to sort for issues within that topic area.

You will be evaluated on the following:

1. Demonstrate basic skills: sorting, consensus gaining, holding down hot spots, noticing and working

# Process Work Institute

2049 NW Hoyt Street, Portland, Oregon 97209 • 503-223-8188 • Fax: 503-227-7003

---

- at edges, noticing and holding down a temporary resolution, identifying roles and ghost roles.
2. Skills for role play: reaching into the sentient part of role, noticing edges in roles, noticing when roles become personal, double signals in roles, edges in roles.
  3. Working with and supporting a group's primary process.
  4. Working with atmospheres.
  5. Unfolding what is unknown in a group. Working with the group's dreaming and sentient experiences.
  6. Using Earth-based methods, vectors and Earth energies in group work and teambuilding.
  7. Have many methods for unfolding group's process including role play, sentient awareness, personal sharing, individual and relationship work and work with body symptoms.
  8. Awareness of teamwork – using your strengths and skills, and that of your co-facilitator towards common goals.
  9. Being aware of your use of air time - ability to intervene and ability to be quiet where appropriate.
  10. Ability to do inner work on your own states “on the spot,” to see your own states as part of the process and make use of them.
  11. Ability to follow, rather than “manage” or direct the group.
  12. Ability to deal with criticism and attack.
  13. Ability to deal with the exam situation, work with peers and demonstrate eldership.

**Working with a client on an extreme state of consciousness** (for this exam you will be asked to bring a video recording of a session, rather than working with a client face-to-face.)

The extreme states exam focuses on your work with people who have a long-term process with states that disturbs them and/or people around them, and that are traditionally treated by a psychiatrist. Since these kinds of states are affected easily by the environment and additional people in the room, you are requested to present this exam based on a video recording. Please bring an unedited video recording of a 20 minute session with your client, making sure that both you and your client are visible to the viewer. Do not work with a person on an addiction unless it co-occurs with a second psychiatric diagnosis that gets addressed in the session. You will be evaluated on:

1. Your understanding of the continuum of states of consciousness, ranging from consensus reality to extreme states in which the client is unwilling or unable to metacommunicate about their experience.
2. Your ability to identify where the client stands along this continuum during the session, as well as whatever shifts occur during the work.
3. Your practical grasp of “two state ethics”: being able to give equal attention and importance to both the client's extreme state experience, and their consensus reality-oriented state.
4. Your ability to identify and work with the client's extreme state, if only in a very minimal way, even if they are currently in a “normal,” metacommunicative, consensus-reality oriented state of consciousness during the session.
5. Your comfort with a variety of states of consciousness in yourself and others.
6. Your metaskills: for befriending, entering into, joining with, and interacting with the person in a variety of states of consciousness.
7. Your ability to demonstrate various methods for attempting to unfold an extreme state

8. Your ability to discuss how the person's extreme state fits into his or her life situation and life myth.
9. Your ability to theorize about your client's extreme state as a "city shadow." How does this client's extreme state counterbalance a primary process or value of the social matrix in which they are embedded?

## **Part III**

### **Exams conducted in supervised sessions during years 3 & 4**

Exams that are conducted in supervised sessions are designed to give you a chance to learn over time, as well as to demonstrate your ability to learn as a part of the exam process. They are an opportunity to demonstrate how you learn and to deepen the areas that are covered. In addition to the two supervised sessions, we recommend that you practice both the Innerwork exam and the exam on Working on Your Own Relationship Conflict on an ongoing basis before doing the final supervised exam session. Each exam will be taken with one supervisor/examiner for that topic whom you will see two times. You will not need an observer (*Beisitzer*) for this portion of your exams.

You can begin doing these exams anytime in year 3, following the recommendation of your study committee. The exception is the long term case study. Since that will be the basis of a presentation in Residency 10, it is recommended that you have already completed that exam before the Residency. Once started, the exam topic must be completed within a month. After the second exam, if the examiner is satisfied with the quality of the work, he or she will sign you off on the exam.

You can prepare these topics in supervision with any supervisor, but once examiners are assigned, you cannot work on the topic on which you will be examined with the supervisor who will be your examiner.

### **Inner work**

The innerwork exam will be conducted over the course of 2 sessions with an examiner. You will work on yourself in front of your supervisor using Process Work innerwork techniques. After that time you will be asked about the structure and dynamics of your experience. You will be given a chance to focus on any unfinished aspects of the innerwork. Together with the supervisor/examiner, you will discuss your experience and your progress and abilities. You will be asked to demonstrate the following skills:

1. The ability to focus on meaningful experience.
2. Ability to see all experience as aspects of yourself.
3. Sort experiences into those that are closer to and further from your identity, and then focus on more secondary material.
4. Find a significant edge and explore it.
5. Follow experiences in the channels in which they present themselves.
6. Unfold your experience and be fluid in the application of the different methods as they offer themselves: signal work, roles, flirts, sentient and Earth based methods.
7. Notice your primary process.
8. Notice which of your inner figures is "doing" the work. From whose viewpoint is your experience being evaluated?
9. Ability to discuss your process with an examiner.

# Process Work Institute

2049 NW Hoyt Street, Portland, Oregon 97209 • 503-223-8188 • Fax: 503-227-7003

---

## **Working with your own relationship conflict**

Please bring a person with whom you have a conflict and work with them on the conflict in front of your supervisor. While you need not necessarily resolve the conflict you will be asked to demonstrate the following:

1. Your willingness and ability to bring up a conflict.
2. Your ability to stay in the conflict and keep a metaposition.
3. Your ability to facilitate the conflict from within the conflict, while not acting as a therapist for the person with whom you have the conflict.
4. Your ability to track your own signals and unfold them.
5. Ability to use sentient or Earth-based experience to help deepen the experience.
6. Your ability to track your opponent's signals and support him or her to unfold them, but without acting like a therapist.
7. Your willingness and ability to see your opponent as an aspect of yourself.
8. Your ability to be fluid in a conflict situation by convincingly taking the other's side.
9. Your awareness of various levels of relationship and levels of experience, as well as your ability to work with them.
10. Your ability and willingness to drop out of the consensus reality level, in order to pick up unusual experiences or signals and use them to help deepen the experience.
11. Your awareness of rank and your ability to work with it for your opponent's benefit.
12. Your overall curiosity about your opponent's process while in conflict with them.

## **Long term case study using video analysis**

This exam is to demonstrate your work with a long-term client's process. For the purpose of this exam we consider "long-term" as 8 or more sessions with a current client, or a past client with whom you have worked over a period of at least 9 months. Please find a client who is not a fellow student due to the complicated relationship issues. Make sure your client agrees to being videotaped over time. Obtain and bring to the exam written permission to show the tape in the exams.

For this exam you will need to prepare a written description of the long term process of your client, including a video tape excerpt from a piece of work that you did with your client. You will work with a supervisor/examiner over the course of 2 sessions. You may prepare this work in supervision sessions with a different supervisor from the one you will use for the exam prior to the exams. The written description and video excerpt should demonstrate an understanding of some of the following dynamics associated with long term therapy:

# Process Work Institute

2049 NW Hoyt Street, Portland, Oregon 97209 • 503-223-8188 • Fax: 503-227-7003

---

1. Working with a chronic edge over time. Your examiner will be looking for how you work with edges and your understanding of them.
2. An ability to identify and work with patterns over time, i.e., to see the same process occur in different channels (relationship, symptoms, dreams, etc.)
3. How the therapeutic relationship develops over time and its connection to client's long-term process.

In the discussion of the work, you will be expected to discuss with the examiner:

1. The various threads of the client's long term process including childhood dream, chronic symptoms, relationship issues, world issues, current dreams, body and movement experiences, personal history and family of origin, central edges.
2. How the therapeutic relationship relates to the client's long term process.
3. Different interventions and methods for working with short and long term edges.
4. How the process in a given moment relates to the long term process of your client.

*Rev. August 2008*