

PROCESS WORK INSTITUTE

CATALOGUE
2011-2012

Process Work Institute
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The Process Work Institute welcomes all students. It does not discriminate based on age, ethnicity, gender, gender identity, disability, marital status, national origin, race, religion, or sexual orientation. This policy of non-discrimination applies to all aspects of admission, education, employment, student activities, and other school-administered programs.

INTRODUCTION

The Process Work Institute is a non-profit educational institute devoted to research and training in Process-oriented Psychology, also known as Process Work. It is one of many centers worldwide dedicated to furthering our understanding of the fundamental problems facing individuals and groups today, using the methods and spirit of inquiry found in Process Work.

The Process Work Institute continues the tradition of Process Work training and research begun in 1982 with the founding of the Research Society for Process-oriented Psychology in Zurich, Switzerland by Arnold Mindell and his associates. In 1989, the Process Work Center of Portland, later renamed the Process Work Institute, was incorporated in Oregon as a center for training and research in Process Work. It received authorization from the State of Oregon to offer a Master of Arts degree in Process Work in January, 1992. A second Master of Arts degree program in Conflict Facilitation and Organizational Change began in 2004.

The Institute currently serves as a center for personal and professional growth, offering several degree and non-degree programs and courses in a wide variety of Process Work applications.

PROCESS WORK AND WORLDWORK

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, in art and creativity, with altered and extreme states of consciousness, and in group and organizational work.

Worldwork is the group and organizational application of Process Work. Worldwork is based on the principle of *deep democracy*, which stresses listening to and valuing all voices and dimensions of experience — the more mainstream ones as well as those in disagreement with the majority consensus. Worldwork understands that social transformation is implicit in the tensions, conflicts, and diversity present in a group. By assisting groups and organizations to discover and align themselves with their self-organizing tendencies, they have a chance to operate more congruently with their deeper visions and creatively participate in their evolutionary process.

MISSION

Process Work Institute is dedicated to being a learning community of excellence, promoting research, training, and development in Process Work. It aims to provide cutting edge knowledge in Process Work and its applications to learners through both distance and onsite learning methods, and to inspire and promote personal transformation and greater social awareness.

VISION

To become a beacon of research, education, and personal development through the application of Process Work worldwide.

VALUES

Process Work is committed to eliciting the core of potential meaning and growth that lies at the heart of even the most disturbing human experience. Process Work's essential values include awareness, learning, relationship, and a continued commitment to personal growth.

THE PROCESS WORK LEARNING COMMUNITY IS COMMITTED TO AN EDUCATIONAL PROCESS THAT

- Views the individual and his or her unique personal style as an integral part of the learning process
- Fosters an atmosphere of collaboration, experimentation, and mutual discovery in learner-teacher interaction
- Provides intensive and experiential instruction using onsite, distance, and online learning modes of delivery
- Connects the student's skill development to his or her own personal process and unique style
- Emphasizes the role of community and relationship in the learning process
- Promotes dialogue, inclusion, and intercultural competence.

GOALS

To fulfill its mission, PWI has the following goals:

1. To educate innovative, effective, and culturally competent facilitators and practitioners in the areas of human and organizational growth using the methods of Process-oriented Psychology
2. To advance knowledge of Process-oriented Psychology through training, collaboration, and research
3. To promote community, diversity, and social and personal well-being through the community building tools of Process-oriented Psychology
4. To develop distance learning methods that allow us to serve an international student body.

AUTHORIZATION AND APPROVAL

The Process Work Institute has full institutional approval to grant a Master of Arts in Process Work Degree and a Master of Arts in Conflict Facilitation and Organizational Change Degree pursuant to the Oregon Office of Degree Authorization under OAR 583-030-0041. Inquiries concerning the standards or school compliance may be directed to the Oregon Office of Degree Authorization at 1500 Valley River Dr., Suite 100, Eugene, Oregon 97401.

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

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THE PWI LEARNING MODEL

PWI programs rest on three foundations of learning that over 30 years of teaching Process Work have shown us to be central to the learning process.

Learning in Community

Students learn in a cohort model, which means they are admitted into their program as a group and proceed through the program in a prescribed sequence. Each cohort becomes a close-knit community of learners, forming a network of support and friendship that often continues long after the program's completion. Since the majority of learners in any cohort are international, this learning community model of education accelerates the learning process through the rich exchange of cross cultural perspectives, and professional experience.

Bridging Inner and Outer Worlds

Process Work and Worldwork are more than a body of knowledge and set of skills for working with human change. They are a paradigm of connecting inner experiences with the world around us. PWI's MA programs nurture students' personal and professional goals, and encourage the creative application of knowledge and skills in diverse spheres of interest. Internship placements, casework, and the pursuit of an individualized project of inquiry provide avenues for students' creativity and interests to be brought to the world.

Mentorship

Personal interaction and the relationship between mentor and student is a cornerstone of the MA Programs. Students are guided throughout their studies by a three-member Study Committee of their choosing. The committee provides guidance, support, and feedback, and the student chooses one member of the committee to be his or her Advisor, the main support, point of contact, and guidance throughout the program. Whether working individually or with a group of students, faculty are dedicated to facilitating an intellectual dialogue with students, and to providing coaching and support for the student's learning throughout the program. Students have ample opportunity to tailor their coursework with a faculty member to their particular interests and professional goals.

INTRODUCTION TO THE MASTER OF ARTS PROGRAMS

Process Work Institute is proud to offer two distance-study resident programs, the Master of Arts in Process Work (MAPW) and the Master of Arts in Conflict Facilitation and Organizational Change (MACF).

THE MAPW PROGRAM

The MAPW program trains students to use the theory, methods, and attitudes of Process Work to work effectively with human and organizational change, building on a foundation of personal growth. The program prepares professionals to work effectively with diverse populations in the following situations: individual personal growth processes and experiences accompanying mental health challenges; somatic experience including those accompanying acute and chronic illness; relationship and family work; addictions and substance abuse; withdrawn, altered, and extreme states of consciousness; dream work and group facilitation. The program gives top priority to the nurturing of students' personal and professional goals and encourages the creative application of Process Work in diverse spheres of interest.

THE MACF PROGRAM

This post-graduate academic degree offers in-depth study of the theory and methods of Worldwork and its application to conflict resolution and community and organizational change processes. The MACF program offers an independent learning approach to graduate education. Understanding that emotions and personal experience are intrinsic to conflict and change, the program blends academic study and research with experiential skills, personal growth, and awareness. Through intensive skill training, close faculty contact and supervision, internship, and the implementation of a final project, students are supported to connect their learning directly to their professional life and to the wider community.

APPLICATION AND ADMISSIONS

Both MAPW and MACF are cohort-based programs in which an entering group stays together throughout the length of the program. PWI accepts applications at any time, and applicants will be informed of the date that their program begins. A minimum of 12 students is needed to begin a cohort and the maximum number of students who can join a cohort is 20.

MAPW PROGRAM

Requirements for Admission

- A bachelor's degree from an accredited institution in the United States or the equivalent from outside the United States. If the applicant has studied in countries other than the United States, he or she must have their undergraduate work evaluated by the IERF (International Education Research Foundation, Inc.) or another credential evaluation service. Information on how to do this is provided by the PWI office.
- The MAPW program is also recognized as a Diploma granting institution by the International Association of Process-oriented Psychology (IAPOP). Students who do not have the requisite B.A. prerequisite may enroll in the program as a non-degree student and receive, upon graduation, a Diploma Certificate.

- Significant experience in Process Work via courses, programs in other Process Work schools, individual work, seminars, et cetera.
- Work experience or interests which show a sustained interest in working with people and assisting individuals and groups in their development.
- A sense of calling: in the essay, the applicant must submit a story of a life event, personal experience, or dream that inspired or called them to learn or work in the field. This will be included in the application essay and may also be discussed at the applicant interview.
- Completed application packet with transcripts, references, essays, resume, and application fee.

Application Packet

To apply to the program, the applicant must submit the following information:

- A completed application form
- A curriculum vitae or resume
- Two letters of reference, one of these recommendations must be from a Process Work Diplomat. Letters of recommendation should NOT come from your personal therapist.
- Official transcripts from all institutions of higher learning attended, sent directly from the school to the PWI Registrar; if they are not in English, they need to be translated by a certified translator and the translations sent with the originals.
- Essay describing the applicant's calling to pursue this program, and answers to the questions on the application form
- An application fee of \$150.00 made out to PWI and submitted with the application form.

Application forms and materials are available at PWI at in the website

Interview

If the written application shows that the applicant fulfills the requirements of the MAPW program, he or she will be invited to an interview with the admissions committee, either in person or by telephone. In this interview, the admissions committee will discuss with the applicant his or her prior experience with Process Work, sense of calling, readiness and ability to enter the program, and resources available to complete the program. The interview also gives the applicant the opportunity to ascertain whether the MAPW program is the best learning environment for him or her. Within a week of the final interview, the admissions committee will notify the applicant of its decision.

MACF PROGRAM

Requirements for Admission

- A bachelor's degree from an accredited institution in the United States or the equivalent from outside the United States. If the applicant has studied in countries other than the United States, he or she must have their undergraduate work evaluated by the IERF

(International Education Research Foundation, Inc.) or other credential evaluation service. Information on how to do this is provided by the PWI office.

- Related work experience or interests, including volunteer activities, social action projects, counseling experiences, human rights work, conflict resolution or organizational work, or other activities in related fields.
- A sense of calling: applicants must submit a story of a life event, personal experience, or dream that inspired or called them to learn or work in the field of group facilitation and conflict resolution. This will be included in the application essay and may also be discussed at the applicant interview.
- Completed application packet with transcripts, references, essays, resume, and application fee.

Application Packet

To apply to the program, the applicant must submit the following information

1. A completed application form
2. A curriculum vitae or resume
3. Three letters of reference
4. Official transcripts from all institutions of higher learning attended, sent directly from the school to the PWI Registrar; if they are not in English, they need to be translated by a certified translator and the translations sent with the originals.
5. Essay describing the applicant's calling to pursue this program, and answers to the questions on the application form.
6. An application fee of \$150.00 made out to PWI submitted with the application form.

Application forms and materials are available at PWI.

Interview

If the written application shows that the applicant fulfills the requirements of the MACF program, he or she will be invited to an interview with the admissions committee, either in person or by telephone. During the interview, the admissions committee will determine whether the applicant has the maturity and stability, interpersonal and communication skills, and overall life experience to undertake the program. The interview also gives the applicant the opportunity to ascertain whether the MACF program is the best learning environment for him or her. Within a week of the interview, the admissions committee will notify the applicant of its decision.

ENROLLMENT—MAPW AND MACF PROGRAMS

Students may apply at any time. If accepted, students will be given the dates when the next cohort group will begin. Further details and the application form are available at www.processwork.org/training.htm, or by calling the Process Work Institute at (503) 223-8188.

For Non-U.S. Residents Applying to the Master of Arts Degree Programs

If the applicant's degree was granted by a non-U.S. institution, transcripts must be evaluated for equivalency to a U.S. Bachelor of Arts degree by the I.E.R.F. (www.ierf.org) or other credential evaluation service. To be considered for a student visa, the applicant must also certify that he or she has the necessary finances available for the first year of the program. Please read carefully through the check list for applying and obtaining a student visa available on the PWI website. Once PWI has received the applicant's documentation and determined that the requirements are met, it will send the applicant a completed I-20 form, which is necessary to secure a student visa at the U.S. Embassy located in the applicant's home country. It is the applicant's responsibility to contact the U.S. Embassy and make an appointment.

Non-Native English Speaking Students – Because of their experiential learning style, both Master of Arts programs require a high degree of verbal participation. For this, non-native English speakers need to be conversant in spoken and written English, as demonstrated by the following minimum scores:

- 530 on the paper-based Test of English as a Foreign Language (TOEFL PBT)
- 71 on the Internet Based Test (iBT)
- 6.5 on the International English Language Test (IELTS)
- 50 on the PTE Academic Score Report.

Or, alternatively,

- A minimum grade of Level 3 on the ACT COMPASS's English as a Second Language Placement Test
- A minimum grade of Pre-1 on the Eiken English Proficiency Exam
- A transcript indicating completion of at least 30 semester hours of credit with an average grade of "C" or higher at an appropriately accredited/recognized accredited college or university where the language of instruction was English; "B" or higher for Master's, First Professional Degree, or Professional Doctoral Degree
- A transcript indicating a grade of "C" or higher in an English composition course from an appropriately-accredited/recognized college or university; "B" or higher for Master's, First Professional Degree, or Professional Doctoral Degree.

STUDENT SERVICES

The following section will acquaint you with the student services offered by PWI. We encourage you to approach the administrative and academic officers if there is a service you need which is not being provided.

New Student Information

Upon acceptance into the program, students will be sent information concerning their studies: course calendar, syllabi, reading list, and information about PWI policies. Both programs begin with a residential period, during which students are given an orientation to the facilities at the

Process Work Institute. This orientation includes an introduction to the faculty, curriculum, library and resources, distance learning methods and technology, program procedure, opportunities to meet with the wider Process Work learning community, a guide to the local area which includes housing and restaurants, information on emergency and fire exits, and location of first aid kits and fire extinguishers.

Library and Media Resources

PWI offers faculty and students an on-site library, on-site bookstore, and books, journals, and manuscripts through PWI's publishing company, the Lao Tse Press, as well as access to other university libraries. PWI's library contains over 1100 volumes of Process-oriented foundational books, journal articles, and research as well as books in related fields. This includes 500 theses and manuscripts on Process Work specializations and applications written by our graduates and over 60 video and audio tapes. Printed materials can be checked out of the library while on campus or on long-term loan in between residencies. Other learning resources such as audiotapes, videos, and video equipment are also available. Students receive up to \$75 per year to cover the annual membership fee of a university or graduate level library in their home community. Students are required to pay for the library fee upfront and then present the receipt to PWI for reimbursement. The reimbursement can either be placed as a credit on the student's account or sent to the student as a check.

Distance Learning Resources

PWI uses Sakai CLE (Collaboration and Learning Environment), an asynchronous web-based technology that offers a virtual classroom, and provides students with access to all the courses and program information 24/7. The Sakai CLE enhances collaborative teaching and learning by integrating multiple functions into the learning environment, including calendars, chat rooms, wikis, announcements, blogs, drop-boxes, discussion forums, tests, quizzes, polls, email archives, profile pages for social networking, as well as access to syllabi, grades, assignments, and evaluations. Sakai also integrates well with other collaboration tools that PWI uses for its classes, such as Big Blue Button two-way video conferencing system, Skype, and teleconferences. Each cohort has its own page on the PWI website that contains all relevant program information at one glance, including syllabi, manuals, guidelines, calendars, reading materials schedules, policies, and procedures.

All required reading can be accessed through PWI or another graduate library or purchased via PWI's bookstore, Amazon, or other online resources. Additional learning resources are available for download from PWI's website, including all theses and final projects written by MAPW and MACF students as well as over 35 audio recordings of research symposia and students' final project presentations.

Counseling Services

Students are provided with a list of counselors who are available if needed. Students may contact these counselors directly and can also ask their Study Committee members for assistance in choosing a counselor.

Job Counseling and Placement

The Advisor and Study Committee are available to help the student develop long-term goals and plans for a professional career using Process Work and Worldwork. PWI, however, does not help place students in positions nor does it guarantee job placement after the completion of the studies.

Housing and Medical Services

The Process Work Institute does not provide housing or medical insurance services for students. Information on where to receive service in these areas can be obtained through the PWI website or from the office during regular office hours.

Community Government

The Process Work Institute holds open community meetings twice a year to discuss issues related to learning, teaching, and community life. They are open to students, faculty, and friends of Process Work. These meetings serve to deepen community, work on relationship issues, address student-faculty issues, and discover trends, directions, and dreams within the community. If concrete needs, directions, and visions arise out of these meetings, they are followed up by the Community Council, VP of Academic Affairs, Academic Deans, or Dean of Students.

The Community Council, which has faculty and student representation, is a means of giving input, sharing ideas, raising issues around training and learning Process Work, including learning at a distance, student-faculty relationships, curriculum and training methods, outreach, internships, alumni issues, and so forth. The Community Council has representatives from all programs, including a seat for community members and participants at large. The council is not a decision making body, though it can craft proposals to be brought forward to the VP of Academic Affairs, Program Deans, or CEO for action or decision.

In addition to the work of the Community Council, each cohort will meet with one of the Program Deans during each residency to give feedback, clarify policies and procedures, and work on curriculum or training issues that pertain specifically to the program. Each cohort also meets with the entire faculty once a year in order to share feedback and deepen community.

Each cohort meets with the President of PWI at least once per year during a residency.

Process Work Institute Office Hours

The Process Work Institute office is open Monday through Friday, 10.00am- 5.00pm. It observes the following holidays:

- July 4th (Friday of)
- Labor Day (Monday of)
- Thanksgiving (Thursday and Friday)
- Christmas Day
- New Year's Day.

ADMINISTRATIVE POLICIES AND PROCEDURES

STUDY COMMITTEE

The MA programs at PWI are based on a mentorship model, and one of the first tasks for students is to select a three-member Study Committee. The Study Committee guides the student throughout the program. Study Committee members fulfill many roles: helping track the student's progress, ensuring all program requirements are understood and fulfilled, consulting on internship decisions, choosing the final research project, and providing students with clear learning feedback. One member of the Study Committee serves as Advisor, the student's main support, point of contact, and guidance in the program. The Advisor is primarily responsible for tracking progress and seeing that all Learning Agreements are fulfilled and unsatisfactory results brought up to standard.

Faculty for selection are listed in Appendix C of this catalogue. If a student wants to select a faculty member or certified Process Work practitioner from another Process Work school or institute, and the person has agreed to serve on the committee, the student should submit the candidate's name to the Registrar, with his or her contact information, and current CV. The candidate's qualifications will be reviewed and, if sufficient, he or she will be added as a non-teaching faculty member.

Removal of Committee Members

Careful selection of Study Committee members will ordinarily allow retention of the same committee throughout the program. Replacement of a member may become necessary due to illness, resignation, or some other substantive reason. A committee member's critical evaluation of the student's work ordinarily represents a challenging contribution to learning and therefore, by itself, does not constitute grounds for replacement.

In the case that it becomes necessary to replace a committee member, and an amicable agreement between the student and the member to be replaced cannot be reached, the matter shall be arbitrated by all members of the Study Committee. All changes in the Study Committee must be communicated directly to the Program Dean and Registrar. No changes to the committee are possible after the commencement of the final year of study.

TRANSFER POLICY AND CREDIT FOR NON-COLLEGIATE WORK

As the MAPW and MACF degrees are based on specialized knowledge in the field of Process Work, comparability of curriculum between the MAPW and MACF and other programs is limited. For this reason, no academic credit from another school can be transferred into the MAPW and MACF programs.

We do, however, allow a limited number of credits for experiential, non-school learning, including course work from other Process Work training programs, work experience, professional certification, and other kinds of non-academic learning. For the MAPW a maximum of 1/4 of the total credits (16 credits) may be transferred in. For the MACF a maximum of 1/4 of the total credits (11.5) may be transferred in. Students must submit a resume with their non-school learning, and work experience, outlining the dates, names of courses or programs

attended, and the names and credentials of the instructor. If students wish to transfer credit from another recognized Process Work program, they must submit a transcript or signed statement from their previous instructors or Study Committee members verifying which courses or amount of the program they successfully completed. Only courses and programs completed within the past 5 years will be considered.

Upon application to the MAPW, the student's experience and skills will be assessed by the Admissions committee and they will be assigned to enter the cohort at some point in Year 1 or Year 2. Credit cannot be applied to training past the 3rd residency. No fees are assessed for evaluating and granting transfer of credit.

Students have the option of having their course work and exams evaluated according to numerical value. They are responsible for asking their instructor or examiner to use the numerical grading system. The numerical value for grades given for assignments, courses, exams and Progress Reviews is available at the PWI registrar.

Acceptance of Credit by Other Institutions

Students wishing to transfer credit from the MAPW or MACF programs to another school or university program should note that transfer of credit is always at the discretion of the receiving school, generally depending on comparability of curricula, and may also depend on comparability of accreditation.

POLICIES

Deferment Policy

If a student has been accepted into the MAPW or MACF program, but is unable to attend in the semester for which he or she applied, he or she may defer enrollment for up to 4 years. If at the end of 4 years, the student has still not matriculated, the offer of admissions expires and the student will be required to repeat the full application process. Requests for deferred admissions must be made to the Registrar in writing (e-mail is acceptable) and a non-refundable tuition deposit may be required to reserve a place in the subsequent entering class.

Incomplete Policy and Academic Dismissal

Because of the nature of the cohort system, a certain amount of flexibility is necessary to support students in their studies. In a cohort based program, the opportunity to re-enroll in a class is limited. Thus, PWI has the following exceptions and guidelines in place in the event of incomplete, substandard, or failing work.

- If a student fails to complete course assignments, he or she is given an incomplete. The student has 3 weeks from the end of the class to complete all outstanding assignments in order to receive credit for the class. If after 3 weeks, the outstanding work is not submitted or not submitted satisfactorily, the student fails the course and must retake it.
- In the event that at the end of a program a student has completed all course-based requirements but has not yet finished independent learning activities such as final project, or internship, or has deferred taking final exams, she or he can enroll in a one credit Terminal Project course during which time he or she completes these activities. The

tuition for this course includes one additional Study Committee meeting which is required in order for the student to graduate. If the student needs more direct guidance and support they may also re-enroll in the Internship Seminar, Final Project Seminar, or Facilitation Skills Lab class, as needed.

- A student can enroll in the Terminal Project course twice. After that time, if he or she has not completed the outstanding requirements, with the permission of the Dean and Study Committee, he or she is either given an extension, or must withdraw and re-join another cohort. Credits maintain their standing for 5 years.
- A student who shows a pattern of substandard progress and continues to fail to meet the standards required at the Progress Reviews will be withdrawn from the program. In some cases, the Study Committee may feel that progress is being made but at a rate incommensurate with the program length. The committee has the discretion to recommend and allow the student to withdraw and re-enroll with the following cohort.

Graduation occurs when a student has completed all course work, as well as internships, final project, and successfully completes final exams. All financial obligations must be met.

Withdrawal, Interim, and Leave of Absence Policy

A student is permitted to withdraw during any part of the program. Please see “Tuition and Fees” below for information about refunds.

A student may decide to go on interim, a leave of absence of up to 24 months. The committee needs to approve the interim and submit the approval to the Registrar no less than 30 days prior to the beginning of the semester in which the student wishes to begin the interim. A total of 24 months of interim can be taken without having to re-enroll. During the interim period, no academic credit is awarded. Due to the structure of the program, interims are permitted for extenuating reasons only. During an interim period, an administrative fee of \$100 per year is required to hold the student’s place in the program. Students on interim must re-enroll in the next cohort at the level at which they suspended their studies or they must re-apply to enter the program.

In order to assure reinstatement, the student must pay tuition at the beginning of the term in which he or she wishes to re-enroll.

Registration and Identity Verification

When students arrive for their first residency at PWI, the orientation process includes a registration process. Students will receive identity cards with the photo they submitted with their application. Once identity is confirmed, students will receive a unique ID number which will be their login username for the program website. All written assignments are submitted via email or via the website with the ID number.

Transcripts and Records

The Registrar maintains a file for each student, including admission forms, Study Committee reports, Learning Agreements, evaluations and recommendations, course evaluation forms, exam performance records, and transcript summaries.

Students may see their records at any time by application to the Registrar. Students must authorize any person or party requesting to see their records, except for the Study Committee or the State of Oregon Office of Degree Authorization. Upon the student's written request, copies of academic records, including Study Committee reports, course evaluation forms, exam performance reports and transcript summaries will be forwarded to a third party. The fee for transcripts is \$15.00.

TUITION AND FEES

The cost of the MAPW and MACF programs includes all residential and distance course work, Study Committee meetings, exams, and administrative costs. It does not include books and reading materials, electives, travel costs, long distance telephone fees, local and offsite room and board, or training therapy. Tuition may be adjusted at the beginning of each academic year. Students are responsible for making living arrangements. PWI will provide a list of housing options.

MAPW

Tuition is due before the start of each semester. Invoices will be sent 30 days prior to the beginning of the semester.

For Cohort 4 enrolling February 20, 2013

Semester 1: February 20, 2013 - August 15, 2013
Invoices sent: January 20, 2013

Semester 2: August 16, 2013 - March 1, 2014
Invoices sent: July 16, 2013

Semester 3: March 2, 2014 - September 8, 2014
Invoices sent: February 2, 2014

Semester 4: September 9, 2014 - February 21, 2015
Invoices sent: August 9, 2014

Semester 5: February 22, 2015 - August 15, 2015
Invoices sent: January, 22, 2015

Semester 6: August 16, 2015 - February 21, 2016
Invoices sent: July 16, 2015

Semester 7: February 22, 2016 - August 20, 2016
Invoices sent: January 22, 2016

Semester 8: August 21, 2016 - February 15, 2017

Invoices sent: July 21, 2016

Re-enrollment and additional costs will occur if courses are required to be repeated.

MACF

Tuition is due before the start of each semester. Invoices will be sent 30 days prior to the beginning of the semester.

For Cohort 5 enrolling February, 2012

Semester 1: February 1, 2012 - July 1, 2012

Invoices sent: January, 2, 2012

Semester 2: July 2, 2012 - December 1, 2012

Invoices sent: June 2, 2012

Semester 3: December 2, 2012 - June 1, 2013

Invoices sent: November 2, 2012

Semester 4: June 2, 2013 - November 1, 2013

Invoices sent: May 2, 2013

Semester 5: November 2, 2013 - April 1, 2014

Invoices sent: October 2, 2013

Semester 6: April 2, 2014 - September 27, 2014

Invoices sent May 2, 2014

Re-enrollment and additional costs will occur if courses are required to be repeated.

TUITION & FEES

MAPW for cohorts entering academic year 2012-2013

Per Credit fee \$790

Year 1	\$12,640
Year 2	\$13,430
Year 3	\$14, 220
Year 4	\$11,455

MACF for cohorts entering academic year 2012- 2013

Per Credit fee \$790

Year 1	\$11,060
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Year 2	\$12,245
Year 3	\$13,430

Fees

Application fee	\$150
Interim fee	\$100
Transcripts	\$15
Returned Check Fee	\$15

ADDITIONAL COSTS

Therapy

120 hours of personal therapy is required for graduation in the MAPW program. The expenses associated with the required hours are the responsibility of the student and will vary depending on the provider selected by the student. MAPW students should expect to incur charges of approximately \$3,000.00-\$4,000.00 per year for personal therapy.

Electives

Elective study is required for both MAPW and MACF programs. Elective courses can consist of any kind of further learning in Process Work, Worldwork, and related disciplines, and may be taken anywhere in the world. The cost of these electives is not included in the tuition requirements, nor are any travel, accommodation, or distance learning expenses associated with electives, such as long distance or internet charges. Depending on the type of course, students can expect to pay

- \$15 - \$30 per hour for a class or webinar
- \$100 - \$200 per day for a seminar or workshop
- \$800 - \$1200 for a week-long or 10-day conference.

Accommodations

The Institute does not have on-campus housing or food service. A resource guide to assist in locating housing is sent to students upon enrollment. The Institute does not assist students in finding housing; however, students can often find housing with local students or community members. Accommodation costs in Portland vary. There are several hostels in the neighborhood, and some hotels offer special rates for long-term stay. Students can expect to pay:

- Hostel (shared room) \$22-\$28 per night
- Hostel (private room) \$50-\$70 per night
- Hotel \$99-\$135 per night

Residential training in the MAPW and MACF programs may also include offsite and seminar portions. Students stay in a shared rental venue, and are responsible for the costs of housing and meals during the offsite. The cost for this varies, but students can expect to pay \$300-\$400 for room and board for a week.

Travel

Students will have to travel to Portland, Oregon several times over the course of their study. Seven residential courses are required in the MACF program over six semesters, and 12 times over 4 years in the MAPW program. Travel costs are not included in the cost of tuition. Travel

from Portland to and from offsite venues are the student's responsibility. Students are responsible for making their own travel arrangements.

Distance Learning Costs

Over half of the courses and learning in the MA programs happens via distance learning. Students are responsible for all of the costs associated with learning at a distance: computer, long distance phone charges, high speed internet access, and the costs of an internet provider. All charges are subject to change by these companies. The Institute has no operational relationship with any online provider. PWI has free Internet access for students when they are in residence.

Books and Supplies

Many of the books required are available through the PWI publishing house, Lao Tse Press, and are available on campus or online, as well as in local bookstores. Students can expect to pay between \$350 and \$600 for the costs of books. If purchased online, there may be additional shipping costs. International shipping and priority delivery will increase these costs.

International Students

Applicants whose native language is not English and who have not earned a degree from an institution where English is the principal language of instruction must take an English Language equivalency test and have their transcripts translated and evaluated by an appropriate third party. The student is solely responsible for the costs associated with the English equivalency tests and translation and evaluation of transcripts.

Foreign students will also have to apply for a non-immigrant student fee. The costs associated with the application and SEVIS fee are the student's responsibility.

Thesis and Final Project Expenses

All costs associated with research, writing, and preparation of the thesis, including editing, proofreading, typing, copying, and binding are the responsibility of the student.

SCHOLARSHIP POLICY FOR DEGREE PROGRAMS

As PWI is a tuition funded non-profit organization, we are able to offer a limited amount of scholarships for each degree program. These scholarships are provided to support students who have financial hardship. The award amounts will vary based on the applicant's financial needs as well as the ability of the Institute to fund the scholarships. All scholarships are represented by a tuition discount for each year of the full program if granted prior to the start of the program or for one academic year if granted during the course of the program. In cases where a student applies during the course of the program, he or she will need to re-apply each subsequent year to be considered for a scholarship.

In cases where a student applies prior to beginning the full program, scholarships will be a standard amount for each year of the degree program and will be automatically renewed each year provided the student makes satisfactory academic progress. Satisfactory progress will be determined by the Study Committee who will inform the office at PWI of progress each

academic year. The scholarship award will be granted for a maximum period of 6 semesters for the MACF program and 4 years for the MAPW program.

Applications for scholarship can occur at any time. However students must submit all required materials at least **3 months prior** to the beginning of the program (for a scholarship for the full program) or the next academic year (for a 1-year scholarship). To apply for a scholarship students should submit the following materials to the Registrar at PWI:

- An essay describing the applicant's situation and how a scholarship will be of assistance.
- Financial documentation demonstrating the applicant's financial hardship.

Applicants will be informed prior to the beginning of the program/academic year if their application has been successful and the award amount they will receive in scholarship each academic year/the next academic year.

The awards will be granted based upon the essay and a demonstrated financial need. Unfortunately PWI cannot guarantee an award to all applicants. The scholarship award depends on the number of applicants and the ability of the Institute to fund the applications.

If a student experiences financial hardship during the program, he or she is encouraged to contact the administration office at PWI to determine if special funding arrangements or payment plans can be arranged to assist during the time of financial hardship.

MAPW AND MACF PROGRAM TUITION REFUND POLICY

Refund Policy: [The term "course" refers to the class or course of study in which the student is enrolled.] A student is permitted to withdraw during any part of the program in whatever manner - in writing, by phone, or in person. A student who elects to cancel their enrollment within 5 calendar days of enrollment will receive a full refund of all money paid. The 5 calendar days begin when the student signs the enrollment form, or confirms enrollment through email, or tuition payment. After the 5 day cooling off period, where the student cancels after completing at least one lesson but less than 50 percent of the course lessons, the Process Work Institute may retain the non-refundable fee (registration fee) of \$150 plus a percentage of tuition which shall not exceed the following:

- Up to and including 10% of the course, PWI retains 10% of the refundable tuition.
- Between 10% and 25% of the course, PWI retains 25% of the refundable tuition.
- Between 25% and 50% of the course, PWI retains 50% of the refundable tuition.

After the student completes more than 50% of the course, PWI shall be entitled to retain total course tuition.

The amount of the course completed shall be the ratio of completed required lessons to the total lessons required to complete the course.

In case of a student illness, accident, psychological emergency, death in family, and other circumstances beyond the control of the student, the Process Work Institute will give special consideration to the student's request for cancellation beyond the minimum refund policy.

ETHICS, CONDUCT, DISCIPLINE, & APPEALS

Ethics Committee

The Ethics Committee is responsible for facilitating discussion around ethics and for dealing with ethical complaints from the student body and faculty. The Process Work Institute has a continuing responsibility and desire to foster a context and atmosphere that supports the well-being of all its members and of the group as a whole. The committee has the following main tasks:

1. To initiate community-wide discussions on ethical issues.
2. To develop and supervise courses on ethics.
3. To receive and process specific complaints about faculty or students' behavior.
4. To initiate further training and supervision requirements in situations where ethical standards have been violated.
5. To offer counsel on ethical matters for those faced with difficult decisions.
6. 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 faculty members 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. The Ethics Policy is available on the PWI website at <http://www.processwork.org/about/ethics>.

Academic Honesty and Integrity

Academic honesty and integrity is essential to a positive teaching and learning environment. All students enrolled at PWI are expected to complete coursework responsibilities with fairness and honesty, and to abide by a code of academic honesty and integrity which includes refraining from plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing an academic record; or fabricating or falsifying data, research procedures, or data analysis. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own, can result in disciplinary action.

Conduct Policy

Matriculation into the MAPW or MACF program automatically binds the student to follow the policies for conduct at the Process Work Institute. Infringement of school policies will lead to a charge which will be brought before the Ethics Committee. The Ethics Committee has the

authority to make disciplinary recommendations to the student and his or her Study Committee, and/or to remove the student from the school for the following behaviors.

Abuse and Endangerment

- Verbal or physical abuse against another student or faculty member
- Careless endangerment of another person
- Possession of weapons
- Use or sale of illegal drugs
- Property damage and/or theft
- Obstructive or disruptive behavior
- Insubordination or direct incitement to serious misconduct
- Diminishing the reputation of the college community
- Willful failure to comply with the authorized directions of any college official, staff member, or teacher acting in the performance of their duties

Harassment and Discrimination

Harassment or discrimination based on race, religion, gender, sexual orientation, age, or physical ability.

Confidentiality

Notes taken during class, as well as handouts and course materials, are for personal use and can be distributed to fellow participants but may not be distributed to non-participants unless the instructor gives explicit permission. Audio and video-taping is only allowed with permission from the instructor. Audio and video-tapes cannot be distributed to non-class participants without the permission of the teacher. No audio or video taping of an individual's personal work is allowed; this includes work of either a personal or professional nature (i.e., case supervision), unless the person who is working explicitly requests that his or her work be taped for his or her personal use. No names or personal details of participant's experiences working in dyads or in the large group shall be shared with people outside the class. In case consultation classes, participants will take measures to ensure the confidentiality of their clients; no names or identifying descriptions can be used and, in all cases, the client, individual, or group must remain anonymous. Participants are asked not to share the case details with participants outside the class.

Grievances and Appeals

Disagreements, conflicts, or complaints by a student can be brought to his or her Study Committee who can help the student settle the complaint, mediate the conflict, or give advice on how to settle the complaint. When the complaint cannot be brought to the Study Committee, as in instances when the student has a complaint against a Study Committee member or the student has a complaint against a faculty member that he or she does not want to arbitrate, it is brought to the Dean of Students. If the Dean of Students feels this is a complaint of an ethical nature, he or she will recommend that the student file an ethics complaint with the Ethics Committee. If it is a matter of disagreement between the student and the teacher, the Dean or an ombudsperson in the Dean's office will offer to facilitate or arbitrate the disagreement. If the student disagrees with the results of the arbitration procedure, the student may enter a dissenting statement into the record, which shall remain part of the student's confidential record. If the Dean feels the

complaint reflects poor professional behavior on the part of the teacher, the Dean will investigate the matter.

The complaint and the results of the complaint are kept on record in a locked filing cabinet in the administration office. Complaints filed by the student are accessible to the student upon request. The student's Study Committee members, the VP of Academic Affairs, the President, Academic Deans, and office staff have access to the files. No records are released to other individuals without the student's written permission.

Student complaints not resolved by the Dean of Student's office should be submitted to the Oregon Student Assistance Commission, Office of Degree Authorization, 1500 Valley River Drive, Suite 100, Eugene, Oregon, 97401, phone: 1-800-452-8807.

Availability of Deans of MAPW and MACF Programs

The Academic Deans meet with each MAPW or MACF cohort once during each residency. In addition, the Deans are available by appointment to discuss student concerns.

All charges that lead to any recommendation by the Ethics Committee will become part of the student's official transcript.

We recognize that some so-called antisocial or deviant behaviors may be potential instruments of social change. We place high expectations on the offender's ability to transform his or her disturbance into useful social change. All review procedures, therefore, acknowledge this principle and make use of community process and mediation between parties.

Extreme and repeated violation, however, will be dealt with by expulsion of the offending student/students, subject to the rules of due process in discipline, as outlined below.

Disciplinary Procedure and Appeals

Any student who has, because of a violation of the published conduct policy, become liable for expulsion or suspension is to be formally notified of this possibility and of a hearing at which the disciplinary procedure will be discussed. His or her rights include the following:

- Advance written notice of the hearing
- Opportunity to inspect relevant documents
- Right to bring advisory council
- Right to represent his or her own position
- Right to question accusers, unless the accuser feels that the accused poses a threat to his or her personal safety
- Determination based solely on information disclosed in or before the hearing
- Right to appeal on specific grounds.

The MAPW and MACF programs have adopted disciplinary guidelines conforming to those described in the memorandum, "Due Process in College Discipline" published as a supplement to OAR 583-30-035(13) in October, 1994. Copies of both these guidelines and the memorandum are available on request from the Registrar.

THE MASTER OF ARTS IN PROCESS WORK

The MAPW degree program is a combination distance study-resident program, designed for those students who are interested in mastering Process Work skills and theory while obtaining specialized knowledge of the philosophy, theory, and methods of Process Work through structured learning. We honor the accepted meaning of the master's degree that the recipient has successfully completed a post-graduate professional training in Process Work culminating in an original piece of research, thesis, or other project demonstrating proficiency in the field.

A MAPW degree in Process Work may be useful for those wishing to apply their knowledge in professional settings, to continue with post-graduate study, or as a basis for research. Process Work is, by nature, 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, conflict resolution, medicine, bodywork, movement work, meditation practices, and health practices.

DISCLAIMER

The MAPW degree is recognized by the International Association of Process-oriented Psychology as the basis for a Diploma in Process Work. In addition to an M.A. degree, successful graduates will receive a Diploma in Process Work. Students without the B.A. prerequisite may enroll in the program for the Diploma only and receive the Diploma Certificate upon completion of the program. The Master of Arts in Process Work program is authorized by the State of Oregon; however, it is not an accredited institution. The MAPW is not recognized by any license-granting agency as a basis for licensure as a counselor, psychologist, or psychotherapist, and PWI does not place graduates in jobs related to these professions.

Program Objectives

Upon completing the MAPW program, students will be able to:

1. Demonstrate a thorough understanding of the Process Work approach to human experience
2. Recognize, appreciate, and explore all aspects of experience – conscious or consensual, unconscious or dream-like, and subtle or ineffable
3. Use self-awareness techniques to work with one's own difficult states, moods, biases, and emotions
4. Understand, appreciate, and relate to the client's social, cultural, and historical context
5. Engage with the client's less known, ambiguous or marginalized experiences, and make that knowledge available as a resource or intervention
6. Recognize, follow, and engage with a client's feedback, both verbal and non-verbal
7. Recognize the inherent wisdom of the client's experience as the foundation of the counseling and facilitation process
8. Relate to peers and other professionals and to see one's work in the context of a larger system
9. Value all cultural and communication styles and points of view, regardless of the facilitator's, group's, or predominant cultural values
10. View conflict, personal difficulties, and social challenges as resources for personal growth and change

11. Guide the client in both cognitive and experiential dimensions of his or her process through a variety of modalities including visual, auditory, proprioceptive, and movement methods
12. View experiences, people, and attitudes which are outside of one's identity as aspects of oneself
13. Demonstrate awareness of ethical, professional conduct.

SECTION I: THE PROGRAM AT A GLANCE

Online and Residential Courses

Course work in the MAPW program is both online and residential. Online learning is supplemented by three 10-day residential periods a year. Residencies are designed to satisfy the experiential focus of the learning, where personal and interpersonal skill development plays a large role. Mastering Process Work methods requires time to absorb and integrate the paradigm and grow through interactions with students and faculty. Seminar formats are best able to provide this type of experiential learning. Skills and techniques of Process Work also require focused instruction – detailed illustration of theory and methods through video analysis, drills, demonstrations, and exercises that provide for repetition, practice, and supervised learning.

The residencies have three phases. The first 4 days are held offsite, using a seminar format that allows for in-depth learning, personal work, and group development. After a travel day, the cohort meets back in Portland for the fifth day. After a rest day, they attend a 3-day intensive class with another instructor. Some of these intensive classes will be open to students outside the cohort. The Intensive Class is on a related topic that offers specialized or in-depth learning to complement the foundational or practical learning of the residency. The final 2 days are again closed to the cohort with their teaching team, for review, feedback, and closure. Attendance at all the days of each residency is required and missed classes must be made up.

Students will receive a detailed syllabus for each residency with an outline of topics, required readings, and assignments approximately 3 months before the residency.

Years 1 & 2: Foundational Learning

The first 2 years of training cover the foundation areas of four main topic areas in Process Work: the *dreambody concept*, which includes working with somatic processes and symptoms, dreams and visual imagery, movement, and nonverbal processes; *group work*, which includes group facilitation, conflict resolution, worldwork, and leadership development; *relationship work*, which includes working with couples, families, conflict, and interpersonal dynamics; and *states of consciousness*, which includes working with people diagnosed with psychotic or mental health problems, addictions, and work with people near death and in coma. The Worldwork Internship in year 2 provides the student with an opportunity to gain self-understanding in relation to sociocultural realities and to apply Process Work in diverse sociocultural contexts.

Years 3 & 4: Skill Building, Clinical Work, and Application

The third and fourth years of training continue the four foundational topics, focusing on the facilitator's development and application of Process Work through clinical work, internship and case discussion, as well as supervision and skill development during the remaining residencies. The clinical internship gives students an opportunity to apply theory to practice. The Final Project gives students the opportunity to generate a unique line of inquiry and research. Students are asked to design and implement a project in an area of their own choosing and to make a contribution to the body of Process Work research.

Peer Learning Groups

During Residency 1, students form peer learning groups for the purpose of deepening new learning, giving and getting feedback, practicing skills, getting support for using new learning in work or community, completing assignments, getting supervision, and so forth. Group members are expected to stay together even in the face of disagreements or conflict in order to develop their interactional skills and capacity to deal with conflict. The purpose of the group is to give the student a realistic experience of carrying on long-term relationships in a facilitative role.

Study Committee

Students are guided throughout the program by a Study Committee consisting of three faculty members selected by the student. The Study Committee provides guidance, support and feedback, and serves as the student's main training resource and evaluative body. The Study Committee also offers a mentoring relationship, helping the student connect his or her developing skills with personal and professional goals. The Study Committee reviews the student's progress at five Progress Review meetings. A summary of the student's progress, together with recommendations for further learning, is entered into a Learning Agreement. This Learning Agreement is used to track the student's progress and is referred to at each Progress Review meeting. Based on whether or not agreements are fulfilled and progress is being made in the various program components, the Study Committee recommends whether or not the student can progress to the next phase of training.

Selecting Study Committee Members – MAPW Program

Because of the central role the Study Committee plays in the program, students are encouraged to give the selection of their committee due deliberation. The student is responsible for assembling their Study Committee and calling the first meeting to take place no later than 1 month after residency 2. The student serves as chair of the committee and is expected to take a leadership role in conducting each meeting. In order to determine the most appropriate and well-balanced committee for his or her particular needs, the student is encouraged to interview faculty members. Members should be selected carefully, taking into consideration their areas of expertise, their general availability to the student, and their ability to challenge, support, and evaluate the student's progress.

Training Therapy

Training therapy is a cornerstone of the program. It helps trainees to become more aware of their subjective experience and use this awareness in service of the therapeutic process. Therapy also develops the capacity to apply Process Work methods in uniquely personal ways, shaped by the

trainee's individual nature, beliefs, and life experience. It provides an intimate, experiential understanding of Process Work. After entering the program, the student has 6 months in which to choose a therapist. Therapists must be certified Process Work Diplomates, and 120 sessions are required, 90 of which must be done with one therapist. Therapy is not included in the program tuition.

Worldwork and Clinical Internships

Internships play a key role in skill and personal and professional development. They provide an opportunity for students to apply their knowledge, broaden their experiences, practice skills, and expand their understanding of Process Work in real-world settings. Internships may be completed in a single setting, or a variety of situations. They may be conducted in Portland, in trainees' home communities, or anywhere in the world. Students are encouraged to seek internships through social service agencies, hospices, psychiatric or medical agencies, schools, or other appropriate settings. Students can also self-design their internships by creating a project or a series of activities, alone or in a team with other students. The Study Committee helps the student identify and decide on a suitable internship and must approve the internship. Once the student selects the internship, he or she enrolls in the *Internship Seminar*, and selects a faculty consultant to provide supervision for the internship.

Two internships are required: the *Worldwork Internship* and the *Clinical Internship*.

The Worldwork Internship provides an opportunity for the student to gain more understanding of his or her own social and cultural status, to increase awareness of the dynamics of social centrality and marginalization, and how these factors influence the student's communication style, social interactions, and facilitation. This self-knowledge is essential for work with groups and individuals other than those with which the student has identified. The Worldwork Internship may be a project, series of activities, or placement in a job or agency or community center. No hourly requirement or time frame is placed upon this internship, as the emphasis is on the quality and intensity of learning. The student can use his or her Study Committee to discuss and brainstorm Worldwork Internship possibilities, and then submit a proposal for approval.

The Clinical Internship consists of a minimum of 250 hours of hours of work, of which 150 must be direct client contact hours or facilitation work. 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 clinical internship is an opportunity for a direct application of Process Work skills, and to gain experience in an area or with a population with whom the student may not be familiar. The student may also consider using the clinical internship in tandem with their final project as a method for gathering data or experience that supports his or her project. There are a limited number of PWI sponsored internships, including The River's Way Clinic which operates out of the institute. There are also opportunities for completing the internship in other international Process Work centers. The Internship begins in Year 3 and may extend into Year 4. The *Internship Handbook* explains the requirements and procedures for all the partners in the internship program: student, Study Committee, internship supervisor, and field supervisor.

Electives

Students are required to complete an additional 20 days or 120 hours of elective study over 4 years. Electives can consist of distributed learning, webinars, teleconferences, seminars, or classes anywhere in the world. The facilitator must be an IAPOP recognized Process Work Diplomat. Electives are not included in the program tuition.

Supervision and Case Consultation

Two types of supervision are required in the program: case supervision in which students present their cases for discussion, review, and feedback, and live supervision in which the student works with a fellow student or a client in front of a supervisor, either in a class or private session.

An online case consultation course is held throughout Year 3. These classes give the student the opportunity to analyze process structure, develop and think through interventions, understand their own experiences and reactions in light of the client's process, explore their short and long term therapy goals, and discuss questions and difficulties that arise in working with clients. Beginning in Year 3, the student is expected to work with a minimum of two individual clients per week on an ongoing basis. The student is required to get supervision for every five sessions they have with each client.

Live supervision gives the student the opportunity to get immediate feedback on his or her therapeutic work and allows the supervisor to offer immediate and concrete advice. Sixty hours of live supervision are required and can be satisfied through attendance in the *Facilitation and Clinical Skills Lab*, and also in the *Open Space Learning* class. Ten hours of the live supervision can be satisfied by working in front of instructors during residency class time. Live supervision can take place using Skype, video conference, teleconference, and other distance technologies.

Final Project

Beginning in Year 1, the student will start to identify a unique, creative line of inquiry or research focus. With the help of the Study Committee, the student is encouraged to design a project that challenges the student as an individual learner, provides a format for the expression of personal interests and creativity, and contributes to the overall body of Process Work knowledge and research. This inquiry process culminates in a final project, which can take the form of a creative arts project, educational project, social action project, experiential project, or scientific research project. The Final Project will be presented at the final residency, in front of the peers and the Portland community.

If the student chooses to submit a thesis, it must conform to academic standards for theses, dissertations, and manuscripts. The quality of the writing, research procedures, and scope must be at a Master's level. The Final Project is considered part of the final evaluation and must be approved by all members of the Study Committee before being presented to the community. Students enroll in the Final Project Seminar in which they select a faculty consultant to guide them.

SECTION II: THE PROGRAM IN DETAIL

ASSESSMENT OF PROGRESS IN PROGRAM

Philosophy of Assessment

The capacity to give and receive feedback, to learn on the spot, under pressure, and to modify and adjust what one is doing in response to feedback is so intrinsic to the facilitator's role, that this capacity is built into the program from the beginning, as an integral part of the learning process. The Process-oriented method of evaluation includes traditional sources of feedback (evaluations, reports, exam results), but also an "inner" self-evaluation, that includes a process of working with internalized assessors, critics, and reactions to feedback, as well as understanding and working with feedback from the deepest part of oneself.

Assessment happens at every level of the program: in courses, supervision, internships, exams, and final projects. Once each year, evidence of student learning is brought to the Progress Review meetings with the Study Committee for evaluation. In the fourth year there are two Progress Review meetings.

Progress Review Meetings

Each Progress Review is a critical juncture in the program where all the evidence of student progress is gathered, evaluated, and discussed. At the Progress Review meeting, course evaluations, self-assessments, supervisor reports, internship evaluations, exam results, et cetera are reviewed, and the committee evaluates the student's overall progress in light of a set of program-wide Learning Objectives. The committee and student together summarize the student's areas of strengths, and make recommendations for improvement. If there are less than satisfactory results, the committee recommends specific outcomes to be achieved by the next Progress Review meeting.

The Committee has the authority to decide whether or not, based on the student's results, the student is permitted to progress to the next level of study. The summary of the student's progress and any recommendations for further learning are entered into the Learning Agreement which is signed by the committee and submitted as evidence into the student's file. Each Progress Review meeting includes the previous Learning Agreement as a piece of evidence of student learning. The Learning Agreement is signed by the committee and submitted by the student to the office as evidence for the student's file.

In addition to the Progress Review meeting, a second Study Committee meeting takes place each year. The agenda for this meeting is more informal. The meeting provides an opportunity for the committee members to support the student in the various program components, brainstorm about internship possibilities and the final project, and assist the student with any other areas in which the student may need support. In the final year of study, both Study Committee meetings are Progress Review meetings.

EXAMS AND ASSESSMENTS

The Midpoint Review

The Midpoint Review, at the end of the second year, marks a transition from foundational learning to clinical and applied learning. These exams integrate the theory and practical application of Process Work, and test the student's readiness to work with clients. The Midpoint Review is comprised of four practical, hour-long oral exams, in which the student's personal development and facilitation skills are assessed in a live demonstration. This affords the examiner the opportunity to observe the student's emotional and relational intelligence, and evaluate the student's ability to: relate compassionately to clients; create and maintain collaborative relationships; self-reflect on strengths and areas of growth and development; work under pressure; work with "triggers," or difficult emotions and conflicts; engage with feedback, and make the learning useful for themselves and their work with clients.

The Midpoint Review happens in Residency 6 and takes place within the class format. Each exam is an hour long. The student has 45 minutes to work followed by a 15 minute Q&A period with the examiner, during which time the student is required to analyze, discuss, and review the work and their interventions, and critically self-reflect and engage with the examiner's questions and feedback. The exams focus on four topics:

1. Inner work
2. Working on a relationship conflict (as a participant)
3. Working with an individual
4. Group facilitation.

Midpoint Review results are brought to Progress Review Meeting #2. Any results that are less than satisfactory need to be brought up to standard through supplemental work, supervision, or an exam re-take before the next Progress Review meeting. It is up to the discretion of the examiner to decide what type of supplemental learning is required.

Midpoint Review Exam Objectives

The Midpoint exams are meant for students to test their knowledge and be able to

- Pick up, follow, and amplify unknown material in oneself, in relationship conflict, and with a client
- Be aware of which mode or channel unknown material is more likely to appear
- Notice and explore an edge or impasse and discover what information and experience lies at the edge
- Display curiosity about his or her own process, and an appreciation for the mystery of inner life
- Self-reflect and communicate about his or her experiences and make that useful to the client
- Move fluidly and rapidly out of emotions or moods that diminish the student's awareness
- Understand the process in terms of roles, and understand his or her own experiences as a role in the clients' process

- Demonstrate eldership skills - welcoming new and/or disturbing experiences and maintaining a deeply democratic attitude with an appreciation for intra-psychic and social diversity
- Engage meaningfully with examiner feedback, and be able to work with and use your own experiences in the exam process

Progress Exams

Beginning in Year 3, from the start of Residency 9 through to the start of Residency 11, the student takes three Progress Exams. The Progress Exam format is designed to evaluate the student's ability to reflect on, adjust, and correct assumptions and hypotheses; review and analyze feedback; and integrate new learning. The topics are:

1. Video presentation of work with a client with a psychiatric diagnosis, or "extreme state" in Process Work terminology
2. Live demonstration of Inner Work or self-therapy
3. Case presentation.

For the extreme states and inner work exams the student has a series of two, 1-hour sessions with the examiner. For the case presentation exam, the student prepares a written case study accompanied by a video study with analysis which is submitted to the examiner 1 week prior to the exams. This exam takes place in one session.

These topics, together with the format, test the student's competency in self-reflection, analysis, and integrating feedback and adjusting assumptions and hypotheses. In the first session, the student's work is reviewed and discussed and feedback is given on areas of strengths as well as suggestions for improvement. Within an 8-12 week period, the student integrates the feedback, and returns for the second session, during which not only the competency but also the learning progress between the first and second session is assessed. Exam results are brought to Progress Review Meeting #4, to take place at the end of Residency 11.

Final Exams

In the final year during Residency 11, the student sits for comprehensive final exams. These exams test the student's competency in 5 areas:

1. Working with an individual
2. Working with a somatic experience
3. Working with one's own relationship conflict
4. Working with a couple or family
5. Facilitating a group.

The final exams are a culmination of the student's learning, and offer the opportunity for the student to present their skills. There are five 45-minute exams which are comprised of a 25 minute demonstration of facilitation skills followed by a 20 minute discussion, analysis, Q&A, and assessment discussion. Because the program's emphasis is on the mastery of skills requiring emotional intelligence, for instance, working with difficult conflict situations, or assisting a client through personal difficulty, the exams are structured to mirror the pressure and challenges the graduate will face. The exams take place in a private setting with the examinee, the examiner, a client (individual, couple, or group), and a neutral observer.

Final Exam Objectives

The exams are meant for students to test their knowledge and be able to:

- Demonstrate knowledge of the Process Work paradigm and apply it to different situations
- Use awareness and metaskills in the service of the role of therapist/facilitator
- Explore hypotheses while following client feedback
- Work with signals and amplification techniques within the appropriate channel
- Identify and work at edges
- Demonstrate an ability to use multi-leveled methods for unfolding the client's process and during the discussion, be able to explain how and why they chose the approach they used
- Be fluid when reaching an impasse; make "stuckness" useful
- Recognize therapist/client relationship processes including "dreaming up," at least in retrospect
- Work in the dual role of examinee and therapist
- Discuss and analyze the process structure, supported by sensory grounded information based on the client's verbal and non-verbal signals
- Explain personal goals and how they guided and influenced their work
- Engage meaningfully with examiner feedback and be able to work with and use their own experiences in the exam process.

CREDITS

A minimum of 65.5 credits is to be accumulated over 4 years of study. Each credit represents approximately 35 to 45 hours of learning activity and 15 hours of faculty engagement. An additional 20 days or 120 hours of elective study must be accrued.

The successful completion of each unit of work for which credit is received is documented by the Registrar in the office files which becomes a permanent transcript of the student's work and accumulated credit. At the beginning of the program, each student will receive a Student Record Book in which additional hourly requirements for therapy, peer group meetings, and electives are listed. The student is responsible for obtaining signatures from faculty members to verify that the requirements have been satisfied. Upon completion of the program, the student submits the Student Record Book to the Registrar and it becomes part of the permanent academic record.

MAPW Graduation Requirements

In order to graduate from the MAPW program, students must successfully complete the following training requirements:

- All required course work and electives (65.5 credits)
- Progress Review Meetings (assessment and evaluation with the student's Study Committee)
- Participation in peer learning groups
- Training therapy
- Elective study
- Clinical internship
- Worldwork internship
- Clinical Supervision

- Midpoint Review and Phase II Exams
- Final project (Master’s thesis)

MAPW Program Credit Table

Note that the number of courses vary each year. As each cohort enrolls at a different time in the year, the actual number of credits will vary from year to year, and from cohort to cohort.

Year 1	
Residential courses	= 8 credits
Online and distance courses	= 8 credits
Total	<u>16 credits</u>

Year 2	
Residential courses	= 7 credits
Online and distance courses	= 10 credits
Total	<u>17 credits</u>

Year 3	
Residential courses	= 4.5 credits
Online and distance courses	= 13.5 credits
Total	<u>18 credits</u>

Year 4	
Residential courses	= 7 credits
Online and distance courses	= 7.5 credits
Total	<u>14.5 credits</u>

Total Credits	65.5 credits
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Time to Complete MAPW units:

- Residencies: 60 hours of instruction in each of the 12 residencies
- Online Course Work: 1 credit courses typically run 4-6 weeks; 2 credit courses 8-12 weeks
- Electives: 120 hours of elective study are required
- Clinical Internship: 250 hours
- Worldwork Internship: completed in year 3, or by the end of year 4 with permission of Study Committee
- Therapy: 120 hours over 4 years
- Final Project: throughout years 3 & 4; time spent varies with each student.

THE MASTER OF ARTS IN CONFLICT FACILITATION AND ORGANIZATIONAL CHANGE

The MACF degree program is a distance study-resident program designed for those students interested in mastering Process Work skills and theory while obtaining specialized knowledge in the methods of Worldwork and its application to conflict resolution and community and organizational change processes. The philosophy, theory, and methods of Worldwork will be gained through structured learning and practice. The MACF program trains students to use the theory, methods, and attitudes of Process Work to engage effectively with groups and organizations, building on a foundation of personal growth. The program prepares professionals to attain competency in conflict resolution, community building, group facilitation, and organizational change across national, disciplinary, and cultural boundaries.

DISCLAIMER

The Master of Arts degree in Conflict Facilitation and Organizational Change is authorized by the State of Oregon; however, it is not an accredited institution. The MACF is not recognized by any license granting agency as a basis for licensure or professional membership as a mediator, facilitator, or consultant, and PWI does not place graduates in jobs related to these professions.

Program Objectives

Upon completing the MACF program, students will be able to:

- Demonstrate a thorough understanding and practice of the Process Work approach to conflict, group dynamics, and organizational change processes.
- Recognize, appreciate, and explore all aspects of experience – conscious or consensual, unconscious or dream-like, and subtle or ineffable.
- Use conflict, including one's own, as an opportunity for meaningful change.
- Value all cultural and communication styles and points of view, regardless of the facilitator's, group's, or predominant cultural values.
- View experiences, people, and attitudes, which are outside of one's identity, as aspects of oneself.
- Use self-awareness techniques to work with one's own difficult states, moods, biases, and emotions.
- Explore, appreciate, and engage with the less known, ambiguous, or marginalized experiences of a group or organization, making that knowledge available as a resource or intervention.
- Understand, appreciate, and relate to the group's social, cultural, and historical context.
- Think critically about Process Work within the broader fields of facilitation, conflict resolution, and organizational change.
- Demonstrate awareness of ethical professional conduct.

SECTION 1: THE PROGRAM AT A GLANCE

Distance and Residential Courses

Course work in the MACF program is both online and residential. Online learning is supplemented by two 10-day residential periods a year. Residencies are designed to satisfy the experiential focus of the learning, where personal and interpersonal skill development plays a large role. Residential study also supports the kind of focused instruction, practice, repetition, and supervised learning that enables mastery of the skills and techniques of Worldwork facilitation.

Peer Learning Groups

Students will form learning groups at the first residency and stay together throughout the program. The function of the peer group is to work together on developing skills, giving each other feedback, completing assignments and exercises from courses, and supporting each other in the course of the students' studies. Peer groups may arrange to attend electives together and to meet with faculty members who are visiting their regions. Peer groups will also have time to meet together during the residential courses for supervised instruction.

Study Committee

The Study Committee, consisting of three faculty members and the student, is the student's main resource in training matters and oversees the student's educational process. The Study Committee provides guidance, support and feedback, and serves as the student's main training resource and evaluative body. The Study Committee also offers a mentoring relationship to the student, helping to connect developing skills with personal and professional goals. The Study Committee reviews the student's progress at annual Progress Review meetings and recommends whether or not, based on the evaluations and assessments from all the program components, the student can progress to the next phase of training. A summary of the student's progress, together with recommendations for further learning, is entered into a Learning Agreement. This Learning Agreement is used to track the student's progress and is referred to at each Progress Review meeting. Based on whether or not agreements are fulfilled and progress is being made in the various program components, the Study Committee recommends whether or not the student can progress to the next phase of training.

Selecting Study Committee Members

Because of the central role the Study Committee plays in the program, students are encouraged to give the selection of their committee due deliberation. The student is responsible for assembling their Study Committee, serves as chair of the committee, and is expected to take a leadership role in conducting each meeting. The student and his or her Study Committee are required to meet at least twice a year; however, in year one, only one meeting is required and the second, if the student wants to use it, must be used within year one and cannot be rolled over. Because the Study Committee is the student's main resource in training matters, its members will have close contact with the student over his or her course of study. In order to determine the most appropriate and well-balanced committee for his or her particular needs, the student is encouraged to interview faculty members. Members should be selected carefully, taking into consideration their areas of expertise, their general availability to the student, and their ability to

challenge, support, and evaluate the student's progress. The student serves as the chairperson of the Study Committee and is responsible for convening each meeting.

Internships

In order to increase learning that comes from encountering groups, communication styles, and social settings different from one's own, the student will be required to have at least two separate internships to provide experience with different populations and organizational styles. Examples of possible internships include working in a neighborhood mediation center, a teambuilding project for a business or organization, designing a change process, working on a community development project, organizing and facilitating a town meeting on particular issues, working as a liaison between groups or working in any situation where conflict skills and group facilitation skills are necessary, such as equity programs, crisis intervention teams, juvenile detention homes, refugee agencies, and so forth.

Internships play a key role in skill and personal and professional development. They provide an opportunity for students to apply their knowledge, broaden their experiences, practice skills, and expand their understanding of Process Work as it is applied to real-world settings. During the program, students will work on several different internships in their home communities or elsewhere.

The Study Committee must approve the student's internship selection. Once the internship is selected and approved, the student enrolls in the Internship Seminar and selects a supervisor who offers ongoing training and supervision.

If the student is working within an agency, business, school, or other organizational system, he or she is also required to be supervised by a field supervisor, a manager, practitioner, or instructor working at the agency or organization, who is able to provide feedback, guidance, and/or supervision to the intern.

The two Internships together comprise approximately 250 hours of activity. This total includes 160 hours of client or group contact time, 24 hours of supervision, and 70 hours of preparation, networking, planning, outreach, evaluation, and follow-up. Students may create special projects, assignments or tasks within their existing place of employment to fulfill the requirements of one internship only, unless otherwise permitted by the Study Committee. The internships begin in Year 2 and can extend through Year 3. A detailed description of the Internship Program is available in the *Internship Handbook*.

Electives

In addition to required attendance of all courses and at the residencies, students are required to attend 10 days or 60 hours of elective courses related to their studies. Electives are any distance course, webinar, teleconference, class, or workshop taught by an IAPOP recognized Process Work Diplomate. It is suggested that one of these electives be an international Worldwork seminar. Electives are not included as part of the tuition.

Final Project

Throughout their studies, students will work on developing and producing a final project that represents a synthesis of their learning, practice, and research. Students will be assisted in designing and working on their final project through classes on research methods and design, working one-to-one with faculty, and meeting with their project supervisor and Study Committee members.

The final project both challenges students as individual learners and provides a format for them to express their interests and creativity. It may take the form of an academic thesis, an article suitable for publication, a presentation, or a performance. The project must reflect original thought and make a unique contribution to the application of Worldwork to one of its related fields, be it professional, academic, or artistic. Potential projects include videotapes for training purposes, a collection of papers on a related topic, a curriculum proposal, a performance, street theater production, or a political event. If the student chooses a non-written project, it must be accompanied by a contextual essay.

If the student chooses to submit a thesis, it must conform to academic standards for theses, dissertations, and manuscripts. The quality of the writing, research procedures, and scope must be at the master's level. The final project is considered part of the final evaluation and must be presented to the Study Committee before it is presented at the final residency.

Archival versions must be submitted to the PWI library in both hard copy and electronic format as a resource for future students.

SECTION II: THE PROGRAM IN DETAIL

ASSESSMENT OF PROGRESS IN PROGRAM

Philosophy of Assessment

The capacity to give and receive feedback, to learn on the spot under pressure, and to modify and adjust what one is doing in response to feedback is so intrinsic to the facilitator's role that this capacity is built into the program from the beginning as an integral part of the learning process. The Process-oriented method of evaluation includes traditional sources of feedback (evaluations, reports, exam results) and also an "inner" self-evaluation that includes a process of working with internalized assessors, critics, and reactions to feedback, as well as understanding and working with feedback as an impersonal stream of information.

Progress Review Meetings

Assessment happens at every level of the program: in courses, supervision, internships, exams, and final projects. All of the evidence of student learning is gathered and evaluated at the bi-annual Progress Review meetings with the Study Committee. During these critical junctures, the evidence of student progress is collected (course evaluations, self-assessments, supervisor reports, internship evaluations, exam results, etc.) and the student, together with the committee, evaluates the student's overall progress in light of a set of program-wide Learning Objectives.

The committee and student together summarize the student's areas of strengths and make recommendations for improvement. If there are less than satisfactory results, the committee recommends specific outcomes to be achieved by the next Progress Review meeting.

The committee has the authority to decide whether or not, based on the student's results, the student is permitted to progress to the next level of study. The review, summary, committee and student recommendations for further learning, and any outcomes to be achieved are entered into the Learning Agreement which is signed by the committee and submitted as evidence into the student's file. Each Progress Review meeting includes the previous Learning Agreement as a piece of evidence of student learning.

Benchmark Supervision

This is a two-part supervision and assessment class, structured at critical points in the program that allows the student to test his or her skills according to program benchmarks and make adjustments and corrections to his or her learning. These are structured as classroom assessments rather than as individual sessions with an examiner. Classroom assessments allow for greater learning through observing other students being assessed, participating in the discussion and analysis of the work, and being able to have multiple chances to work, be assessed, correct and revise, and try again. The first Benchmark Assessment is held just prior to the midpoint of the program, giving students an opportunity to see how they are progressing and make plans for the next phase of study. The last one is held towards the end of the program with the goal of helping students in their preparation for final exams. Results of the benchmark supervision class are brought as evidence to the Progress Review meetings.

EXAMS AND ASSESSMENTS

Final Exams

Final exams are held in Residency 6. The final exams are a culmination of the student's learning, and offer the opportunity for the student to present his or her skills. There are six exams, five of which are 45 minutes long and one (group facilitation) of which is 1 hour long. In each exam, the student has approximately 25 minutes to demonstrate facilitation skills, followed by 20 minutes of a discussion, analysis, Q&A, and assessment discussion with the examiner. Because the program's emphasis is on the mastery of facilitation skills, the exams reflect the nature of facilitation, a live event that mirrors the pressure and performance stress of a facilitation experience.

Final exams are given in each of the following areas:

1. Facilitating an interpersonal conflict between two people.
2. Working on oneself in a stressful situation.
3. Facilitating a group conflict.
4. Case study assignment: facilitation preparation and case analysis.
5. Video presentation of the student's facilitation work.
6. Working on one's own relationship conflict.

The following criteria are used to evaluate the student’s performance. For specific criteria for assessment of each topic, see the Final Exam Guidelines.

- Openness to learning, which includes an ability at sober self-evaluation, awareness of one’s own growing edges, and capacity to take feedback.
- Compassion, respect, and humility towards clients and fellow facilitators.
- Awareness of personal limits.
- Appreciation and curiosity towards the unknown, including surprises and events yet to be understood.
- Ability to view people and systems in a social context, to respect and appreciate diversity, and to apply a deeply democratic attitude to individuals and systems.
- Ability to analyze group dynamics and conflict situations from a Process-oriented point of view.
- Ability to work with the non-consensual aspects as well as the consensual, practical issues of a group or conflict situation.
- Ability to discuss the larger context in which process facilitation belongs.
- Ability to use one’s self — reactions, feelings, momentary bias or siding — as a part of the system, and to use it to the benefit of the system or individual client.
- Ability to step into the other’s experience, even when in conflict.

CREDITS

A minimum of 46.5 credits are to be acquired over 3 years of study through attendance of core curriculum courses. An additional 10 days or 60 hours of elective study is required for graduation. The core curriculum classes are found in Appendix B. Each credit represents approximately 35 hours of learning activity and 15 hours of faculty engagement.

The successful completion of each unit of work for which credit is received is documented by the Registrar in the office files. Additionally, peer group meetings and electives are recorded by the student in the Student Record Book which becomes a permanent transcript of the student’s work and accumulated credit. At the beginning of the program, each student will receive a Student Record Book in which they record peer group meetings and electives. The student is responsible for obtaining signatures to verify that the requirements have been satisfied. Upon completion of the program, the student submits the Student Record Book to the Registrar and it becomes part of the permanent academic record.

MACF Program Credit Table

The MACF program has 7 residential courses, typically 2 per year. However, one year will have a third. Thus, while the total number of credits remain the same, the division of credits by year will vary.

Year 1	
Residential courses	= 7 credits
Online and distance courses	= 7 credits
Total	14 credits

Year 2	
Residential courses	= 6 credits
Online and distance courses	= 9.5 credits
Total	<u>15.5 credits</u>

Year 3	
Residential courses	= 8.5 credits
Online and distance courses	= 8.5 credits
Total	<u>16.5 credits</u>

Total Credits	46.5 credits
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Time to Complete MACF units:

- Residencies: 60 hours of instruction in each of the 7 residencies
- Online Course Work: 1 credit courses typically run 6-8 weeks; 2 credit courses 8-12 weeks
- Electives: 60 hours of elective study are required
- Internship: 250 hours
- Final Project: throughout years 3 & 4; time spent varies with each student.

APPENDIX A: MAPW COURSE CURRICULUM

The Dreaming Body I: Foundations of the Process-oriented Approach to Experience

Dream and bodywork are the historical foundations of Process Work. In this intensive residential course we will learn through experience and theory to use the body and dreams as gateways to the wider world of process. We will introduce the basic skills and philosophy that will be applicable to all areas of Process Work and set the groundwork for the rest of the training.

Credit 2.0

Roots and Philosophy of Process Work I

This two-part online course introduces the foundations of process work theory starting with Arnold Mindell's initial development of the Dreambody concept from its Jungian roots, extending into his newest research on Process Mind and Eco-psychology. Part I introduces the foundational theories and philosophies underpinning the Process-oriented approach to growth and change, exploring how these concepts influence and contribute to Mindell's work and how they live in human experience and interaction.

Credit 2.0

Worldwork I: Basics of Group Work

This intensive residential course introduces Worldwork, the conceptual framework for analyzing group dynamics and conflict, and the set of methods for facilitating group interaction, together with its underlying philosophy, Deep Democracy. This course will involve theoretical material, skill development and practice. Students will have the opportunity to apply their facilitation skills, as well as learn the inner work skills that are central to facilitating a group.

Credit 2.0

Roots and Philosophy of Process Work II

Part two of this online course introduces the foundations of Process Work theory starting with Arnold Mindell's initial development of the Dreambody concept from its Jungian roots, extending into his newest research on Process Mind and Eco-psychology. Part two focuses on proficiency in the basic tool of following process: using our perceptual awareness of sensory based information (verbal and nonverbal signals and information) in order to develop hypotheses and frameworks for following and unfolding processes.

Credit 2.0

Introduction to Relationship Work

This intensive residential course introduces the metaskills and skills for working with relationships. Students will learn the basic approach to working with relationship dynamics, focusing on seeing a relationship as a system, creating a container for the unknown to emerge, and participating in relationship interactions with fluidity, curiosity, and openness. The course also covers the basic framework for analyzing and working with relationships: the intra-psychic, interpersonal, and field levels of relationships, and some beginning tools for working with relationship dynamics.

Credit 2.0

Psychiatric and Medical Red Flags

Process Work straddles a multidisciplinary field that requires a broad-based knowledge of human experience, as well as the challenges of social and medical crises. In the course of working with individuals, groups, and organizations, practitioners may encounter situations that require special attention and knowledge to keep their clients and themselves safe. It is critical to recognize and identify issues of mental and physical health beyond the scope of practice and to assess their severity in order to help clients obtain appropriate care. In this online course students will create a manual that addresses signs and signals or “red flags” of medical and psychiatric risks that indicate the need for special attention.

Credit 2.0

Learning Lab

This is an experiential, distance-based, process group for practicing skills in the benchmark areas. Students are assigned to 3-member peer groups that stay together throughout the length of the program. The lab offers students the opportunity to learn conflict and relationship skills, participant-facilitation skills, and group dynamics. Students connect via Skype, teleconference, and chat rooms to practice facilitating their own group process, work together on assignments from faculty, and practice skills through exercises assigned by faculty. This class is taken yearly.

Credit .5

Open Space Learning

This distance-based, student directed tutorial helps students deepen their knowledge and further develop their skills through supervision, video study and analysis, case consultation, and tutorials with selected faculty members. The class is overseen by the student’s Advisor, who helps design the focus of the class, and its learning objectives, based on the student’s learning needs. Open Space learning is designed to support the self-directed learning components of the program, where students may need further guidance and input, such as skill development, video studies, case analysis, issues of professional development, final project, internship supervision, and other advanced learning. Required each semester in years 1 and 2; one semester only in years 3 and 4.

Credit .5

Progress Review: Developmental Assessment

This distance-based course provides ongoing review, feedback, and assessment for the student’s progress in the program. Together with their three-faculty member Study Committee, the student prepares for two annual Progress Review meetings, at which time evidence of student progress is gathered, evaluated, and discussed. In addition, the student works with the Study Committee on their progression of learning in light of a set of program wide learning objectives. At the Progress Review, the committee and student review course evaluations, supervisor reports, internship evaluations, exam results, and other evidence of student learning. The student submits a self-assessment essay reviewing his or her technical and adaptive work to date and their demonstration of leadership and personal authority as well as their contributions to the development of the learning community.

Credit .5

Facilitation and Clinical Skills Lab

This self-directed, distance class consists of supervision with faculty members of the student's choosing (based on interest area, availability, and schedule compatibility). Students choose one faculty member as their main supervisor and work together on developing their clinical and facilitation skills in a one-to-one or small group format. While the student can work with several different supervisors, the main supervisor must have at least 5 consultations with the student during the class. The goal of this course is to provide students with guidance and detailed feedback on their counseling and facilitation skills with individuals, couples, families, and small groups, and to assist them with any learning challenges or issues related to their development as a practitioner. The focus on skill-building includes case conceptualization, analysis and assessment, designing and implementing interventions, evaluating client feedback, video analysis, evaluating and synthesizing evidence related to a client situation, and ethical and professional issues. This course is taken yearly.

Credit 2.0

States of Consciousness I

Psychiatric problems are usually outside the scope of psychotherapy, because the behaviors and experiences of the mentally ill are considered to be the result of biological and neurological factors, and therefore meaningless in and of themselves. Process Work shows us how to find meaning in even the most chaotic-seeming experiences and behaviors. This intensive residential course is oriented toward unfolding and supporting the meaningful core of altered, extreme, and unusual states of consciousness. It will introduce the student to the theory, metaskills, and skills for working with, unfolding, and finding the meaning of these states for our everyday lives, and that of our clients. A key element of making this meaningful core useful is for the therapist to develop a deeply democratic attitude toward *all* states of consciousness, including the consensus reality aspect.

Credit 2.0

Comparative Systems of Psychological Thought

In your work, you will be called upon to communicate with professionals from other psychological perspectives. This online class looks at the development of the field of psychology as it progresses through the three main branches of psychological thought: depth, behavioral, and humanistic. Through a team-based project, students explore, compare, and contrast a range of methods and perspectives in various psychotherapeutic modalities to gain insight into the larger field of psychology and human change.

Credit 2.0

The Dreaming Body II: Chronic Symptoms, Childhood Dreams, and Life Myth

This intensive residential class continues exploring dream and body work that began in year one. It offers a more in-depth focus on hands-on bodywork techniques and moves into more complex areas of chronic symptoms, childhood dreams, and life myth. Working with clients over time reveals patterns reflected in recurring edges, difficulties, and chronic symptoms that point to an underlying life myth, a unique pattern that reflects an individual's self-development over time. This course presents the theory and methods for working with long-term processes such as those found in childhood dreams, chronic symptoms, and major life events.

Credit 2.0

Ethics and Professional Practice

This online course is designed to familiarize students with ethics as well as the variance of ethical codes, legal statutes, and the community standard of care for mental health professionals. Students will study aspects of professional practice that involve legal and ethical understanding, such as domestic violence, suicide, multiple relationships, termination, child abuse, and issues around advertising and payment. A key focus of this class is learning where and how to find practitioner resources and situating oneself and one's work within the standards of the mental health community.

Credit 2.0

Assessment and Review I: Supervision, Crystallization, and Evaluation

This intensive residential happens midway through program. It is a time for reviewing, deepening, consolidating, and evaluating learning. The Midpoint Review assessment is integrated into the residency along with supervised work in the group. Two days crystallizing skills and theory, using demonstrations, video study, supervision, and exercises will be followed by 2 days of exams on the topic areas.

Credit 2.0

Research Methods and Final Projects Lab: Part I, Overview of Final Projects

This series of online and residential classes introduces the concepts, research methods, and other skills needed to complete the final project requirement of the MAPW program. The series is taught in five segments: Part I, Overview of Final Projects; Part II, Final Project Proposals (online); Part III, Initiating Final Projects; Part IV, Completing Final Projects; and Final Project Presentations. Part I provides an overview of the variety of forms a final project can take, guidelines and expectations for the scope of a final project, as well as its phases of preparation and completion.

Credit 1.0

Worldwork Internship

The Worldwork Internship is a project or activity that exposes the student to social or cultural groups other than those with whom the student identifies. It provides an opportunity for the student to gain more understanding of his or her own social and cultural status, to increase awareness of the dynamics of social centrality and marginalization, and to learn how these factors influence his or her work as a practitioner. Through a project that the student develops together with a faculty consultant, the student will gain insight into his or her own identity, values and beliefs, and explore how culture and diversity shape psychological processes. Students work at a distance with a faculty consultant of their choosing on a project in their home community.

Credit 3.0

States of Consciousness II: Clinical Issues and the Therapist's Process

This course, taken after the Midpoint Review, ushers in Phase II of the student's program. It revisits the theory and methods of states of consciousness, focusing on advanced issues that arise in clinical practice, such as working with depression, suicide, clinical diagnoses, abuse, trauma, and addictions. The residency is also meant as a time for advanced supervision, honing and

deepening basic skills, while also focusing on therapist's own process, the relationship between the therapist's and the client's edges, transference, counter-transference, and dreaming up phenomena.

Credit 2.0

Relationship Work II: Relationship Work with Couples

This intensive, residential course is the second in a series of three relationship-focused classes. This one addresses working with couples – whether friends, romantic partners, spouses, business partners, family members, colleagues, and so forth. It focuses on the dynamics of relating, tracking the interactional signals, and identifying the level at which the interaction is occurring: intrapersonal, interpersonal, or transpersonal. The focus for the student will be on mastering the skills and metaskills of facilitating the interaction and working with the couple as a system – assisting each person individually, but making sure that the system as a whole develops. The Intensive Class component is focused on transference, counter-transference, and the dynamics of dreaming-up.

Credit 2.0

Case Supervision

This online course is designed to help students begin their clinical phase of work with clients. Students will learn how to present cases, analyze client situations, design and implement interventions, analyze feedback, and learn to work with long-term patterns with clients.

Credit 2.0

Research Methods and Final Projects Lab: Part II, Final Project Proposals

This series of courses focus on the concepts, research methods, and other skills needed to complete the final project requirement of the MAPW program. Part II is an online course which focuses on the requirements for the final project proposal and assists students in identifying their topic, methodological options, and designing their final projects.

Credit 1.0

Worldwork II: The Facilitator's Development

This intensive residential class focuses on the personal development and facilitation skills of the group facilitator. The major emphasis is learning to track and make use of the facilitator's subjective experiences as a part of the group's transformational process. Gaining awareness around diversity, bias, conflict, and volatility, as well as one's own cultural and communication styles and biases, rank, and power will be the focus. Learning to work with and stay detached and useful during extreme or intractable types of conflict, such as personal attack, challenges to leadership, chaotic processes, and potential violence in facilitating group conflict will also be covered.

Credit 2.0

Final Project Seminar MAPW

This distance course is required for students actively involved in the readings, research, data collection, analysis, design, or writing of their final project. This class is taken in year 3 and again in year 4. Students must register with a faculty consultant when enrolling in this course. The consultant tracks and supervises the student's work on the final project. This seminar

includes mentoring and consultation on the presentation of the final project, as well as help and guidance with research, writing, and development of the project.

Credit 2.0

Relationship Work III: Complex Issues, Systems, and Families

This final relationship residential class gives students a chance to continue to develop and deepen the skills and metaskills of relationship work, and extends them to working with complex relationship situations, including family work. Long-term relationships, crisis and change in relationship, chronic and intractable issues, and complex family dynamics that often involve social systems, such as children and custody, finance, violence, and addictions will be addressed.

Credit 2.0

Research Methods and Final Projects Lab: Part III, Initiating Final Projects

This residential class continues the focus on research methods and other skills needed to complete the final project requirement of the MAPW program. Part III guides students in initiating their final projects, developing timelines, and addressing barriers and challenges.

Credit .5

Assessment and Review II: Final Exams Assessment

This residential course includes the final exams, and is an opportunity for students to demonstrate the knowledge they have acquired throughout the program, and to show their growing competency using the skills of Process Work applied to different areas of the work. The first part of the residency will be held offsite, focusing on supervision, consolidating skills, and inner work preparation for exams. See the Exam Guidelines document for the procedures and specific exam requirements.

Credit 2.0

Internship Seminar

This distance course is taken concurrently with the student's internship and serves as an adjunct to the student's internship experience. The student chooses a faculty member as internship supervisor with whom he or she has a minimum of five direct consultation hours. The focus is on developing clinical skills, examining ethical and legal issues that arise in counseling, and in agency settings, translating skills and methods into practice, collaborating with professionals across modalities, and other issues related to the student's professional development. Students work one-to-one or in small groups led by a supervisor, using case reports and videotape feedback of facilitation. This course is taken in two parts, once in year 3 and once in year 4. Each time it is for 2 credits, for a total of 4 credits in 2 years. **Co-requisite:** *Clinical Internship*, with permission of Study Committee.

Credit 2.0

Research Methods and Final Projects Lab: Part IV, Completing Final Projects

This final course in the series provides assistance in bringing the final projects to completion and gives feedback on elements of the written thesis or contextual essay. The residential course concludes with the Final Project Presentations, in which students present their work to fellow students, faculty, and colleagues.

Credit 1.0

States of Consciousness III: Shamanism and Process Mind in Action

Alongside therapeutic technique and skill, there is a universe of subjective experiences the therapist has to contend with while working with clients. These experiences are most reliably useful when they are used to bridge the two worlds – the world of conscious cognitive processing, and lesser known world of intuition, altered states of consciousness, dreaming, and sentient experience. The purpose of this residency is to help students blend their cognitive knowledge with the world of personal experience, creating their own unique therapeutic and facilitation styles.

Credit 2.0

Independent Projects Class

This distance based, independent study course is designed for students in the midst of their studies who need more time to work on non-course learning activities such as supervision, final projects, and internships. To enroll in this course, the student needs the permission of their Study Committee because enrolling means stepping out of the residency rotation. The student can engage in independent learning, and will re-enter the residency rotation with the next cohort, at a time determined by the Study Committee. This course includes one required Study Committee meeting.

Credit 1.0

Terminal Projects Class

This self-directed, distance based course is designed for students who have course requirements still outstanding at the time of graduation. This semester long course allows the student to complete independent projects such as final project, internship, and supervision. This course includes one required Study Committee meeting.

Credit 1.0

APPENDIX B: MACF COURSE CURRICULUM

Introduction to Deep Democracy and the Process Paradigm

This residential course introduces the theory of Process-oriented Psychology, with an emphasis on its application to conflict facilitation and organizational change. It covers the roots of Worldwork and Deep Democracy in philosophical, spiritual, and psychological thought. The course will introduce the framework of marginalization and mainstream, how self-other dynamics create consciousness and conflict, and form the basis of understanding individual processes and group interaction.

Credit 1.0

Practicum: Introduction to Deep Democracy and the Process Paradigm

This online course focuses on the practical applications of the Deep Democracy concept with an emphasis on conflict facilitation and organizational change. It provides an opportunity for students to apply the concepts and skills of Worldwork to their work with individuals, groups, and organizations.

Credit 1.0

Process Approach to Groups, Conflict, and Change

This residential class introduces the theory and practice of group facilitation. It covers group dynamics, the role of conflict in group change, and the Process-oriented methods of group work: sorting, consensus, communication dynamics, roles and polarization, rank and power, marginalization, edges, and hotspots.

Credit 1.0

Facilitator and Leadership Development: The Self-Development of the Facilitator

This residential course presents the basic methodology for Process-oriented inner work, or the self-awareness techniques necessary to stay awake in the midst of conflict and remain useful as a facilitator. It outlines the theory and methods for connecting the facilitator's subjective experiences to the group's process. Experiential methods and practice for increasing awareness, fluidity and eldership, and the use of self as an instrument of change in groups and organizations will be presented.

Credit 1.0

Group Facilitation: Interventions and Supervision I

This residential, skill-building course focuses on the translation of Worldwork concepts into practical interventions. Methods for appreciating and working within the parameters of a group's communication style, identity, and goals will be presented. The course will outline skills for facilitating consensus, working with roles and polarization, addressing communication edges and hotspots, dealing with escalation and de-escalation, and framing group learning and integration.

Credit 1.0

Case Studies and Applications I: The Open Forum

This multi-part course introduces the student to the various applications of Worldwork. Through case presentation, discussion, as well as an experiential project of planning and facilitating an Open Forum, students will gain an understanding of how Process-oriented group facilitation and

conflict work can be applied to different contexts. This residential section of the course introduces and guides the student through creating, planning, and executing an Open Forum.

Credit 1.0

Facilitating Two Party Conflicts I

This is an experiential, residential class on the methods, skills, and metaskills of facilitating interpersonal conflict or two-party disputes. Part I presents the process approach to interpersonal conflict, understanding levels of relationship, a framework for analyzing and intervening in relationship conflict; working with double signals and accusations; the double edge dynamic, or leveraging the system's disturbance to assist the relationship over its edge; interventions for conflict, escalation and de-escalation, power and rank dynamics, moods and non-local aspects of relationships, and relationship myths.

Credit 1.0

Facilitator and Leadership Development: Befriending Conflict

This residential class focuses on developing awareness around group experiences that knock the facilitator off center. Befriending conflict involves awareness of one's own cultural and communication styles and biases, rank, and power. Methods for managing bias, siding, strong affect, and other challenges to neutrality and centeredness will be presented. Inner work methods for developing diversity, as both an inner and outer practice, will also be presented.

Credit 1.0

Conflict, Culture, and Community: Theories and Approaches to Conflict and Its Transformation

This online course explores theories and methods relevant to the fields of conflict and dispute resolution within the context of culture and community. It looks at conflict and concepts of justice, conflict and culture, and conflict within community. This course seeks to broaden the facilitator's understanding of conflict, understanding that for every conflict and issue a group addresses, there are contested meanings, divergent worldviews, different goals, and even different definitions of conflict. Through readings and discussions, students will develop fluency with ways of naming, framing, and supporting conflict across cultural contexts.

Credit 2.0

Learning Lab

This is an experiential, distance-based, process group for practicing skills in the benchmark areas. Students are assigned to 3-member peer groups that stay together throughout the length of the program. The lab offers students the opportunity to learn conflict and relationship skills, participant-facilitation skills, and group dynamics. Students connect via Skype, teleconference, and chat rooms to practice facilitating their own group process, work together on assignments from faculty, and practice skills through exercises assigned by faculty. This class is taken yearly.

Credit .5

Progress Review: Developmental Assessment

This distance-based course provides ongoing review, feedback, and assessment for the student's progress in the program. Together with their three faculty member Study Committee, the student prepares for two annual Progress Review meetings, at which time evidence of student progress is

gathered, evaluated, and discussed. In addition, the student works with the Study Committee on their progression of learning in light of a set of program-wide learning objectives. At the Progress Review, the committee and student review course evaluations, supervisor reports, internship evaluations, exam results, and other evidence of student learning. The student submits a self-assessment essay reviewing his or her technical and adaptive work to date and their demonstration of leadership and personal authority as well as their contributions to the development of the learning community.

Credit .5

Facilitation Skills Lab

This self-directed, distance class consists of supervision, and case analysis and consultation, and tutorials with faculty members of the student's choosing (based on interest area, availability, and schedule compatibility). Students choose one faculty member as their main supervisor and work together on developing their professional and facilitation skills in a one-to-one or small group format. While the student can work with several different supervisors, the main supervisor must have at least 6 consultations with the student during the class. The goal of this course is to provide students with guidance and detailed feedback on their facilitation skills with conflict, small and large group facilitation, and to assist them with any learning challenges or issues related to their development as a practitioner. The focus on skill-building includes case conceptualization, analysis and assessment, designing and implementing interventions, evaluating group and client feedback, video analysis, evaluating and synthesizing evidence related to a client situation, and ethical and professional issues. This course is taken yearly.

Credit 2.0

Personal and Professional Development Tutorial

This distance tutorial offers coaching, tutorials, and guidance for students with a faculty consultant who serves as a mentor, called Advisor. The Advisor provides guidance, support and feedback, and is the student's main point of contact in the program. Through regular contact via Skype, email, or video conference, the mentor provides the student with clear learning feedback, assists them in fulfilling the program requirements, and consults and coaches the student through learning and personal and professional growth challenges related to their studies and work.

Credit 1.0

Facilitating Change in Groups, Organizations, and Communities Part 1

This first of a three-part course looks at the nature of change and development in organizations, specifically at how Process Work can be applied within organizations. Part 1 explores Process Work concepts and their use (1) as a framework for understanding the organizational patterns, challenges and problems the organization faces in the process of change; (2) as a diagnostic tool to understand the deeper structures underlying those challenges; (3) as a method for designing and implementing interventions; and (4) as a way to understand the experiences the facilitator encounters while working with the organization on a change process.

Credit 1.0

Case Studies and Applications of the Worldwork Model Part II

This second of a multi-part course is a residential course that introduces the student to the various applications of the Worldwork model. Through case presentation, discussion, and video

study, students will gain an understanding of how Process-oriented group facilitation and conflict work can be applied to different contexts, such as organizations, crisis response work, conflict and dispute resolution, reconciliation and post-conflict trauma, and open forums and large group facilitation. This section of the course focuses on case presentation and analysis.

Credit 1.0

Supervision and Benchmarks I

This residential supervision class will offer students an opportunity to gauge the development of their facilitation and leadership skills, using self, peer, and faculty assessment in relationship to established program benchmarks. The class takes place prior to the midpoint of the program, giving students an opportunity to see how they are progressing and make plans for the next phase of study.

Credit 1.0

Supervision and Benchmarks II

This advanced supervision residential class offers students an opportunity to gauge the development of their facilitation and leadership skills, using self, peer, and faculty assessment in relationship to established program benchmarks. Part II is held towards the end of the program with the goal of helping students in their preparation for final exams.

Credit 1.0

Research Methods and Final Projects Lab I

This course focuses on the concepts, research methods, and other skills needed to complete the final project requirement of the MACF program. The course is taught in four segments: Part I, Overview of Final Projects; Part II, Final Project Proposals; Part III, Initiating Final Projects; Part IV, Completing Final Projects and the Final Project Presentations. Part I provides an overview of the variety of forms a final project can take, guidelines and expectations for the scope of a final project, as well as its phases of preparation and completion.

Credit .5

Practicum: Facilitating Change in Groups, Organizations, and Communities

This online course is designed for students to gain practical experience in an organizational change process. Student teams will each be assigned an organization to work on, and gain experience understanding the structure and dynamics of an organizational change process, and how to analyze, design, and implement an organizational change process.

Credit 1.0

Field Work I: Case Studies and Applications

This online course focuses on developing students' abilities to apply Process Work theory and methods to the kinds of organizations and organizational issues they are working with, while mastering how to present cases and receive feedback. The course consists of case presentations in which students present their cases for feedback and discussion.

Credit .5

Facilitating Two Party Conflicts II

This is the second of a two-part residential, experiential class on the methods, skills, and

metaskills of facilitating interpersonal conflict or two-party disputes. Part II reviews the theories and concepts introduced in Part I. After focusing on skills for working with one's own conflicts, the course addresses the practical skills and cultivating metaskills for facilitating two-party conflicts.

Credit 1.0

Group Facilitation: Interventions and Supervision II

This second of a two-part, skill-building course focuses on the translation of Worldwork concepts into practical interventions. This residential course presents advanced skills for facilitating consensus, working with roles and polarization, addressing communication edges and hotspots, dealing with escalation and de-escalation, and framing group learning and integration. This segment of the course gives students ample time for supervision and feedback.

Credit 1.0

Research Methods and Final Projects Lab: Part II, Final Project Proposals

This series of courses focus on the concepts, research methods, and other skills needed to complete the final project requirement of the MACF program. Part II focuses on the requirements for the final project proposal and assists students in identifying their topic, methodological options, and designing their final projects.

Credit .5

Final Project Seminar

This distance course is required for students actively involved in the readings, research, data collection, analysis, design or writing of their final project. This class is taken in year 2 and again in year 3. Students must register with a faculty consultant when enrolling in this course. The consultant tracks and supervises the student's work on the final project. This seminar includes mentoring and consultation on the presentation of the final project, as well as help and guidance with research, writing, and development of the project.

Credit 2.0

Internship Seminar

This distance course is taken concurrently with the student's internship and serves as an adjunct to the student's internship experience. The student chooses a faculty member as internship supervisor to supervise and guide the student in the internship, examining ethical and legal issues that arise in organizational settings, translating skills and methods into practice, collaborating with professionals across modalities, and other issues related to the student's professional development. This course is taken in two parts, once in year 2 and once in year 3, each time for 2 credits, for a total of 4 credits in 2 years. **Co-requisite:** *Internship*, with permission of Study Committee.

Credit 2.0

Facilitating Change in Groups, Organizations, and Communities: Part III

This is the final of the three-part course on *Facilitating Change In Groups, Organizations, and Communities*. This residential course consists of the multi-media presentations each team developed during the Practicum. Teams will make presentations and time is set aside for feedback and questions from the instructor and class. Each project will bring up different

theoretical and practical challenges and topics will likely include: working with feedback, managing multiple stakeholders, and working with the complexity of rank.

Credit 1.0

Facilitating the Individual in Group Process

At certain critical moments in a group process, an individual can become the leverage point for a group's transformation. Being able to facilitate the individual's experiences is a key for helping the group get to the next level in its development. This residential course focuses on facilitation skills for unfolding an individual's process: signal-based and sentient methods for deepening and unfolding roles, working with emotional and extreme states, as well as movement work, body work, and other facilitation skills necessary for unfolding an individual's experience and making it useful for the group dynamics.

Credit 1.0

Research Methods and Final Projects Lab III

This course focuses on the concepts, research methods, and other skills needed to complete the final project requirement of the MACF program. Part III, Initiating Final Projects, guides students in initiating their final projects, developing timelines, and addressing barriers and challenges.

Credit .5

Facilitator and Leadership Development: Facilitating Under Fire

This class explores methods and offers practice for working with and staying detached and useful during extreme or intractable types of conflict, such as personal attack, challenges to leadership, chaotic processes, and potential violence in facilitating intergroup or intercultural conflict in communities, organizations, and in the public space.

Credit 1.0

Research Methods and Final Projects Lab: Part IV

This final segment of the Research Methods and Final Projects series of courses provides assistance in bringing the final projects to completion and gives feedback on elements of the written thesis or contextual essay. The course concludes with the Final Project presentations, in which students present their work to fellow students, faculty, and colleagues.

Credit .5

Facilitating Extreme Conflict Situations

This experiential, residential course focuses on the methods, skills, and capacities needed for facilitating extreme conflict situations, intercultural conflict, intractable conflict, violence, and volatility. Understanding how trauma and extreme states of consciousness intersect with conflict is on the cutting edge of conflict work, and will be a main focus of this class, from a practical, not only theoretical standpoint. Examples from working in global hotspots, and case studies of faculty's work in the Middle East, the Balkans, post-apartheid South Africa, and with individuals recovering from domestic abuse and sexual assault will be used to further participant's learning. Working with the aftermath of extreme and prolonged conflict, and with the complications of revenge following trauma and abuse will also be covered.

Credit 1.0

Fieldwork II: Capstone Project

This online course focuses on preparing students to facilitate an Open Forum at the final residency. The Open Forum is a culmination of the students' theoretical and practical learning as well as an intense experience in team work and co-facilitation. The course will guide students in all the steps of executing a forum: choosing a relevant topic, planning (both inner and outer preparation), advertising, facilitating, debriefing, and following up. Through the development and implementation of the public forum, students will gain an understanding of how Process-oriented group facilitation and conflict work is applied in large diverse groups such as forums, community events, and public gatherings.

Credit .5

Case Studies and Applications III: The Capstone Project and Open Forum

This course is the capstone or culminating project for the students' MACF program. It involves preparing for, facilitating, and debriefing an Open Forum. Students will take the lead in planning and executing all aspects of the Open Forum. Much of class time will be spent focusing on inner work issues related to the forum topic as well as the student facilitators' fears and challenges around stepping into this public role. Team building will also be a central focus of the class.

Credit 2.0

Transitions: Living Your Learning in the World Using Process Work in Your Future

This course, happening during the last days of the final residency, helps students focus on applying their new learning to post-graduate careers and to translate their learning into their personal and professional lives. Through practical exercises and group experience, it offers an opportunity for review, closure, networking, and preparing for life after graduation.

Credit .5

Independent Projects Class

This distance based, independent study course is designed for students in the midst of their studies who need more time to work on non-course learning activities such as supervision, final projects, and internships. To enroll in this course, the student needs the permission of their Study Committee because enrolling means stepping out of the residency rotation. The student can engage in independent learning, and will re-enter the residency rotation with the next cohort, at a time determined by the Study Committee. This course includes one required Study Committee meeting.

Credit 1.0

Terminal Projects Class

This self-directed, distance-based course is designed for students who have course requirements still outstanding at the time of graduation. This semester long course allows the student to complete independent projects such as final project, internship, and supervision. This course includes one required Study Committee meeting.

Credit 1.0

APPENDIX C: PWI FACULTY

Dipl. P.W. is Diplomate of Process Work. *RSPOP* is the Research Society for Process-oriented Psychology in Zurich, Switzerland.

FULL-TIME FACULTY

Jan Dworkin, Ph.D. Union Institute; Dipl. P.W. RSPOP Zurich; M.A. Norwich University; B.A. Antioch College.

Dawn Menken, Ph.D. Union Institute; Dipl. P.W. RSPOP Zurich; M.A. Norwich University; B.A. Antioch College.

Ingrid Rose, Ph.D. Pacifica Graduate Institute; Ph.D. University of Western Sydney; Dipl. P.W. PWI Portland; M.A. PWI Portland; B.A. (Hons.) University of South Africa; B.A. University of South Africa.

PART-TIME FACULTY

Renata Ackerman, Ph.D. Union Institute; Dipl. P.W. PWI Portland; M.A. University of Zurich.

Lane Arye, Ph.D. Union Institute; Dipl. P.W. RSPOP Zurich; M.A. Antioch International; B.A. Oberlin College.

Lena Aslanidou, M.A. PWI, Portland; Dipl. P.W. PWI Portland; L.S.W. I.A.K.E. Institute for the Development of Social Work.

Arlene Audergon, Ph.D. Union Institute; Dipl. P.W. RSPOP Zurich; M.A. Antioch University.

Jean Claude Audergon, Lic. Phil. I. University of Zurich; Dipl. P.W. RSPOP Zurich.

Lynne Baker, M.B.A. University of Wollongong; Dipl. P.W. Australia.

Claus Bargman, Dipl./M.Soc.Sci. University of Bremen; Dipl. P.W. PWI Portland.

Julie Diamond, Ph.D. University of Berne; Dipl. P.W. RSPOP Zurich; Lic. Phil. I. University of Zurich; B.A. Antioch College.

Emetchi, M.A. PWI Portland; Dipl. P.W. PWI Portland.

Shar Edmunds, M.B.B.S. University of Queensland; Diploma P.W. Australia.

Ayako Fujisaki, M.A. Sophia University, Japan; Dipl. P.W. PWI Portland; B.A. Sophia University, Japan.

Joseph H. Goodbread, Ph.D. Dr. Sc. Techn. Swiss Federal Polytechnic Institute; Dipl. P.W. RSPOP Zurich; M.A. Stanford; B.S.E. Princeton.

Susan Hatch, M.A. PWI, Portland; Grad. Dipl. Queensland University of Technology; B.A. University of Queensland; B.Sc. University of Adelaide.

Josef Helbling, Ph.D. University of Zurich; M.A. University of Zurich; Dipl. P.W. RSPOP Zurich.

Lukas Hohler, M.A. Antioch University; Dipl. P.W. PWI Portland.

Kate Jobe, M.A. Western Washington University; Dipl. P.W. RSPOP Zurich; B.A. Combs College/Philadelphia Dance Academy.

Vassiliki Katrivanou, M.A. PWI Portland; M.A. Portland State University; Dipl. P.W. PWI Portland; B.A. Portland State University.

Robert King, M.S.W. University of Washington; Dipl. P.W. PWI Portland; B.A. University of Washington.

Akira Kobayashi, Ph.D. Union Institute; M.A. PWI Portland; Dipl. P.W. PWI Portland; B.A. Hoso University; B.S. Tokai University.

Susan Kocen, Dipl. P.W. PWI Portland; Dipl. Applied Science National College of Natural Medicine; B.Sc. University of Manchester.

Kanae Kuwahara, M.A. PWI Portland; Dipl. P.W. Portland; M.A. Waseda University; B.A. Waseda University.

Herb Long, Th.D. Harvard University; Dipl. P.W. PWI Portland; B.D. San Francisco Theological Seminary; B.A. Stanford University.

Amy Mindell, Ph.D. Union Institute; Dipl. P.W. RSPOP Zurich; M.A. Antioch University; B.A. Antioch College.

Arnold Mindell, Ph.D. Union Institute; Dipl. P.W. RSPOP Zurich; Analyst Dipl. Jung Institute; M.S. Massachusetts Institute of Technology; B.A. Union College; B.S. Union College.

Lesli Mones, M.A. Antioch College; Dipl. P.W. PWI Portland.

Suzette Payne, M.A. PWI Portland; Dipl. P.W. Portland; B.F.A. San Diego University.

Pierre Morin, M.D., Ph.D. University of Basel, Union Institute and University of Cincinnati respectively; Dipl. P.W. RSPOP Zurich.

Gary Reiss, Ph.D. Union Institute and University; M.S.W. Washington University; Dipl. P.W. RSPOP Zurich; RCSW State of Oregon; B.A. Washington University.

Rhea, M.A. University of Massachusetts; M.A. PWI Portland; Dipl. P.W. PWI Portland.

Kas Robinson, Ph.D. Pacifica Graduate Institute; Dipl. P.W. PWI Portland; B.S.W. (Hons.) Massey University.

Hitomi Sakamoto, Ph.D. Union Institute and University; M.A. Keio University; Dipl. P.W. PWI Portland; B.A. Keio University.

Stephen Schuitevoerder, Ph.D. University of Western Sydney; Dipl. P.W. PWI Portland; M.A. Rand Afrikaans University; Grad. Dipl. University of Technology; B.A. (Hons.) University of South Africa; B. Comm. University of Witwatersrand.

Ellen Schupbach, Ph.D. Union Institute; Dipl. P.W. PWI Portland; B.A. Naropa Institute.

Max Schupbach, Ph.D. University of Zurich; Dr. Med. Vet. University of Zurich; Dipl. P.W. RSPOP Zurich; Lic. Phil. I. University of Zurich.

Salome Schwarz, Ph.D. Union Institute; Dipl. P.W. PWI Portland.

Stanford Siver, Ph.D. Union Institute; Dipl. P.W. PWI Portland; M.B.A. University of Hartford; B.S. Worcester Polytechnic Institute.

Sonja Straub, Ph.D. Union Institute; Dipl. P.W. RSPOP Zurich; Lic. Phil. I. University of Zurich.

Bogna Szymkiewicz-Kowalska, Ph.D., Warsaw University; M.A. Warsaw University.

Stan Tomandl, M.A. PWI, Portland; Dipl. P.W. PWI Portland.

Jai Tomlin, D.C. Palmer University; Dipl. P.W. PWI Portland; C.N. Western States Chiropractic College.

Lily Vassiliou, Ph.D. Union Institute; M.A. PWI Portland; Dipl. P.W. PWI Portland.

Jytte Vikkelsoe, Ph.D. Union Institute; Dipl. P.W. PWI Portland.

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