



PROCESS WORK INSTITUTE

CATALOGUE 2012-2013

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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 quality residential and online 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-instructor interaction
- Provides intensive and experiential instruction using onsite, 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 online 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 557 Court St. N.E. Salem, OR 97301.

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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TABLE OF CONTENTS

INTRODUCTION	iii
PROCESS WORK AND WORLDWORK.....	iii
MISSION	iii
VISION.....	iv
VALUES	iv
GOALS	iv
AUTHORIZATION AND APPROVAL	iv
THE PWI LEARNING MODEL.....	1
Learning in Community	1
Bridging Inner and Outer Worlds.....	1
Mentorship	1
INTRODUCTION TO THE MASTER OF ARTS AND DIPLOMA PROGRAMS.....	1
THE DIPLOMA PROGRAM.....	1
THE MAPW PROGRAM.....	2
THE MACF PROGRAM.....	2
APPLICATION AND ADMISSIONS	2
MAPW PROGRAM	2
Requirements for Admission.....	2
THE DIPLOMA PROGRAM.....	4
Requirements for Admission.....	4
Application Packet for MAPW and Diploma Programs.....	5
Interview	5
MACF PROGRAM	5
Requirements for Admission.....	5
Application Packet.....	7
Interview	7
ENROLLMENT—DIPLOMA, MAPW AND MACF PROGRAMS	7
For Non-U.S. Residents Applying to the Master of Arts Degree Programs	7
STUDENT SERVICES.....	8
New Student Information.....	8
Library and Media Resources	8

Distance Learning Resources.....	8
Counseling Services.....	9
Job Counseling and Placement	9
Housing and Medical Services.....	9
Community Government.	9
Process Work Institute Office Hours.....	9
ADMINISTRATIVE POLICIES AND PROCEDURES.....	10
STUDY COMMITTEE.....	10
Removal of Committee Members.....	10
TRANSFER POLICY AND CREDIT FOR NON-COLLEGIATE WORK.....	10
Acceptance of Credit by Other Institutions	11
POLICIES	11
Deferment Policy	11
Incomplete Policy and Academic Dismissal.....	11
Withdrawal, Interim, and Leave of Absence Policy	12
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.....	13
Transcripts and Records.....	13
TUITION AND FEES.....	14
Diploma and MAPW	14
Tuition & Fees	15
MACF.....	15
Tuition & Fees	16
Additional Costs.....	17
Therapy	17
Electives.....	17
Accommodations	18
Travel	18
Distance Learning Costs	18
Books and Supplies.....	18
International Students	18
Thesis and Final Project Expenses.....	19

TUITION REDUCTION POLICY FOR DEGREE PROGRAMS	19
Diploma, MAPW AND MACF PROGRAM TUITION REFUND POLICY	20
ETHICS, CONDUCT, DISCIPLINE, & APPEALS	20
Ethics Committee.....	20
Academic Honesty and Integrity	22
Policy on Intellectual Property.....	22
Conduct Policy.....	22
Confidentiality	23
Grievances and Appeals.....	23
Availability of Deans of Diploma, MAPW and MACF Programs	24
Disciplinary Procedure and Appeals.....	24
THE DIPLOMA PROGRAM AND MASTER OF ARTS IN PROCESS WORK.....	25
Disclaimer	25
Program Objectives.....	25
SECTION I: THE PROGRAM AT A GLANCE	26
Online and Residential Courses	26
Years 1 & 2: Foundational Learning.....	26
Years 3 & 4: Skill Building, Clinical Work, and Application.....	27
Peer Learning Groups	27
Study Committee	27
Selecting Study Committee Members – Diploma and MAPW Program	27
Training Therapy.....	28
Worldwork and Clinical Internships	28
Electives.....	29
Supervision and Case Consultation	29
Final Project.....	29
SECTION II: THE PROGRAM IN DETAIL.....	31
ASSESSMENT OF PROGRESS IN PROGRAM.....	31
Philosophy of Assessment.....	31
Progress Review Meetings.....	31
EXAMS AND ASSESSMENTS	32
The Midpoint Review	32
Midpoint Review Exam Objectives	32
Progress Exams.....	33

Final Exams	33
Final Exam Objectives	34
CREDITS	34
Diploma and MAPW Graduation Requirements	34
Diploma and MAPW Program Credit Table	35
Time to Complete Diploma and MAPW units:.....	35
THE MASTER OF ARTS IN CONFLICT FACILITATION AND ORGANIZATIONAL CHANGE	36
Disclaimer	36
Program Objectives.....	36
SECTION 1: THE PROGRAM AT A GLANCE.....	37
Residential Learning and online components	37
Peer Learning Groups	37
Study Committee	37
Selecting Study Committee Members	37
Internships.....	38
Electives.....	38
Final Project.....	38
SECTION II: THE PROGRAM IN DETAIL.....	39
ASSESSMENT OF PROGRESS IN PROGRAM.....	39
Philosophy of Assessment.....	39
Progress Review Meetings.....	39
Benchmark Supervision	40
EXAMS AND ASSESSMENTS	40
Final Exams	40
CREDITS	41
MACF Program Credit Table.....	41
Time to Complete MACF units:	41
APPENDIX A: DIPLOMA AND MAPW COURSE CURRICULUM.....	43
The Dreaming Body I: Foundations of the Process-oriented Approach to Experience	43
Roots and Philosophy of Process Work I.....	43
Worldwork I: Basics of Group Work	43
Roots and Philosophy of Process Work II	43
Introduction to Relationship Work.....	43
Psychiatric and Medical Red Flags.....	44

Learning Lab.....	44
Open Space Learning.....	44
Progress Review: Developmental Assessment.....	44
Facilitation and Clinical Skills Lab.....	45
States of Consciousness I.....	45
Comparative Systems of Psychological Thought.....	45
The Dreaming Body II: Chronic Symptoms, Childhood Dreams, and Life Myth.....	45
Ethics and Professional Practice.....	46
Assessment and Review I: Supervision, Crystallization, and Evaluation.....	46
Research Methods and Final Projects Lab: Part I, Overview of Final Projects.....	46
Worldwork Internship.....	46
States of Consciousness II: Clinical Issues and the Therapist’s Process.....	46
Relationship Work II: Relationship Work with Couples.....	47
Case Supervision.....	47
Research Methods and Final Projects Lab: Part II, Final Project Proposals.....	47
Worldwork II: The Facilitator’s Development.....	47
Final Project Seminar MAPW.....	47
Relationship Work III: Complex Issues, Systems, and Families.....	48
Research Methods and Final Projects Lab: Part III, Initiating Final Projects.....	48
Assessment and Review II: Final Exams Assessment.....	48
Internship Seminar.....	48
Research Methods and Final Projects Lab: Part IV, Completing Final Projects.....	48
States of Consciousness III: Shamanism and Process Mind in Action.....	49
Independent Tutorial Class.....	49
Assessment Tutorial Class.....	49
Terminal Projects Class.....	49
APPENDIX B: MACF COURSE CURRICULUM.....	50
Introduction to Deep Democracy and the Process Paradigm.....	50
Practicum: Introduction to Deep Democracy and the Process Paradigm.....	50
Process Approach to Groups, Conflict, and Change.....	50
Facilitator and Leadership Development: The Self-Development of the Facilitator.....	50
Group Facilitation: Interventions and Supervision I.....	50
Case Studies and Applications I: The Open Forum.....	50
Facilitating Two Party Conflicts I.....	51

Facilitator and Leadership Development: Befriending Conflict.....	51
Conflict, Culture, and Community: Theories and Approaches to Conflict and Its Transformation.....	51
Learning Lab.....	51
Progress Review: Developmental Assessment	51
Facilitation Skills Lab.....	52
Personal and Professional Development Tutorial.....	52
Facilitating Change in Groups, Organizations, and Communities Part 1.....	52
Case Studies and Applications of the Worldwork Model Part II.....	52
Supervision and Benchmarks I.....	53
Supervision and Benchmarks II.....	53
Research Methods and Final Projects Lab I.....	53
Practicum: Facilitating Change in Groups, Organizations, and Communities.....	53
Field Work I: Case Studies and Applications.....	53
Facilitating Two Party Conflicts II.....	53
Group Facilitation: Interventions and Supervision II.....	54
Research Methods and Final Projects Lab: Part II, Final Project Proposals	54
Final Project Seminar.....	54
Internship Seminar	54
Facilitating Change in Groups, Organizations, and Communities: Part III.....	54
Facilitating the Individual in Group Process	55
Research Methods and Final Projects Lab III.....	55
Facilitator and Leadership Development: Facilitating Under Fire	55
Research Methods and Final Projects Lab: Part IV.....	55
Facilitating Extreme Conflict Situations.....	55
Fieldwork II: Capstone Project.....	56
Case Studies and Applications III: The Capstone Project and Open Forum	56
Transitions: Living Your Learning in the World Using Process Work in Your Future	56
Independent Tutorial Class	56
Assessment Tutorial Class	56
Terminal Projects Class.....	57
APPENDIX C: PWI FACULTY.....	58
FULL-time Faculty	58
Part-time Faculty.....	58
DIRECTORS AND ADMINISTRATIVE OFFICERS.....	62

Board of Directors.....	62
RELATIONSHIP TO THE RESEARCH SOCIETY FOR PROCESS-ORIENTED PSYCHOLOGY, ZURICH, SWITZERLAND (RSPOP).....	63
FURTHER INFORMATION	63
APPENDIX D: POLICY REGARDING INTELLECTUAL PROPERTY	64

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 AND DIPLOMA PROGRAMS

Process Work Institute is proud to offer three programs, the Diploma in Process Work, the Master of Arts in Process Work (MAPW) and the Master of Arts in Conflict Facilitation and Organizational Change (MACF).

THE DIPLOMA PROGRAM

The Diploma program offers a non-academic track to the study and implementation of process work, training 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 individuals to encounter and support 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 goals and encourages the creative application of Process Work in

diverse spheres of interest. The Diploma Program in Process Work is recognized by the International Association of Process-oriented Psychology (IAPOP) as the basis for a Diploma in Process Work. Successful graduates will receive a Diploma in Process Work.

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. Successful graduates will receive both an M.A. degree and a Diploma in Process Work. The MAPW degree is recognized by the International Association of Process-oriented Psychology (IAPOP) as the basis for a Diploma in Process Work.

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

The Diploma, 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

1. Bachelor's degree – all applicants must have completed a baccalaureate degree from an appropriately accredited school.
2. Non-U.S. Residents – If the applicant's undergraduate hours or degree were 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. (International Education Research Foundation) or another authorized credential evaluation service. Transcripts must be translated by a professional translator fluent in the language of the transcript. To be considered for a student visa, applicants must also certify that they have the necessary finances available for 1 year of the program.

3. 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:

A minimum score of

- 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 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

In addition to the institution's admissions requirements listed above, the Master of Arts in Process Work program requires the following:

- Previous experience in Process Work, including courses, programs, or personal work completed, and reasons for transferring from another Process Work program (if applicable).
- Inner calling that responds to the following questions: What draws you to study Process Work? How do your dreams, dream-like experiences, or life experiences lead you to study Process Work, and to seek a Master of Arts in Process Work? What in particular interests you about Process Work, and how do you see yourself using it in your world?
- Completed application form with official transcripts, two letters of reference, essay, resume, and application fee.

Please note:

The MAPW degree is recognized by the International Association of Process-oriented Psychology (IAPOP) 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.

THE DIPLOMA PROGRAM

Requirements for Admission

Non-Native English Speaking Students - Because of its experiential learning style, the Diploma program requires 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:

A minimum score of

- 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

In addition to the institution's admissions requirements listed above, the Diploma in Process Work program requires the following:

- Previous experience in Process Work, including courses, programs, or personal work completed, and reasons for transferring from another Process Work program (if applicable).
- Inner calling that responds to the following questions: What draws you to study Process Work? How do your dreams, dream-like experiences, or life experiences lead you to study Process Work, and to seek a Master of Arts in Process Work? What in particular interests you about Process Work, and how do you see yourself using it in your world?
- Completed application form with four letters of reference, essay, resume, and application fee.

The Diploma program parallels the MAPW curriculum in many ways and is geared to:

- Professionals or non-professionals in related fields who feel that the Diploma training will complement their existing training and experience, and/or
- Individuals who have been introduced to Process Work and have a strong calling but who do not satisfy the requirements for the MAPW, or
- Individuals for whom the MA is not necessary.

Application Packet for MAPW and Diploma Programs

To apply to either of these programs, the applicant must submit the following information:

- A completed application form
- A curriculum vitae or resume
- Three letters of recommendation, two of which must be from a Process Work Diplomat. Letters of recommendation from the candidate's personal therapist will not be accepted.
- For the Diploma only applicant, two additional letters of recommendation detailing prior experience of the diploma applicant in Process Work and related paradigms, as well as relevant work or life experience pertaining to the diploma program.
- For the MAPW only applicant, 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 \$75.00 made out to PWI and submitted with the application form. Application forms and materials are available at PWI and on the PWI website.
- Non- native English speakers provide documentation of English speaking writing skills

Interview

If the written application shows that the applicant fulfills the requirements of the Diploma or 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 Diploma or 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

1. Bachelor's degree – all applicants must have completed a baccalaureate degree from an appropriately accredited school, authorized to confer degrees in Oregon. Exceptions may be considered on a limited basis, if the applicant has a minimum of 90 undergraduate

semester study hours including pre-professional course work in a related field. No more than 5% active enrollments per program may be students without a baccalaureate degree.

2. Non-U.S. Residents – If the applicant’s undergraduate hours or degree were 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. (International Education Research Foundation) or another authorized credential evaluation service. Transcripts must be translated by a professional translator fluent in the language of the transcript. To be considered for a student visa, applicants must also certify that they have the necessary finances available for 1 year of the program.
3. 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:

A minimum score of

- 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

In addition to the institution’s admissions requirements listed above, the Master of Arts in Conflict Facilitation and Organizational Change program requires the following:

- 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.
- Callings: Applicants must submit an account of a life event, personal experience, dream or dream-like experience 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’s interview.

- Completed application form with official transcripts, three letters of reference, essay, resume, and application fee of \$75.00

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 recommendation
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 \$75.00 made out to PWI submitted with the application form. Application forms and materials are available at PWI and on the PWI website.

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—DIPLOMA, 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. Equivalency documents must be submitted from evaluators approved by the Office of Degree Authorization such as the I.E.R.F. (www.ierf.org). 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. Please refer to prior sections on minimum requirements for English proficiency.

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 LMS (Learning Management System), 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 LMS 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. All relevant program information at one glance, including syllabi, manuals, guidelines, calendars, reading materials schedules, policies, and procedures are stored on Sakai where they are

accessible online 24/7 to registered students who have been provided secure access.

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 Diploma, 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 Academic Deans and faculty.

Each cohort will meet with the Program Dean 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 has its own representative who conveys cohort issues to the Dean and faculty throughout the duration of the program.

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, 9.00am- 5.00pm (PST). It observes the following holidays:

- Memorial Day (Monday of)

- 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 Study Committee 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 Diploma and MAPW, and MACF programs a maximum of 1/4 of the total credits 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 Diploma or 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 Diploma, 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 of \$200 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.

- A class may be retaken once. If a student fails twice, or for any reason cannot satisfactorily complete a course, his or her Study Committee may recommend/require that the student withdraw.
- 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 (including failed or incomplete assignments, courses or requirements) 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 Study Committee, in consultation with the Dean, has the discretion to recommend and allow the student to withdraw and 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 prior to graduation.

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 student’s Study Committee approves the interim and submits 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, interim is 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. Failure to pay the annual Interim fee may result in withdrawal. Students on interim must join the next cohort at the level at which they suspended their studies (or as recommended by their Study Committee) or they must withdraw from the program and re-apply to enter another cohort at a later date.

In order to assure reinstatement, the student's financial account with PWI must be up to date at the time they enter the interim period and they must pay tuition at the beginning of the term in which he or she joins the next cohort.

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: application materials, admission documents and Enrollment Agreements; academic records including Study Committee reports, Learning Agreements, evaluations and recommendations, course evaluation forms, exam performance records, transcript summaries; and financial receipts, invoices and records.

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.

PWI honors the Family Educational Rights and Privacy Act (FERPA) which grants three primary rights to students:

- I. Right to Inspect and Review/Right to Access Education Records
- II. Right to Challenge the Content of Education Records
- III. Right to Consent to the Disclosure of Education Records

Students must provide written authorization/permission to PWI in order to release any information from a student's educational records. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

PWI may disclose, without consent, 'directory' information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. It is PWI's practice to inform students about directory information and allow a reasonable amount of time to request that the institute not disclose directory information about them.

TUITION AND FEES

The cost of the Diploma, MAPW and MACF programs includes all residential and online 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.

DIPLOMA AND 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.

TUITION & FEES

Total program cost: \$78,475

Break-down of costs:

<u>Residency and Online study tuition</u>	<u>\$52,140</u>
<u>Elective courses (120 hours)</u>	<u>\$2,400</u>
<u>Individual Counseling</u>	<u>\$12,000</u>
<u>Final Project (based upon spiral bound 100 page document)</u>	<u>\$30</u>
<u>Lodging (based upon 132 days at average rate of \$80/night)</u>	<u>\$10,560</u>
<u>Books</u>	<u>\$475</u>
<u>Application Fee</u>	<u>\$75</u>
<u>Graduation Fee (paid in last semester)</u>	<u>\$75</u>
<u>Technology Fee (\$120 paid per semester)</u>	<u>\$720</u>

Tuition for Cohort enrolling academic year 2012-2013

Year 1		\$12,640
• Semester 1	2/20/13	\$6,320
• Semester 2	8/16/13	\$6,320
Year 2		\$13,430
• Semester 3	3/2/14	\$6,320
• Semester 4	9/9/14	\$7,110
Year 3		\$14,220
• Semester 5	2/22/15	\$6,715
• Semester 6	8/16/15	\$7,505
Year 4		\$11,850
• Semester 7	2/22/16	\$7,110
• Semester 8	8/21/16	\$4,470
Total Tuition		\$52,140

Fees

Application Fee	\$75
Graduation Fee	\$75
Interim fee	\$100
Transcripts	\$15
Returned Check Fee	\$15
Technology Fee	\$120 (per semester)

Re-enrollment and additional costs will occur if courses are required to be repeated or additional course work is recommended.

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 6 enrolling September 2013

Semester 1: September 9, 2013 - February 1, 2014
Invoices sent: August 9, 2013

Semester 2: February 2, 2014 - June 2, 2014
Invoices sent: January 2, 2014

Semester 3: June 3, 2014 - November 3, 2014
Invoices sent: April 3, 2014

Semester 4: November 4, 2014 - May 4, 2015
Invoices sent: October 4, 2014

Semester 5: May 5, 2015 - November 5, 2015
Invoices sent: April 5, 2015

Semester 6: November 6, 2015 - May 22, 2016
Invoices sent October 6, 2015

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

TUITION & FEES

Tuition & fees for MACF Cohort 6 entering in September, 2013

Total program cost: \$47,210

Break-down of costs:

<u>Residency and online study tuition</u>	<u>\$38,475</u>
<u>Elective courses</u>	<u>\$1,200</u>
<u>Final Project</u>	<u>\$30</u>
<u>Lodging</u>	<u>\$6,160</u>
<u>Books</u>	<u>\$475</u>
<u>Application Fee</u>	<u>\$75</u>
<u>Graduation Fee (paid in last semester)</u>	<u>\$75</u>
<u>Technology Fee (\$120 paid per semester)</u>	<u>\$720</u>

Tuition for Cohort enrolling academic year 2013-2014

<u>Year 1</u>	<u>\$10,530</u>
Semester One: September 9, 2013	\$4,860
Semester Two: February 2, 2014	\$5,670
<u>Year 2</u>	<u>\$14,175</u>
Semester Three: June 3, 2014	\$8,100
Semester Four: November 4, 2014	\$6,075
<u>Year 3</u>	<u>\$13,770</u>
Semester Five: May 5, 2015	\$6,075
Semester Six: November 6, 2015	\$7,695
<u>Total Tuition</u>	<u>\$38,475</u>

Fees

Application fee	\$75
Graduation Fee	\$75
Interim fee	\$100
Transcripts	\$15
Returned Check Fee	\$15
Technology Fee	\$120 (per semester)

Re-enrollment and additional costs will be incurred, if courses are required to be repeated or additional course work is recommended.

ADDITIONAL COSTS

Therapy

120 hours of personal therapy is required for graduation in the Diploma or MAPW programs. The expenses associated with the required hours are the responsibility of the student and will vary depending on the provider selected by the student. Diploma and 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 the Diploma, 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. Diploma students will choose one of their study committee members to work with on a learning agreement outlining how they are going to get the credits they need that will best apply to their application of PW on a career or professional path, or in a way that would be most meaningful for them in their lives. 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 Diploma, 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 Diploma and 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

Approximately 24% of the courses and learning in the Diploma and MA programs happen 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 final project or thesis, including editing, proofreading, typing, copying, and binding are the responsibility of the student.

TUITION REDUCTION POLICY FOR DEGREE PROGRAMS

As PWI is a tuition funded non-profit organization, we are able to offer a limited amount of tuition reduction for each degree program. These reductions 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 awards. All awards 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.

In cases where a student applies prior to beginning the full program, awards 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 award will be granted for a maximum period of 6 semesters for the MACF program and 4 years for the MAPW program.

Applications for tuition reduction can occur at any time. However students must submit all required materials at least **3 months prior** to the beginning of the program (for awards for the full program) or the next academic year (for a 1-year award). 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 tuition reduction 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 each academic year or 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 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.

DIPLOMA, 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 \$200 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 discussions around ethics and for dealing with ethical complaints from the student body and faculty as well as from individuals or agencies outside of the MA programs. 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 reprimand, censure, recommend ameliorative prescriptions, education, rehabilitation, and/or termination of certification to practice Process Work, if the committee finds that

the Ethics Code has been breached

7. To recommend either expulsion from the program or the revocation of a previously granted diploma where a member has severely violated the ethical standards of the Process Work community.

The Ethics Committee is a rotating body of 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>.

Individuals or groups may submit complaints in writing to the ethics@processwork.org Written complaints must contain the following: the basis of any allegation; all relevant names and dates and a brief description of the actions forming the basis of the complaint; copies of any available documents or materials that support the allegations. In cases of anonymous complaints or where the complainant requests for his/her name to be kept confidential, the Ethics Committee considers how to proceed and whether the anonymous complaint sets forth reasonable and credible information that a violation of the Institute's ethics have occurred and whether the complainant's identify is not necessary to investigate.

Any individual or group bringing complaints against PWI, its faculty or students can expect the following:

1. An acknowledgement of receipt of the complaint from a member of the Ethics Committee, in writing or by telephone, within 72 hours of receipt of the complaint.
2. The Ethics Committee will assign a member of the committee to complete and maintain a record of the initial complaint, all documents and correspondence related to the complaint, the committee's findings and the resolution of the complaint.
3. The committee will inform the CEO of the complaint within 72 hours of receipt of the complaint and keep the CEO advised of the progress of the committee regarding the complaint including: the committee's investigation; findings; proposed actions; and resolution. If the CEO is the object of the complaint, the Chair person will contact the Board of Directors and inform them of the complaint.
4. The Ethics Committee will meet within 7 days of receipt of a complaint to review the complaint and decide on a course of action which may include research of the issue at hand, interviews with parties to the complaint and consultation with outside sources as the committee deems necessary.
5. The Ethics Committee will make every effort to respond to complaints in a fair and equitable manner and to find a speedy resolution to the complaint, however, some complaints may take several months to resolve.
6. Once a resolution has been determined, the Ethic Committee will send a written

summary of the resolution and any timeline for actions to be taken to the immediate parties to the complaint.

7. The complete record of the complaint, the committee's findings and actions, as well as the resolution will be submitted to PWI within 10 days of the written summary of the resolution.

8. The complete record of the complaint will be stored in the Complaints File in a lockable, fireproof, and secured file drawer in the administrative office of PWI.

PWI is committed to the highest standards of student service. If this procedure fails, individuals or groups have two other avenues they may pursue:

1. The Office Of Degree Authorization, 1500 Valley River Drive, Suite 100, Eugene, Oregon 97401, or call 800-452-8807.

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.

Policy on Intellectual Property

PWI has a policy on intellectual property rights (see Appendix D). Intellectual property rights are the rights given to persons over the creations of their minds. The Institute's policy relates to the creation of courses/programs (including lectures, audio and visual materials, and pictorial or graphic works), websites, and software and databases. The Process Work Institute's Policy on Intellectual Property is inclusive of faculty, staff and students.

Conduct Policy

Matriculation into the Diploma, MAPW or MACF programs 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 instructor 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 instructor. 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 either the Dean of Diploma/MAPW or the Dean of MACF. If the Dean 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 instructor, 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 instructor, 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 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 office of the Dean of Diploma/MAPW or MACF 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 Diploma, MAPW and MACF Programs

The Academic Deans meet with each Diploma/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 Diploma, 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 DIPLOMA PROGRAM AND MASTER OF ARTS IN PROCESS WORK

The Diploma Program and the MAPW degree programs are residential programs that can be done by coming to PWI for residencies, combined with some online classes. The diploma and MAPW program is 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 self-development and structured learning. On completion of the Diploma program, the successful candidate will have achieved a high standard of personal development and the means to use Process Work methods in a wide spectrum of applications. 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 Diploma in Process Work is suited to those with insufficient academic credits to enter a Master's program and is useful in providing proficiency in a variety of fields of application. An 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 Diploma and 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 Diploma and MAPW programs 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 4-5 days are held offsite, using a seminar format that allows for in-depth learning, personal work, and group development. After a travel and rest day, the cohort meets back in Portland for the sixth day. A 3-day intensive class with another instructor follows. 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 Progress Review and Study Committee meetings. At 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. Study Committee meetings serve the purpose of guiding and mentoring the student and address areas of difficulty for the student and challenges to personal growth.

Selecting Study Committee Members – Diploma and 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, its methods and applications. 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 254 hours of hours of work, of which 160 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. For the Diploma only program, the student is required to meet with a study committee member to formulate a learning agreement focused on a course of study that will most enhance the student's personal and professional development.

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 at times 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 a student chooses to complete a project that is not an academic thesis, the project must be accompanied by a contextual essay explicating the Process Work theoretical foundations for the research project. 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 for MAPW candidates. For diploma candidates the form of the final project may take a less academic format. Please see the Final Project Handbook for further information on methods and requirements.

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), 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 meetings, Study Committee meetings also takes place during the program. The agenda for this meeting is more informal. Study Committee meetings serve the purpose of guiding and mentoring the student and address areas of difficulty for the student and challenges to personal growth. 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.

Diploma program students are required to complete 4 Progress Review and 4 Study Committee meetings, one each for each year of the program.

MAPW students are required to attend 6 Progress Review and 2 Study Committee meetings; one of each in the first two years and 2 Progress Review meetings each year for the last two years of the program.

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 66 credits is to be accumulated over 4 years of study. Each credit represents approximately 30 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.

Diploma and MAPW Graduation Requirements

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

- All required course work and electives (66 credits)
- Study Committee and 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 (A Master’s level thesis is required for those completing the MAPW)

Diploma and 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 + some online.	= 16 credits
Year 2	
Residential courses + some online study	= 17 credits
Year 3	
Residential courses + online study	= 18 credits
Year 4	
Residential courses + online study	= 15 credits
Total Credits	66 credits

Time to Complete Diploma and 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: 254 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 residency 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

Residential Courses and online learning

Course work in the MACF program is primarily residential with some online learning. Two residential 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 254 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 Diplomat, or courses taught at PWI in residency. 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 47.5 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 30 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.

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	
<u>Residential and Online</u>	<u>14 credits</u>
Year 2	
<u>Residential and Online</u>	<u>16.5 credits</u>
Year 3	
<u>Residential and Online</u>	<u>17 credits</u>
Total Credits	47.5 credits

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: 254 hours
- Final Project: throughout years 3 & 4; time spent varies with each student.

APPENDIX A: DIPLOMA AND 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 course is a sequenced curriculum required for students actively involved in literature review process, research, data collection, analysis, design, and writing of their final project. The final projects course sequence is taken in year 3 and 4. Completion of the entire sequence yields 4 credit hours. Students must register with a faculty consultant when enrolling in this course.

Faculty 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 1.0

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 year 3 and 4, each time for 1 or 2 credits, for a total of 4 credits in 2 years.

Co-requisite: *Clinical Internship*, with permission of Study Committee.

Credit 1.0

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 Tutorial Class

This independent study course is designed to support students who need more work on specific learning areas and who may benefit from additional supervision, personal and professional development and internships. In the case of substandard work or a larger pattern of incomplete work, the Study Committee will advise the student to “step out of the residency rotation” and to enroll in this class. The student can then engage in a course of independent learning co-designed with their Study Committee with the goal of re-entering the residency rotation with the next cohort, at a time determined by the study committee. In some exceptional cases, the Study Committee may that advise a student remain in the rotation and take this class due to a need for extra support and tutoring. Enrollment in this class is contingent on Study Committee approval.

Credit 1.5 or 3 (as approved by Study Committee)

Assessment Tutorial Class

This course provides the student with opportunity for additional guidance and supervision in cases where there have been one or more failed exams. The student together with the Study Committee determines if this course is necessary. The student chooses a faculty member to be the instructor or advisor for this course and together they collaborate to create learning objectives and outcomes designed to refine the necessary skills to meet the exam standards. Academic engagement may include practical work in the exam areas, video study, casework and a focus on personal growth. This student can enroll in Assessment Tutorial I for one credit, Assessment Tutorial II for 2 credits or Assessment Tutorial III for three credits, depending upon the student’s need. One credit consists of five synchronous meetings and, if requested by the Study Committee, a retake of the exam(s). Enrolling in this class should be noted in the student’s Learning Contract.

*Enrollment approved by Program Dean.

Credit 1, 2 or 3 (as assigned by program Dean)

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. This course can only be taken twice.

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 2.0

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 Tutorial Class

This independent study course is designed to support students who need more work on specific learning areas and who may benefit from additional supervision, personal and professional development and internships. In the case of substandard work or a larger pattern of incomplete work, the Study Committee will advise the student to "step out of the residency rotation" and to enroll in this class. The student can then engage in a course of independent learning co-designed with their Study Committee with the goal of re-entering the residency rotation with the next cohort, at a time determined by the study committee. In some exceptional cases, the Study Committee may that advise a student remain in the rotation and take this class due to a need for extra support and tutoring. Enrollment in this class is contingent on Study Committee approval.

Credit 1.5 or 3 (as approved by Study Committee)

Assessment Tutorial Class

This course provides the student with opportunity for additional guidance and supervision in cases where there have been one or more failed exams. The student together with the Study Committee determines if this course is necessary. The student chooses a faculty member to be the instructor or advisor for this course and together they collaborate to create learning objectives and outcomes designed to refine the necessary skills to meet the exam standards. Academic engagement may include practical work in the exam areas, video study, casework and a focus on personal growth. One credit consists of five synchronous meetings and, if requested by the Study

Committee, a retake of the exam(s). Enrollment into this course is approved by the Program Dean.

Credit 1, 2 or 3 (as assigned by program Dean)

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

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

Areas of specialization: Non-verbal Processes; Therapeutic Work with Children & Adolescents; Bullying; Conflict Facilitation; Comparative Systems of Psychological Thought, Clinical Practice; Extreme States; Coma and Palliative Care.

Katje Wagner, Ph.D. Santa Barbara Graduate Institute (acquired by The Chicago School of Professional Psychology); M.S. Portland State University; Dipl. P.W. Process Work Institute; B.A. Occidental College.

Areas of specialization: Research; Movement & Non-Verbal Expression; Gender and Career Development.

PART-TIME FACULTY

Renata Ackerman, Ph.D. Union Institute & University; Lic. Phil. I. University of Zurich; Dipl. P.W. Process Work Institute.

Areas of specialization: Research Methods; Symptom Work; Death & Dying.

Lane Arye, Ph.D. Union Institute & University; M.A. Antioch University; Dipl. P.W. Research Society for Process-oriented Psychology in Zurich; B.A. Oberlin College.

Areas of specialization: Domestic Violence; Psychiatric Issues; Diversity; Conflict Resolution; Post war Reconciliation.

Lena Aslanidou, M.A. Process Work Institute; Dipl. P.W. Process Work Institute; B.A. Technological Educational Institution of Athens.

Areas of specialization: WorldWork; Diversity Issues; Group Facilitation; Conflict Resolution.

Arlene Audergon, Ph.D. Union Institute & University; M.A. Antioch University; Dipl. P.W. Research Society for Process-oriented Psychology in Zurich.

Areas of specialization: Conflict Facilitation; WorldWork; Post-war Reconciliation; Community Development.

Jean-Claude Audergon, Lic. Phil. I. University of Zurich; Dipl. P.W. Research Society for Process-oriented Psychology in Zurich.

Areas of specialization: Conflict Facilitation; WorldWork; Post-war Reconciliation; Community Development.

Lynne Baker, M.B.A. University of Wollongong; Dipl. P.W. The Australia and New Zealand Training Faculty for Process Oriented Psychology; B.A. University of Wollongong.

Areas of specialization: Ethics and Professional Practice; Dream Work; Leadership Development; Organizational Development; World work.

Julie Diamond, Ph.D. University of Berne; Lic. Phil. I. University of Zurich; Dipl. P.W. Research Society for Process-oriented Psychology in Zurich; B.A. Antioch University.

Areas of specialization: Organizational Change; Leadership Development; Program Development & Curriculum Design.

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

Areas of specialization: Relationship & Group Work; Conflict Resolution; Human Sexuality.

Shar Edmunds, M.D. University of Queensland; Dipl. P.W. The Australia and New Zealand Training Faculty for Process Oriented Psychology.

Areas of specialization: Ethics and professional practice; Relationship and family systems; Medical and psychiatric issues; Symptom work.

J.M. Emetchi, M.A. Process Work Institute; Dipl. P.W. Process Work Institute.

Areas of specialization: Dream Work; Body Symptoms and no-Verbal Processes; WorldWork; Conflict Facilitation; Addictions; Trauma and Abuse.

Ayako Fujisaki, M.A. Sophia University; Dipl. P.W. Process Work Institute; B.A. Sophia University.

Areas of specialization: Relationship & Group Facilitation; Program Development; Conflict Resolution.

Joseph H. Goodbread, Ph.D. Swiss Federal Institute of Technology Zurich; M.A. Stanford University; Dipl. P.W. Research Society for Process-oriented Psychology in Zurich; B.S.E. Princeton University.

Areas of specialization: Roots & Theory of Psychological Systems; Altered & Extreme States; Conflict Resolution.

Susan Hatch, M.A. Process Work Institute; Dipl. P.W. Process Work Institute; Grad. Dipl. Queensland University of Technology; B.S. University of Adelaide.

Areas of specialization: Relationship and Group Facilitation; Spiritual Direction; Addiction Work Supervision; Art and Creativity Development; Body Symptom Work.

Josef Helbling, Ph.D. University of Zurich; M.A. University of Zurich; Dipl. P.W. Research Society for Process-oriented Psychology in Zurich.

Areas of specialization: Learning & Behavioral Difficulties in Children; Youth Work.

Lukas Hohler, M.A. Antioch University; Dipl. P.W. Process Work Institute.

Areas of specialization: Conflict Resolution; Youth Issues.

Kate Jobe, M.A. Western Washington University; Dipl. P.W. Research Society for Process-oriented Psychology in Zurich; B.A. Combs College of Music.

Areas of specialization: Altered & Extreme States; Non-verbal & Movement Processes; Program Development & Curriculum Design.

Vassiliki Katrivanou, M.A. Portland State University; M.A. Process Work Institute; Dipl. P.W. Process Work Institute; B.A. Portland State University.

Areas of specialization: Group Dynamics; World Work.

Robert King, M.S.W. University of Washington; Dipl. P.W. Process Work Institute; B.A. University of Washington.

Areas of specialization: Body Symptoms; Altered States of Consciousness; Coma Work; Shamanism.

Susan Kocen, Dipl. P.W. Process Work Institute; M.A. Marylhurst University; Dipl. Applied Science Australian College of Natural Medicine & Natural Beauty; B.S. University of Manchester.

Areas of specialization: Inner work; Gerontology; Diversity work; Processing History.

Herbert D. Long, Th.D. Harvard University; Dipl. P.W. Process Work Institute; B.D. San Francisco Theological Seminary; B.A. Stanford University.

Areas of specialization: Theology; Counseling Aging and Gerontology.

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

Areas of specialization: Group Work; Conflict Facilitation; Relationship; Children and Family Work; Bullying and Violence.

Lesli Mones, M.A. Antioch University; Dipl. P.W. Process Work Institute; B.A. Antioch University.

Areas of specialization: Working with Families; Organizational Interventions & Change; Leadership Development; & Coaching.

Pierre Morin, M.D. University of Basel; Ph.D. Union Institute & University; Dipl. P.W. Research Society for Process-oriented Psychology in Zurich.

Areas of specialization: Altered & Extreme States; Non-verbal Processes; Psychiatric & Medical Issues; Coma Work & Near Death States of Consciousness.

Suzette Payne, M.A. Process Work Institute; Dipl. P.W. Process Work Institute; B.A. Mills College.

Areas of specialization: Relationships; Altered and Extreme States; Conflict Resolution; Trauma; Creativity and Dreams.

Gary Reiss, Ph.D. Union Institute & University; M.S.W. Washington University, St. Louis; Dipl. P.W. Research Society for Process-oriented Psychology in Zurich; B.A. Washington University, St. Louis.

Areas of specialization: Non-verbal Processes and Remote States; Family Therapy; Facilitating Extreme Conflict in & between Communities and Cultures.

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

Areas of specialization: Altered & Extreme States; Non-verbal & Movement Processes; Eating Disorders.

Stephen Schuitevoerder, Ph.D. University of Western Sydney; M.A. University of Johannesburg (formerly Rand Afrikaans University); Dipl. P.W. Process Work Institute; Grad. Dipl. Sydney College of Advanced Education (acquired by University of Technology Sydney); B.Comm. University of Witwatersrand.

Areas of specialization: Group & Organizational Change; World Work; Two Party Conflict.

Ellen Schupbach, Ph.D. Union Institute & University; Dipl. P.W. Process Work Institute; B.A. Naropa Institute.

Areas of specialization: Leadership Development; Organizational Development; Facilitation.

Max Schupbach, Ph.D. University of Zurich; Dr. Med. Vet. University of Zurich; Lic. Phil. I. University of Zurich; Dipl. P.W. Research Society for Process-oriented Psychology in Zurich.

Areas of specialization: Leadership Development; Organizational Development; Facilitation; Conflict Resolution.

Salome Schwarz, Ph.D. Union Institute & University; Dipl. P.W. Process Work Institute; B.A. University of Zurich.

Areas of specialization: Shamanism; Non-verbal Processes; Roots & Theory of Process Work; Dream Work.

Rhea Shapiro, M.A.T. University of Massachusetts; M.A. Process Work Institute; Dipl. P.W. Process Work Institute; B.A. Mount Holyoke College.

Areas of specialization: Relationship & Group Work; Movement & Creative Process.

Sonja Straub, Ph.D. Union Institute & University; Lic. Phil. I. University of Zurich; Dipl. P.W. Research Society for Process-oriented Psychology in Zurich.

Areas of specialization: Ethics and Professional Practice; Body Work; Dream Work.

Bogna Szymkiewicz-Kowalska, Ph.D. Warsaw University; M.A. Warsaw University; Dipl. P.W. Research Society for Process-oriented Psychology in Zurich.

Areas of specialization: Trauma, Abuse, Hurt; Coma, Alzheimer's/Dementia; Domestic Violence; Fashion Awareness (Application of Process Work to Fashion); Life Myth.

Stan Tomandl, M.A. Process Work Institute; Dipl. P.W. Process Work Institute.

Areas of specialization: Coma & Near Death States; Grief Work.

Jai Tomlin, D.C. Palmer College of Chiropractic; Dipl. P.W. Process Work Institute.

Areas of specialization: Body & Symptom Work; Non-verbal Processes.

Alexandra Vassiliou, Ph.D. Union Institute & University; M.S. Agricultural University of Athens; Dipl. P.W. Process Work Institute.

Areas of specialization: Conflict Resolution; Relationship Work; Diversity Issues; WorldWork; Bullying and Violence.

Lily Vassiliou, Ph.D. Union Institute & University; M.A. Process Work Institute; Dipl. P.W. Process Work Institute.

Areas of specialization: Group facilitation; Conflict Resolution.

Jytte Vikkelsoe, Ph.D. Union Institute & University; Dipl. P.W. Process Work Institute.

Areas of specialization: Relationship and individual change processes; Group conflict and change facilitation.

Katje Wagner, Ph.D. Santa Barbara Graduate Institute (acquired by The Chicago School of Professional Psychology); M.S. Portland State University; Dipl. P.W. Process Work Institute; B.A. Occidental College.

Areas of specialization: Research; Movement & Non-Verbal Expression; Gender and Career Development.

Kara Wilde, M.A. Process Work Institute; Dipl. P.W. Process Work Institute; B.A. Griffith University.

Areas of specialization: Creativity.

Carol Zahner, M.S. University of California-Davis; Dipl. P.W. Process Work Institute; B.S. University of California-Davis.

Areas of specialization: Individual development; Relationship & group work; Coma work; Expressive movement; Training program development (Spanish focus).

DIRECTORS AND ADMINISTRATIVE OFFICERS

Board of Directors

The Master of Arts degree programs are governed by the Board of Directors of the Process Work Institute.

Stephen Schuitevoerder, Ph.D., Chairman, Faculty, Process Work Institute

Julie Diamond, Ph.D., Secretary, Faculty, Process Work Institute

Reet Neemoja, Student Representative, MAPW Student, Process Work Institute

Kathryn Barton, B.A., Certified Public Accountant

Janet Bennett, Ph.D., Executive Director, Intercultural Communication Institute

Gordon Wheeler, Ph.D., President and CEO, Esalen Institute

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Chris Allen, Ph.D., President

Ingrid Rose, Ph.D., Dean of Masters of Arts in Process Work/Diploma Program

Katje Wagner, Ph.D., Dean of Master of Arts in Conflict Facilitation & Organizational Change Program

Jim Stillwell, B.F.A., Director of Administration

Annie Donehey, B.S., Manager of Technology

Annie Blair, M.A., Dipl. P.W., Registrar

Myriam Rahman, Dipl. P.W., Admissions & Outreach Coordinator

Theresa Magno-Mendoza, Bookkeeper

Program Deans are available Monday-Friday, 9am-5pm by appointment via telephone or email.

Contact Information:

Katje Wagner, Dean of MACF Program: katjewagner@gmail.com or (503) 313-5733

Ingrid Rose, Dean of MAPW/Diploma Program: ingridrose8@gmail.com or (503) 248-1608

Myriam Rahman, Outreach & Admissions Coordinator:

myriam.rahman@processwork.org or (503) 223-8188

RELATIONSHIP TO THE RESEARCH SOCIETY FOR PROCESS-ORIENTED PSYCHOLOGY, ZURICH, SWITZERLAND (RSPOP)

PWI is a derivative organization of RSPOP in Zurich Switzerland which was founded in 1982 for the purpose of conducting research in Process Work and to train students to practice Process Work. Many of the present faculty members of the Diploma/MAPW and MACF programs obtained their Process Work training from RSPOP. Other faculty members were founding members of RSPOP. Diplomas issued by RSPOP and PWI have equal standing in the international Process Work community. Diplomas in Process Work issued by PWI are affiliated with the International Association of Process-oriented Psychology.

FURTHER INFORMATION

For further information on the Diploma/MAPW, MACF, or other Process Work programs, please contact:

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2049 NW Hoyt St.
Portland, OR 97209 USA
Tel: (503) 223-8188
Fax: (503) 227-7003
Email: pwi@processwork.org
Website: www.processwork.org

APPENDIX D: POLICY REGARDING INTELLECTUAL PROPERTY

Statement of Policy Regarding Intellectual Property

Section I – Goals

The Process Work Institute (“PWI”) encourages innovation by PWI's faculty, students, and staff and by PWI itself. The purpose of this intellectual property policy is to provide a clear statement of what ownership rights PWI and PWI’s faculty and students have regarding creative and inventive works covered by intellectual property laws.

Section II – Copyright

- **General Statement.** Copyright is the ownership and control of the intellectual property in original works of authorship subject to copyright law (“Works”).
- **Faculty Rights.** PWI is committed to the free and open exchange of ideas among its faculty and recognizes that, except in the circumstances specifically provided in Section II (5), below, members of the faculty are entitled to ownership of Works developed in the course of their regular faculty duties. Such Works include, but are not limited to, the original expression of ideas and concepts fixed in a tangible medium and includes works of authorship such as books, curriculum materials, video and audio recordings, photographs, graphics, software, works of art, and other materials. Works are not dependent on the medium of distribution or dissemination of the intellectual property.
- **Student Rights.** PWI is devoted to the growth and development of its students and recognizes that, except in the circumstances specifically provided in Section II (5), below, students are entitled to ownership of Works developed in the course of their regular student work. Such Works include, but are not limited to, the original expression of ideas and concepts fixed in a tangible medium and includes works of authorship such as books, curriculum materials, video and audio recordings, photographs, graphics, software, works of art, and other materials. Works are not dependent on the medium of distribution or dissemination of the intellectual property.
- **Staff Rights.** Works resulting from the regular work of those employed as staff by PWI shall be deemed “work-made-for hire,” and ownership in the Works will reside with PWI. This provision includes the work of individuals who are faculty when Works result from regular work performed in their capacity as administrators of PWI. This provision includes the work of individuals who are students when the copyright results from regular work performed in their capacity as staff members of PWI.
- **Rights of PWI.** PWI asserts ownership of and rights to Works, including Works created by faculty and students, under the following conditions:
 - When the Works are created with substantial use of PWI resources or personnel. For the purposes of this section, “substantial use” means the use or commitment of PWI resources of a nature or beyond the level of resources ordinarily provided to faculty and students. Sabbatical leaves do not constitute substantial use of PWI resources.
 - When the Works are commissioned by PWI.
 - When the Works are created under the terms of a sponsored project where the terms of the

sponsored project require that ownership be in the name of PWI.

- When the Works are works-made-for hire that are not covered in Section II (2), (3), or (4).
- Written Communication. Whenever PWI asserts rights pursuant to the provisions of Section II (5), above, the affected faculty, students, and/or staff will be informed in writing of PWI's assertion of rights in a communication that sets forth the copyright arrangements intended to govern the particular activity, including the nature of the project, the participation of the relevant parties, and the distribution of any proceeds derived from the project. Revenue sharing arrangements from such Works shall be negotiated on a case-by-case basis.

Section III – Trademarks and Service Marks

Trademarks and service marks are distinctive words, graphic symbols or devices that identify the source of goods or services. Trademarks or service marks relating to goods or services provided by PWI shall be owned by PWI. Trademarks and service marks owned by PWI include, but are not limited to, PROCESS WORK INSTITUTE, PROCESS WORK, PROCESSMIND, PWI and the PWI graphic logo. Consult an administrative officer for information about the appropriate use of PWI's marks. PWI shall control the nature and quality of services and goods used in connection with all authorized uses of its trademarks and service marks.

Section IV – Proprietary Information

Proprietary information arising out of PWI work (e.g., actual and proposed terms of research agreements, financial arrangements, or confidential business information) shall be owned by PWI. "Trade secret" is a legal term referring to any information, whether or not copyrightable or patentable, which is not generally known or accessible, and which gives competitive advantage to its owner. Trade secrets are proprietary information.

Section V – Patents

Patentable inventions. All potentially patentable inventions conceived or first reduced to practice in whole or in part by members of the faculty or staff (including student employees) of PWI in the course of their PWI responsibilities or with more than incidental use of PWI resources, shall be disclosed on a timely basis to PWI. Title to such inventions shall be assigned to PWI, regardless of the source of funding, if any. PWI shall share royalties from inventions assigned to PWI with the inventor.

Reassignment. If PWI cannot, or decides not to, proceed in a timely manner to patent and/or license an invention, it may reassign ownership to the inventors upon request to the extent possible under the terms of any agreements that supported or related to the work.

Waivers. Waivers of the provisions of this policy may be granted by PWI's Chief Executive Officer ("CEO") or the CEO's designate on a case-by-case basis, giving consideration among other things to PWI's obligations to sponsors, whether the waiver would be in the best interest of technology transfer, whether the waiver would be in the best interest of PWI and whether the waiver would result in a conflict of interest. In addition, the CEO may expand

upon these provisions and shall adopt rules, based on the same factors as well as appropriateness to PWI's relationship with inventors, for the ownership of potentially patentable inventions created or discovered with more than incidental use of PWI resources by students when not working as employees of PWI, by visiting scholars and by others not in PWI's employ.

Section VI – Operating Procedures

- **Obligation Concerning Disclosure.** Faculty and any other individuals engaged in activities that result in the creation of intellectual property to which PWI may claim ownership and/or rights as described in Section II (5), above, are obligated to make a prompt disclosure of such activities in writing to the CEO.
- **Retaining Rights Without Royalty for Academic Uses at PWI.** The licensing of Works is under the control of the faculty members who own such Works. However, where the creator retains the rights to Works, he or she shall grant PWI a nonexclusive royalty-free license for the use of Works within PWI for teaching, research, and other noncommercial PWI purposes. If any article or other such work is to be published, the creator is urged to seek to reserve for both the creator and PWI a royalty-free right to use a reasonable portion of the published work within PWI for teaching, research, and other non-commercial PWI purposes. The right of PWI to use such Works shall survive the departure of the creators from the faculty or student body.
- **Faculty and Student Use of Works Owned by PWI.** Faculty members and students who create Works that are owned by PWI under the provisions of this policy shall retain the right to use such Works for noncommercial research and instructional purposes. The right of the creators to use such Works that are owned by PWI shall survive their departure from the faculty or student body if used for noncommercial research or instructional purposes.
- **Updating and Correction of Works.** Faculty members and students have the right to update and correct Works they have created that are owned by PWI under the provisions of this policy. PWI may, but is not obligated to, provide support for such updates or corrections.
- **Attribution.** All works created by faculty, students, and staff at PWI under the provisions of Section II (5) of this policy shall include the names of the creators of the work, to the extent such attribution is reasonably practical, unless the creators request in writing the removal of their names.