

*Process Work Institute*

**Master of Arts  
in Conflict Facilitation and  
Organizational Change**

**Program Handbook**

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The Process Work Institute is a unit of a nonprofit corporation authorized by the State of Oregon to offer and confer the academic degree described herein, following a determination that the state academic standards will be satisfied under OAR 583-030-0041. Inquiries concerning the standards or school compliance may be directed to the Oregon Office of Degree Authorization at 1500 Valley River Dr., Suite 100, Eugene, Oregon 97401.

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

The Process Work Institute Master of Arts in Conflict Facilitation and Organizational Change Program is the degree-granting agency of Process Work Institute. Its purpose is to administer training in Process Work and to grant the Master of Arts in Conflict Facilitation and Organizational Change Degree. The Process Work Institute has full institutional approval to grant a Master of Arts in Conflict Facilitation and Organizational Change Degree pursuant to the Oregon Office of Degree Authorization, under OAR 583-030-0041.

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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## INTRODUCTION

Welcome to the Master of Arts program in Conflict Facilitation and Organizational Change. We are proud to offer this post-graduate academic degree in the theory and methods of Worldwork and its application to conflict resolution and community and organizational change processes. The M.A. degree takes its place in the spectrum of training programs in Process Work offered by the Process Work Institute. This handbook describes the Master of Arts degree program requirements, policies and procedures.

The Process Work Institute has been offering training in Process Work since it first opened its doors in 1990. The first Master's degree offered by the Process Work Institute was authorized by the Oregon Office of Degree Authorization in 1992.

PWI is committed to an educational philosophy that:

- a. Practices an integral approach to learning and research;
- b. Values the emotional, spiritual, intellectual, creative and social dimensions of human potentiality;
- c. Commits to cultural diversity;
- d. Fosters multiple ways of learning and teaching;
- e. Supports community and the development of a deep democratic mode of life.

The Master's degree program in Conflict Facilitation and Organizational Change is an academic and experiential degree that grants the recipient a Master's level proficiency in the theory, methods and practice of Worldwork facilitation of groups, organizations and community.

### **What is Worldwork?**

Worldwork is an outgrowth of the work of Drs. Arnold and Amy Mindell and associates. Over the years they have developed an innovative Process-oriented approach to individual and collective change. During the last two decades while applying this approach in the political and social arenas, they discovered and created Worldwork, a new form of group facilitation, conflict resolution and organizational and community change techniques. Worldwork is based on the principle of *deep democracy*, which stresses hearing and valuing all voices — the more conventional 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.

### **Disclaimer**

The Master of Arts degree in Conflict Facilitation and Organizational Change is authorized by the State of Oregon, however it is not recognized by the Northwest Commission on Colleges and Universities. . The PWI does not place graduates in jobs related to these professions.

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## *SECTION I: THE PROGRAM AT A GLANCE*

### **Program Description**

The Master of Arts program in Conflict Facilitation and Organizational Change is a limited-residency degree program, and 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, internships, and the implementation of a final project, students are supported to connect their learning directly to their professional life and to the wider community. .

This three-year program is comprised of two residential periods per year, held in and around Portland, Oregon, one in autumn and one in spring. The course material covered during the residential periods will be applied in students' home communities through work in supervised internships. The program is built on the following interconnected and overlapping basic elements:

### **Residential study**

Each semester includes a ten-day residential period of study in Oregon. During the residency, students attend courses, meet with their study committee members, work with peers in study groups, present research and cases together with faculty and peers, and have ample opportunity to exchange learning and ideas with faculty and fellow students.

### **Courses**

Courses during the residency periods include theoretical and experiential classes on all aspects of facilitating groups, organizations and two party conflicts. Class time consists of theory and discussion, experiential learning methods, group process, small group work, exercises and case studies. Some theoretical courses extend beyond the residency period with reading and writing assignments, and facilitated on-line discussions. Technical requirements and support for the distance component of the course can be found in the course syllabus and course handouts.

### **Advisor**

Each student will have an advisor chosen from among the faculty. Students are required to meet with their advisors for a minimum of 15 hours per year in person, online, or via telephone. Advisors may assist students in their studies, internship and final project exploration and personal growth. Advisors provide students with clear learning feedback and also serve an evaluative role. As a member of the student's study committee, the advisor will review reports from faculty and supervisors regarding academic progress and development.

### **Study Committee**

Students choose a study committee to help guide their studies and provide support and feedback. The study committee is made up of four people: the student's advisor, two other faculty members, and the student. The student meets with the study committee twice a year either during residencies or by teleconference.

### **Journal**

The student is recommended to keep a journal to track the issues, ideas and challenges that arise in course work, in internships, from supervision, readings, inner work and group experiences.

### **Peer Groups**

Students will form learning groups at the beginning residency and stay together throughout the three years of the program. They will meet regularly during the residential courses, with exercises and assignments from the classes, and will also meet twice monthly over the course of the year, face-to-face or via telephone or on-line conferencing to study together, work on projects and assignments, and to give support and feedback.

**Electives**

In addition to residencies, students are expected to attend elective courses related to their studies, totaling a minimum of ten days over the course of three years. It is suggested that one of these electives be a Worldwork seminar.

**Internship**

During the program, students will work on a minimum of two projects in their home communities or elsewhere. These projects will serve as arenas in which students can apply their recently acquired knowledge and broaden their experiences. In order to experience a diversity of cultures, each project should encompass different populations and/or organizational styles.

**Final Project**

A final project, in the form of a research thesis, presentation, or project that contributes new learning to the field, is to be completed at the end of the program. The final project is meant to represent a synthesis of the student's learning, practice and research.

**Final Exams and Final Project**

The final residency in Year 3 is devoted to presentation of the final project and final exams.

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## SECTION II: THE PROGRAM IN DETAIL

### Application and Admission

#### Requirements for admission

- A bachelor's degree from an accredited institution in the United States or the equivalent from outside the United States. In case of uncertainty, equivalency will be determined on a case-by-case basis by the Oregon Student Assistance Commission, Office of Degree Authorization. If the applicant has studied in countries other than the United States, it is strongly recommended that he or she first have their undergraduate work evaluated by the IERF (International Education Research Foundation Inc.) Information on how to do this is provided in the application packet designed for non-U.S. citizens.
- 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 a story of a life event, personal experience, or dream that inspired or called them to learn or work in the field of group facilitation and conflict resolution. This will be included in the application essay and may also be discussed at the applicant interview.
- Completed application form with transcripts, references, essays, resume and application fee.

#### Application Procedure

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

- A completed application form;
- A curriculum vitae or resume;
- Three letters of reference;
- Official transcripts from all institutions of higher learning attended, sent directly from the school to the PWI registrar;
- Essay describing the applicant's calling to pursue this program;
- An application & interview fee of \$150.00 submitted with the application form.

Application packets are available from the PWI.

#### Interview

If the written application shows that the applicant fulfills the requirements of the M.A. 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 M.A. program is the best learning environment for him or her.

#### Enrollment

The program begins when a quota of 12 students has been reached. Students may apply at any time. If accepted, students will be informed, as soon as possible, not later than two months prior to the beginning semester, when the program will commence.

#### Residency and Course Work

The syllabi contain the course description, resources and readings, requirements and assessment criteria for each class. Where a course requires completion at-a-distance, instructions for participation will be provided. Three years of residencies, including the final exam period, accrue 12 credits.

### **Advisor**

At the first residential period, one of the student's first tasks is choosing an advisor from among the faculty. The student has until the beginning of the second residency to choose an advisor. However, at least 15 advisor hours must be completed by the end of the year. Since the advisor will be the student's main resource and guide throughout their studies, students are encouraged to give the selection due deliberation. Students are allotted 25 Faculty Contact Hours a year, of which a minimum of 15 must be done with the advisor.

### **Faculty Contact Hours**

Students have 25 faculty contact hours per year. A minimum of 15 hours must be used with the main advisor. The remaining 10 hours can be used for sessions with study committee members, to work with final project faculty, or with any other faculty member. During some of the residencies, there will be a course called "live supervision." For those students who facilitate during those courses, one of their FCH sessions will be credited on their student record. Students receive two credits for completion of faculty contact hours, a total of 75 hours over three years.

### **Faculty Contact Hours Incompletes**

All 25 required faculty contact hours must be completed between September 1 and August 31. A student will receive an Incomplete if 4 or more faculty contact hours are not completed by the annual deadline. Unused faculty contact hours are not eligible for rollover into the next academic year nor are they reimbursable in the form of cash.

### **General Supervision**

Students have 15 hours of general supervision per year for reviewing cases, applying theory and methods, and translating new learning into professional life. Eight of the 15 hours must be used for *live* supervision where the facilitator is working directly with a client or client group (face-to-face or video taped). The remaining hours can be used for *case* supervision where the case is described and discussed with a supervisor. Case supervision can also address working on learning challenges and issues that arise for the learning facilitator. The total maximum hours of supervision must not exceed 15 hours. These hours may be satisfied with any faculty member. General supervision hours accrue a total of 1 credit.

### **Study Committee**

Along with choosing an advisor, the student must also assemble a study committee. The study committee consists of the student, an advisor and two other faculty members. The student is the chair of the study committee. The student may use their Faculty Contact Hours to meet with and interview faculty members in order to determine the most appropriate and well-balanced committee for his or her particular needs. Since the study committee is the student's main resource in training matters, and oversees the student's educational process, 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.

### **Study Committee Meetings**

Two study committee meetings per year are required. Students are responsible for convening the meetings, and communicating the meeting time and place to the study committee members. If members of the study committee are not all physically present in the same location, the student is responsible for arranging a conference call. If the meeting is held during a residential period, the student may use the Institute's speaker phone. This must be arranged in advance through the office.

Since meetings are meant to review the student's progress in the program, the student is responsible for getting all the relevant information for the meeting beforehand and sending it to the committee members, approximately a week before the meeting. This information consists of feedback from courses, list of sessions with advisors, supervisors or other study committee

members, reports, journals, or any other support documents. Students should bring their record books to the meetings to obtain signatures for sessions and for the meeting itself.

The student is responsible for writing up a report of the meeting, with the feedback and plans for further learning, and sending it to the members for their approval. Once approved by the study committee members, the student sends the report to the registrar.

### **Journal**

The student is recommended to keep a journal to track the issues, ideas and challenges that arise in course work, in internships, from supervision, readings, inner work, and group experiences.

### **Peer Group**

During the first residential course, peer groups will be assigned or chosen.. The function of the peer group is to work together on developing the students' skills, giving each other feedback, completing assignments and exercises from courses and supporting each other in the course of the students' studies.

Peer groups will meet twice a month, throughout the course of the students' studies, either through phone conferencing or, if possible, in face-to-face contact. . 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. A total of 70 hours is required, accruing 1 credit.

### **Electives**

In addition to residential coursework, candidates are expected to attend elective courses related to their studies, for a minimum of ten days over the course of three years. It is suggested that one of these electives be a Worldwork seminar. Electives accrue 2 credits.

### **Internships**

After completing the first residency, the student's next task is to find an internship situation in his or her home community or — if it suits his or her lifestyle — anywhere in the world. The internship serves as the student's main application of learning. The internship comprises 250 hours of activity, which may include preparation, networking, planning, outreach, evaluation and follow-up. For some students, their job may fill the requirements for one of the two required internship terms. A minimum of 250 hours over three years includes 160 hours of contact time, 24 hours of supervision and 70 hours of planning and preparation, accruing a total of 6 credits.

The 24 hours of internship supervision consists of 12 hours for each internship. These 12 hours should be completed only while he or she is involved in the internship. It is strongly recommended that the first internship take place during the 2<sup>nd</sup> and 3<sup>rd</sup> semesters and the second internship take place during the 3<sup>rd</sup> and 4<sup>th</sup> semesters.

When in the planning stages of the internship, before an internship has been chosen or begun, the student should use advisor hours, Faculty Contact Hours, and study committee meetings for supervisory help. Only when the student is actually participating in the internship should internship supervision hours be used.

### **Internship Supervisor**

The student must also designate an internship supervisor — recommended to be different from the advisor — who is willing to offer ongoing training and evaluative comments. Twelve supervision hours are allotted for each internship.

### **Guidelines for Choosing the Internship**

Because of the increase in learning that comes from encountering groups, communication styles and social settings different from our own, the student will be required to have at least two

different internship experiences, providing the student with experience with different populations and organizational styles.

Examples of possible internships include working in a neighborhood mediation center, organizational development work, 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, working in juvenile detention homes, with refugees, etc.

### **Internship Requirements**

The study committee must approve the student's internship selection. Upon choosing an internship, students create a proposal which includes background information about the internship, learning points the internship covers, and the specific activities the internship comprises.. The proposal is sent to the internship supervisor for evaluation and review. Upon completion of the internship, the student writes a final report and sends to his or her internship supervisor for approval. The student then sends this report to his or her study committee and to the registrar.

### **Final Project**

Beginning in the second year of study, 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 through meeting with their advisor 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 for a course of studies in the area, a performance, street theater production or a political event. If the student chooses a non-written project, an explanatory essay must accompany it.

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 examination residency. The final project accrues a total of 6 credits.

### **Evaluation**

Evaluation of the student's progress in the program consists of several interconnected components: study committee meetings, faculty and peer evaluations, ongoing assessment during residencies, and final exams:

#### **1. Study Committee**

The overview of the student's progress is kept by the student together with his or her study committee. At each residency, during a study committee meeting, the student and study committee members will review the student's work, feedback the student has received from faculty and peers in courses, and the student's own self-evaluation as seen in his or her journals. The student and study committee will evaluate the student's strengths, identify skill gaps and areas of further learning. The student is responsible for creating a log of the meeting, and attaching the feedback and plans for further learning to the student's learning record.

## 2. Faculty and Peer Review

Course instructors will give written feedback to students on their participation in each course. Some courses require written material or the completion of a project related to course instruction or required reading.

Feedback and review time is incorporated into the program through study committee meetings, advisor and supervisor meetings, and during courses. As well, students will meet with each other for peer-review, during peer group meetings, providing feedback on skills, teamwork, and personal development.

## 3. Ongoing Assessment

Throughout the program, students will be given an opportunity to assess their skill development, and measure their progress against their own and the program's benchmarks.

At the end of Year 1, the student will be expected to:

- Use the basics of process-oriented inner work to pick up and unfold a disturbance;
- Be able to work with a conflict – to express your own side and be able to see the other side as a part of yourself
- Be able to speak about the structure of a process – the primary identity of a system, and those experiences or events that are secondary relative to the primary identity
- Be able to use a few interventions to help a system access its dreaming process:
  - Have a basic signal awareness (notice double signals, channels, communication blocks or edges and be able to elicit sensory grounded information about a secondary process)
  - Understand the different levels of awareness, and be able to access other levels of experience in oneself
  - Notice a hotspot

At the end of Year 2, the student will be expected to:

- Work on his or her own relationship conflict with another, and find some conclusion to the conflict that contributes to the constructive development of the relationship.
- Demonstrate metaskills of eldership and a deep democratic attitude
- Access a detached experience in oneself while in the midst of conflict
- Recognize when she or her has difficulty and be able to ask for help;
- Hold down hot spots and escalations in conflict
- Notice and unfold roles in a group process
- Notice edges
- Show a beginning ability to notice and frame changes in group atmosphere
- Move fluidly out of moods or altered states that diminish the ability to self-reflect, and to be able to communicate about one's experience, make it useful to the client, and see the other side in a conflict within two or three hours
- Notice and have some basic tools to make use of one-sidedness and bias in the facilitator role

By the end of Residency 5 the student is expected to:

- facilitate a group process and demonstrate the following: basic steps sorting, consensus roles, and hotspots

## 4. Final Exams

The final assessment component are the final exams. These take place in the student's final year. The student will be evaluated on his or her application of Worldwork skills and meta-skills.

Faculty members will examine the student 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:

### **Personal development**

The ability to move fluidly and rapidly out of moods or altered states that diminish your ability to self-reflect, to communicate about your experience and make it useful to your client, and to see the other side in a conflict. By the end of year three, the student should be able to do this, at least temporarily and sufficiently to contribute to the constructive development of a relationship process, within an hour or the length of a session.

### **Meta-skills**

- 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.

### **Skills**

- Comprehensive grasp of the Worldwork paradigm, and ability to understand a group situation or conflict situation from a Process-oriented point of view;
- A comprehensive understanding of the multi-leveled nature of group dynamics, its non-consensual aspects as well as its consensual, practical issues;
- Comprehensive understanding of comparative theoretical material in related disciplines;
- Comprehensive understanding of the larger context in which process facilitation belongs;
- Ability to recognize and hold down edges in group conflict situations;
- Ability to recognize and follow multiple or mixed feedback from an individual system;
- Ability to use roles, know when they change and support natural role changes;
- 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 others' experience, even when in conflict.
- Ability to work fluidly with all levels of conflict: intra-psychic, interpersonal subgroup, large group and systemic.

These exams are meant to test your knowledge of Process Work, to evaluate what you've learned, and how well you have integrated the Process Work paradigm, framework of analysis, skills in group and conflict work, and as a way of working with your own inner states and experiences.

While these exams do evaluate THE ABOVE skills, they are not strictly performance based. In addition to looking at how well you have learned the theory and methods of Process Work, these are also meant as a learning experience, to gain insight into your own learning style, goals and development.

There are however certain baseline requirements for passing the exams:

1. being prepared for the exam – you must show up on time, obtain clients, and inform them about and gain their consent to the exam process; bring a prepared video tape of your work, and prepare and present a case for analysis.
2. you are meant to engage meaningfully with examiner feedback, and be able to work with and use your own experiences in the exam process.
3. you must demonstrate deep democracy in your ability to be open to others – follow feedback, take the other side, as well as your own, and include client's and examiner's perspectives
4. students should be able to demonstrate a Big U or Process Mind attitude by being able to get out of a difficult mood or state within the length of the exam session.
5. students should not only be able to start a conflict, but should be able to take full responsibility for cleaning it up, that means noticing when and how you escalate or trigger conflict, and be able to redress it on the spot.

This exam is evaluated on a pass/fail basis. If students don't achieve the above baseline requirements, and fail one or more exams, they can retake the exams by re-enrolling for a semester. The tuition for the extra semester, which includes 10 FCHs for working with advisors and/or supervisors, as well as a study committee meeting, and the cost of exams is \$2200.00.

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## SECTION III: CURRICULUM AND CREDITS

### Course Curriculum

The core curriculum for the M.A. in Conflict Facilitation and Organizational Change consists of courses taken during residential periods, some of which are completed at home through further on-line course learning, independent study and peer group meetings.

#### 1. Introduction to the Process Work Paradigm for Worldworkers

This two credit course introduces Process Work, and shows its application as a conceptual framework for understanding group dynamics and conflict. Starting with the basics of process theory, it will derive methods for facilitating group interaction. It will explore the origin of Deep Democracy in the basic philosophy of Process Work. This course will cover topics such as:

- Origin and philosophical roots of the process paradigm
- Introduction to process structure and dynamics
- Worldwork as the application of the process paradigm to groups
- The dynamics of marginalization and mainstream: self-other dynamics and conflict
- Deep Democracy and the nature of facilitation
- Deep Democracy and levels of awareness: states of consciousness, emotions, feelings, and subjective experiences that exert an influence on group life.

Throughout the course analogies between individual and group processes will be emphasized. Two credits are accrued for this class. Two distance days are included between residencies 1 and 2.

#### 2. Process Approach to Groups, Conflict and Change

This 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. One credit is accrued for this class.

#### 3. Comparative Approaches to Conflict Resolution

This course presents an overview of the field of conflict resolution, including types of conflict and types of conflict resolution approaches. Interpersonal conflict, family conflict, business conflict and disputes, international, ethnic and intractable conflict and the different theoretical approaches for resolving them will be covered, including formal legal means (adjudication) and alternative dispute resolution methods such as peacemaking, mediation, arbitration, and negotiation. The course will explore the reciprocal relationships between process work and these methods. One credit is accrued for this class. This class will be conducted at a distance.

#### 4. Case Studies and Applications of the Worldwork Model

This course, taught over several residencies, presents applications of the Worldwork model through case presentation, video analysis, and discussion. Students will gain an understanding of how process-oriented group facilitation and conflict work can be applied to different contexts, including:

- Long-term group work with organizations, communities, businesses, institutions, schools and neighborhoods.
- Crisis response and intervention: Worldwork methods for resolving conflict and disputes, trauma and its aftermath, and intervening into crisis situations.
- Open forums and large group facilitation: conflict work with large, diverse groups, communities, and in public forums.

Two credits are accrued for this class. Two distance days are included in this course..

**5. Facilitator and Leadership Development**

This course, taught in three segments, addresses the inner development of the leader and facilitator. It presents methods for developing awareness, recognizing and using rank and leadership style in the service of the facilitation task, and accessing detachment and eldership in the midst of conflict. A major focus of this course is learning how to use inner experiences as the basis for group transformation and understanding the role the facilitator plays in the group's process. Personal growth exercises for developing awareness around diversity, bias, conflict, and volatility will be presented. One credit is accrued for this class.

**6. Research Methods and Final Project Lab**

This course provides an introduction to research, with particular focus on the concepts, methods and skills needed to complete the final project requirement of the MACFOC program. It addresses design, analysis and interpretation, presentation, ethical considerations and quality criteria for a range of possible project types: creative, social and educational projects and projects founded in traditional research genres, including qualitative research, quantitative research, and theoretical inquiry.

It will include face-to-face and distance learning, facilitated presentation and feedback sessions, and individual consultation. One credit is accrued for this class.

**7. Group Facilitation: Interventions and Supervision**

This skill-building course focuses on implementing Worldwork interventions for facilitating groups, teams, and public forums. 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. Two credits are accrued for this class.

**8. Facilitating Two Party Conflict**

This practical course focuses on the methods, skills and meta-skills of facilitating interpersonal conflict. Interventions for working with interpersonal conflict situations will be presented, including two-party conflicts, small group conflicts and situations requiring mediation. One credit is accrued for this class.

**9. Worldwork Applications in Organizational Change and Development**

This two credit course looks at the nature of change and growth in organizations, and at how the Worldwork model is applied within organizations and communities. Traditional models and cross-disciplinary theories of Organization Development will be addressed, as well as specific organizational interventions, including interview and assessment, coaching and development, large group interventions, and team work

The course then devotes itself to understanding how the Worldwork concept of myth is used in organizational work: as a framework for understanding the patterns and deep structures underlying the challenges and problems the organization faces; as a method for designing and implementing interventions that help align the organization with its myth; and as a way to understand the experiences the facilitator encounters in working with the organization on a change process.

Two distance days are included in this course.

**10. Facilitating Extreme Conflict Situations**

This experiential course focuses on the methods, skills and capacities needed for facilitating extreme conflict situations, intercultural conflict, intractable conflict, violence and volatility. Working with the aftermath of extreme and prolonged conflict, and with issues of trauma, revenge, and abuse will also be covered. Case examples, role plays, exercises and supervision of group work will provide opportunity to learn the methods for working under the pressure of volatile situations. One half credit is accrued for this class.

### 11. Live Supervision

This course gives students an opportunity for satisfying their live supervision requirement. In this course, students will be facilitating a group process or relationship conflict in front of faculty, and have an opportunity for direct feedback and coaching on their skills and metaskills.

#### Credits

A minimum of 30 credits to be acquired over three years of study is required for graduation. Each credit represents approximately 35-45 hours of study within an academic semester. The successful completion of each unit of work for which credit is received is documented by the student in the Student Record Book which becomes a permanent transcript of the student's work and accumulated credit.

**Credit Hours By Area**

Area	Hours/Course	Hours/Yr	Hours/3 Yrs	Credits Per Year	Credits over 3 Years
Residency, Courses, Exams & Feedback	35-45 hrs/ 10 courses, feedback sessions	35-45 hrs x 7-8 class per year = 245-360 hrs/yr	245-360 hrs/yr x 3 = 735-1080 hrs/3 yrs	4 credits	12 credits
Electives	10 days/6 hrs/day	Approx. 20 hrs/yr	60 hrs/3 yrs	2/3 credit	2 credits
Peer Groups	Meeting at least twice a month	23hrs/yr	70 hrs/3 yrs	1/3 credit	1 credit
FCH/Advis or Hours	Sessions	25 hrs/yr	75 hrs/3 yrs	2/3 credits	2 credits
General Supervision Sessions	Sessions	15 hrs/yr	45 hrs/3 yrs	1/3 credits	1 credit
Study Committee Meetings	Meetings	2 hrs/yr	4 hrs/3 yrs	N/A	N/A
Internships (includes supervision & planning)	250-320 hours total (includes 24 hrs. supervision)	Approx. 125-160 hrs/yr	Min. 230 hrs/3 yrs	Min. 2 credits	Min. 6 credits
Final Project	300	N/A	300	2 credits	6 credits
TOTAL CREDITS:				10 credits	30 credits

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## *SECTION IV: STUDENT SERVICES*

The following section will acquaint students with the student services offered by the PWI.

### **Counseling Services**

Students are provided with a list of counselors who are available for counseling. Students may contact these counselors directly and can also ask their study committee members for assistance in choosing a counselor from among the faculty.

### **Job Counseling**

Students in the program are required to work at some project in their home communities where they can apply their knowledge and broaden their experiences by engaging in conflict resolution and group facilitation activities. It is the student's responsibility to find such an opportunity, though the student's study committee may be asked for assistance in the process of finding such a position. The advisor and study committee are available to help the student develop long-term goals and plans for a professional career using Worldwork. The PWI, however, does not help place students in positions, nor does it guarantee job placement after the completion of the studies.

### **Library**

The school shall pay for students' library cards at the school of their choice, either Portland State University, or at another university library containing graduate level materials. Books, articles, theses and journals on specialized topics of Process-oriented Psychology and Worldwork, are available in the Process Work Institute library. In addition, audio and videotapes on Process-oriented Facilitation are available for student use at the PWI during residencies.

### **Video Equipment**

Registered students have access to video equipment for the purposes of study and recording their work during residential periods. Students can reserve the video equipment for use at a scheduled time. Students are responsible for the equipment while it is under their care. Students are also responsible for obtaining all necessary video releases and providing forms insuring confidentiality.

### **Phone Conferencing and On-Line Support**

Enrolled students will be automatically enrolled in both student-only and student-faculty on-line discussion groups. Each course requiring facilitated on-line discussion will also create and enroll students in their on-line discussion groups. Students are required to have email access at least weekly; however, the school is not responsible for providing email access to students. For some courses and peer groups where telephone conferencing is necessary, the school may provide phone bridge access and scheduling services for students. .

### **Housing, Medical and Job Placement Services**

The Process Work Institute does not provide housing, medical or job placement services, nor medical insurance services for students. Information on where to receive service in these areas can be obtained through the registrar during regular office hours.

### **New Student Information**

During the first residential study period, 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, program procedure, a guide to the local area, including housing and restaurants, information on emergency and fire exits, and location of first aid kits and fire extinguishers.

### **Community Government**

The Process Work Institute holds open community meetings twice a year, and open training meetings twice a year to discuss issues related to learning, teaching, and community life. Usually 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 taken up by the Training Council, Director of Training, or Dean of Students for follow up.

There are several online groups for students to participate in. Pw-local is an email string for international friends of Process Work friends for discussion and announcements. Pwi\_faculty-students is an email string for all students and faculty in the degree and non-degree programs of Process Work. There are also specific email strings for each cohort.

A Training Council with faculty and student representation serves to guide the development of the training programs. The council is a means of giving input, sharing ideas, raising issues around training and learning Process Work, including learning at a distance, student-faculty relationships, curriculum and training methods, vision and mission, outreach, internships, standards, exams, alumni issues, etc. The Training Council has representatives from each program, including a seat for non-registered students and at a distance training. The council is not a decision making body, though it does have the authority to craft proposals to be brought forward to the training director, faculty and CEO for action or decision.

In addition to the Training Council, during each residency, the cohort will meet with one of the program directors or Director of Training to give feedback, clarify policies and procedures, and work on curriculum or training issues that pertain specifically to the program.

The Dean of Student convenes an informal gathering, a “Stammtisch,” or regular get-together each semester, open to any student and faculty member to discuss student affairs, community life, and any issue of interest to the group.

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## *SECTION V: ADMINISTRATIVE POLICIES & PROCEDURES*

### **Study Committees**

Students and their study committee are required to meet twice a year, either during a residency or by teleconference. Students will chair their study committee and are responsible for convening each meeting. Students are responsible for arranging these meetings and it is recommended to arrange those months in advance to ensure that all of the committee members can be present.

### **Compensation of Study Committee Members**

The student's tuition fees cover the two meetings per year that they are required to have with their study committee. Should a student request more meetings, these will be compensated directly by the student, at a fee determined by the study committee members.

### **Removal of Study Committee Members**

Careful selection of study committee members will ordinarily allow for continuation of the student's study committee throughout the program. Replacement of a member may become necessary due to illness, resignation, or a change in the student's or faculty member's area of focus. 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 in question cannot be reached, all members of the study committee shall arbitrate the matter. All changes in the study committee must be communicated directly to the 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 a substantial portion of the M.A. degree in Conflict Facilitation and Organizational Change is based on specialized knowledge in the field, only a limited amount of transfer credit from another graduate school will be recognized. The limit of transfer credit is 3 credits. Students transferring from a Process Work training program may transfer up to 2 credits in the areas of group work, relationship work and facilitation. All requests for transfer of credits will be assessed on a case-by-case basis with the study committee.

### **Incomplete Course Requirements and Assignments**

A student will receive an incomplete for a course for absence, not meeting the requirements, or failing to submit assignments. The student must re-enroll in the course, and complete the assignments within the next semester. It is the student's responsibility to contact the teacher to re-enroll in the course and to pay the additional course fee of \$300.

If the student has failed to submit one or more assignments by the end of the course, he or she will either be allowed a two-week grace period to complete the work or be required to re-enroll. It is at the discretion of the teacher and the Process Work Institute to determine whether the student needs to re-enroll in the class.

If the student has been granted a two-week grace period, the student must submit their assignment(s) and complete the course work two weeks from the date of the teacher's results form. If the student completes these requirements within two weeks, the teacher will email the office notifying them of the change in grade from an "Incomplete" to a "Pass." If the student fails to complete these requirements within two weeks, the student must re-enroll in the course. There is no two week grace period in the final residency. All work must be completed or the student must enroll semester. See Graduation and Incomplete Work.

Additional requirements must be worked out between the student and the teacher to complete the course. The student must meet all deadlines and all requirements in order to pass. If the

student fails to complete the additional class requirements, the instructor will notify the study committee and the student will be placed on Probation (see Probation below).

### **Incomplete Sessions**

The student must complete at least 21 of their 25 FCH hours, including a minimum of 15 Advisor sessions. Additionally, students must complete 15 general supervision sessions a year. At the end of the year, if the student has failed to fulfill this requirement, the student must complete these sessions by the end of the following semester in order to receive credit for the previous year. The student will be required to pay a \$300 administration fee per semester until the requirement is fulfilled.

However, if the student has not completed these sessions by the date of graduation, a base tuition fee of \$900 per semester is required to stay enrolled and complete the program. Re-enrollment opportunities for students are limited to two years or four semesters.

### **Graduation and Incomplete Work**

Graduation occurs when a student has completed all the residencies, course work and assignments, internships and internship supervision, electives, advisor and general supervision sessions, peer group meetings, study committee meetings, and the final project. The final residency culminates in an exam process; the student must successfully complete her exams in order to graduate. All financial obligations must be met.

In the event that any of the above has not been completed, the student must pay a base tuition fee of \$900 per semester to stay enrolled until everything is completed. One additional study committee meeting is included in this fee and is required in order for the student to graduate. Any additional faculty or study committee contact time beyond the previously allotted sessions from year three must be paid by the student to the Process Work Institute. The student will not graduate until his financial obligations are met.

### **Probation and Dismissal**

In the case that the student fails to make up an Incomplete grade, consistently produces unsatisfactory results, or has two successive incompletes for the same class, the instructor will notify the study committee and the registrar. The study committee will contact the student and arrange a final opportunity and deadline for the student to complete the outstanding work. If there is no compliance by that deadline, the student is put on probation. The student meets with the dean, and advisor/committee and is informed that they are on probation. The student has three months to show a concerted and persistent effort to complete assignments or work. After three months, the student is re-evaluated, and either taken off probation, kept on probation while further requirements are completed, and then reevaluated for second time. Or, the student can be dismissed if no improvement is shown.

If the student is delinquent with advisor sessions or study committee meetings, internships, or research projects, the same protocol as above applies.

### **Withdrawal**

A student is permitted to withdraw during any part of the program. No further advisor, supervisor, or study committee sessions will be paid for after the date of withdrawal.

If the student withdraws after admission to the program, and prior to commencement of the academic semester or classes, full tuition, less \$200 in administrative expenses, will be refunded.

After classes begin for a semester, the student will be obligated to pay for twenty percent of tuition for each week of instruction that has begun before initiation of withdrawal or \$200, whichever is greater. If the student withdraws after the fourth week, no tuition will be refunded. In cases of withdrawal due to physical or psychological emergencies, provided a written explanation is supplied by the appropriate physical or mental health practitioner, tuition for

classes not attended will be refunded, and base tuition for the weeks not in attendance will also be refunded.

### **Interim Policy**

Due to the limited number of students in the program and the structure of the residencies, interims are not permitted unless for extenuating medical or other reasons. A temporary absence from the program cannot exceed one 12-month period. If the student leaves the program for an unspecified amount of time, he or she must reapply in order to be readmitted. During an interim period, an administrative fee of \$100 per year is required to hold the student's place in the program.

If a period of absence is required, the student must discuss the issue with his or her study committee, and, after receiving signatures from them, submit the approval to the registrar no less than 30 days prior to the beginning of the semester in which the student wishes to begin the interim. During interim period, no academic credit is awarded.

The student is automatically readmitted to the program without repeating the admissions procedure, following a pre-approved interim period. In order to assure reinstatement, the student shall pay tuition at the beginning of the semester in which he or she activates student status. Since the course program is dependent on a minimum number of students enrolling each academic year, the school cannot guarantee that the student can re-enroll after a year, or even after several years at the same level after an interim period.

### **Grievances and Appeals**

Occasionally a student may disagree with a decision made by a faculty member or by administration. Every effort should be made to settle the dispute, and in the first case, students should use their study committee for help in resolving the matter. The Dean of Student's office has an Ombudsgroup available for mediating conflicts between faculty and students and for guidance and advice in matters concerning community conflict.

In the case that a disagreement or grievance cannot be resolved through the Ombudsgroup, or otherwise amicably settled, the matter may be brought before the Ethics Committee for arbitration. If the student still disagrees with the results of the arbitration procedure, the student may enter a dissenting statement into the record, which shall remain part of the record. No records are released without the student's permission.

Student complaints not resolved by the Ethics Committee 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.

### **Ethics Committee**

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

1. To initiate community-wide discussions on ethical issues;
2. To develop and supervise courses on ethics;
3. To receive and process specific complaints about faculty or students' behavior;
4. To initiate further training and supervision requirements in situations where ethical standards have been violated;
5. To offer counsel on ethical matters for those faced with difficult decisions;
6. To recommend either expulsion from the program or the revocation of a previously granted diploma where a member has severely violated the ethical standards of the Process Work community.

The Ethics Committee is a rotating body of faculty members who strive to broadly represent the community's perspectives. The work of the committee is open to community review.

Confidentiality is granted to the individual whose rights have been violated as well as to the person who violated the ethical standards unless confidentiality would create further harm.

### **Transcripts and Records**

The registrar maintains a file for each student, including admission forms, study committee reports, evaluations and recommendations, course evaluation forms, exam performance records, transcript summary and all correspondence and information relating to the graduate program.

Students may see their records at any time by application to the registrar. Students must authorize any person or party requesting to see their record, 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 for a fee.

At the commencement of the student's studies, each student will receive a booklet in which all course and hourly requirements are listed. This form becomes the student's transcript. The student is responsible for obtaining signatures from faculty members, and the study committee will verify that these requirements have been satisfied.

### **Conduct Policy**

Matriculation into the M.A. program automatically binds the student to follow the policies for conduct at the Process Work Institute. Infringement of school policies will lead to a charge which will be brought before the Ethics Committee. The Ethics Committee has the authority to make disciplinary recommendations to the student and his or her study committee, and/or to remove the student from the school for the following behaviors:

#### **Abuse and Endangerment**

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

#### **Harassment and Discrimination**

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

#### **Confidentiality**

Notes taken during class, as well as handouts and course materials, are for personal use and can be distributed to fellow participants but may not be distributed to non-participants unless the instructor gives explicit permission. Audio and video taping is only allowed with permission from the instructor. Audio and video tapes cannot be distributed to non-class participants without the permission of the teacher. No audio or video taping of an individual's personal work is allowed – this includes both work of a personal or professional nature, i.e., case supervision, unless the person who is working explicitly requests that their work be taped for their personal use. No names or personal details of participant's experiences, working in dyads or in the middle, 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.

**Falsification of Information**

- Plagiarism
- Falsification of requirements and records

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 and consensually accepted 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 M.A. program has adopted disciplinary guidelines conforming to those described in the memorandum; "Due Process in College Discipline" published 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.

## Faculty

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

### Full-time Faculty

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

### Part-time Faculty Members

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

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**Jean Claude Audergon, Liz. Phil. I,** Univ. of Zurich, Zurich; Dipl. P.W., RSPOP, Zurich.

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

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**Jen Fox, M.A.** Univ. of NSW, Australia; Dipl. P.W. POP, Australia.

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

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

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## **DIRECTORS**

The Master of Arts degree program is governed by the Board of Directors of the Process Work Institute.

**Herb Long, Th.D.**, Chair, Faculty, Process Work Institute, Oregon

**Julie Diamond, Ph.D.** Secretary, Vice-President of Academic Affairs, Process Work Institute, Oregon

**Kathryn Barton, B.A.** University of Oregon, Certified Public Accountant

**Janet Bennett, Ph.D.** University of Minnesota; M.A. University of Minnesota; B.A. California State University, San Francisco; Executive Director, Intercultural Communication Institute

**Kristina Johnson, M.A.** Process Work Institute, Student Representative

**Stephen Schuitevoerder, Ph.D.** President and CEO, Process Work Institute, Oregon

**Michael Toms, Ph.D.** President of New Dimensions Foundation, Ukiah, California

**Justine Toms, B.S.** Executive Director New Dimensions Radio, Ukiah, California

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## **MACFOC PROGRAM ADMINISTRATIVE OFFICERS**

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**Katje Wagner, Ph.Dc** Admissions Counselor  
**Jan Dworkin, Ph.D.** Dean of Student Affairs  
**Dawn Menkin, Ph.D** Dean of Master of Arts in Conflict Facilitation and Organizational Change

**FURTHER INFORMATION**

For further information on the master's or other programs please contact:

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## *SECTION VI: TUITION AND FEES*

### **Tuition**

Please see attached sheet for specific costs of base tuition. The base tuition includes all course fees, two study committee meetings, weekly meetings with advisors, meetings with supervisors and administrative costs. Excluded are course fees for electives. Billing periods are the 15<sup>th</sup> of August and the 15<sup>th</sup> of February.

The base tuition does not include room, board or travel costs nor the cost of internet or phone connections for conferencing at a distance. Students are responsible for making living arrangements. PWI will provide a list of housing options.

### **Payment**

Tuition needs to be paid to the PWI by the due date. If a student fails to pay tuition by the due date or fails to contact the PWI office regarding extenuating circumstances prior to the due date, a late fee of \$100 will be added. In all cases, tuition must be paid prior to arrival for the upcoming residency.

### **Tuition Refunds**

A student is permitted to withdraw during any part of the program. If the student withdraws after admission to the program, and prior to commencement of the academic semester or classes, full tuition, less \$200 in administrative expenses, will be refunded.

After classes begin for a semester, the student will be obligated to pay for twenty percent of tuition for each week of instruction that has begun before initiation of withdrawal or \$200, whichever is greater. If the student withdraws after the fourth week, no tuition will be refunded. In cases of withdrawal due to physical or psychological emergencies, provided a written explanation is supplied by the appropriate physical or mental health practitioner, tuition for classes not attended will be refunded, and base tuition for the weeks not in attendance will also be refunded.

### **Withdrawal**

If a student withdraws from the MACFOC program after the fourth week of instruction, no further classes, advisor sessions, general or internship supervision or study committee meetings will be paid for by PWI. Prior to this date, refunds will be given according to the guidelines listed above in the section "Tuition Refunds."

### **Deferred Admission**

If you have been accepted to attend the MACFOC program, but you are unable to attend in the semester for which you have applied, you may defer your admission for two years. If, at the end of two years, you are still unable to matriculate, your offer of admission expires and you will be required to repeat the full application process. Requests for admission deferral should be made to the Dean of Admissions, in writing (email is acceptable). A non-refundable tuition deposit may be required from you to reserve your place in the subsequent entering class.

### **Electives**

The student is responsible for the cost of elective courses.

### **Financial Aid**

At present, we regret that financial aid is not yet available. We will provide letters of support for students seeking independent financial aid, research grants, international loans, etc.