
*The Process Work
Center of Portland*

**Master of Arts
in Process Work**

Student Handbook

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

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

The Process Work Center of Portland Master of Arts in Process Work Program is the degree-granting agency of the Process Work Center of Portland. Its purpose is to administer training in process work and to grant the Master of Arts in Process Work Degree.

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

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MASTER OF ARTS IN PROCESS WORK DEGREE PROGRAM

INTRODUCTION: PURPOSE AND MEANING

Welcome to the Master of Arts in Process Work (hereafter called the MAPW) program of the Process Work Center of Portland . We are proud to offer the world's only postgraduate academic degree in Process Work. The MAPW degree program takes its place in the spectrum of training programs offered by the Process Work Center of Portland (also referred to as PWCP). In this handbook, you, the prospective student, will find out what the MAPW is, what you will need to do to complete the course of study, and what the degree program will prepare you to do.

PWCP is committed to an educational philosophy that:

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

The Process Work Center of Portland was authorized by the Oregon Office of Degree Authorization in 1992 to grant the MAPW degree. The degree program is designed for those students who are interested in mastering the skills and metaskills¹ of Process Work within the framework of a structured academic setting. It is a four-year residential program, open to those who reside in Oregon during the three academic quarters per year that the program is in session.

We honor the accepted meaning of the master's degree, that the recipient has successfully completed a postgraduate professional training in Process Work culminating in an original piece of research, thesis or other project demonstrating proficiency in the field. The program is designed to convey specialized knowledge of the philosophy, theory and methods of Process Work. Upon completion of the program, the student will have completed an integral study of Process Work.

¹ Metaskill: The term metaskill describes a feeling attitude used in therapy and facilitation. The term was introduced and defined by Amy Mindell.

INTRODUCTION: PURPOSE AND MEANING

The MAPW degree program is designed for those wishing to obtain an academic degree through a structured learning program. An academic 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.

The MAPW program is open to those who:

- Already possess the equivalent of a bachelor's degree
- Are prepared to reside in Oregon for the duration of the program
- Have had a dream or other indication that their decision to undertake this rigorous program is supported internally, and is aligned with their life path. Experience has shown that without such inner support, studying Process Work can be an unduly arduous task. We therefore strongly recommend that the student assures herself that his or her decision to study Process Work is supported both by some previous firsthand experience of Process Work (such as a seminar, intensive course, or therapeutic session conducted by a individual holding an MAPW or a Process Work Diploma) and by a dream or some other indication that studying Process Work is part of his or her life path.

Because it requires residence in Oregon, it is ideally suited for those wishing close and on-going contact with their teachers during the course of their training.

The program is built upon an integrated and balanced blend of theoretical and practical learning. The student will embark on a voyage of self-discovery and personal development, as well as a course of foundational learning.

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

Compatibility with Other Fields of Study and Professions

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, medicine, bodywork, movement work, and health practices.

Disclaimer

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

*SECTION I: THE MASTER OF ARTS IN PROCESS WORK PROGRAM
ATA GLANCE*

Description of Process Work

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

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

Worldwork focuses on group work and organizational work. As well as being a conflict resolution approach, it presents methods of facilitating groups at every level of interaction. In this discipline political, social, historical and international issues are studied in their application to individuals, relationships, sub-groups, and large group settings.

Overview of the Program

The MAPW program has three basic components:

- Integrated study of theory and practice through a) classroom learning b) guided independent study, and c) a final project making an original contribution to the understanding and practice of Process Work;
- Personal development through therapy, long term interaction with faculty and other students, and inner work;
- Practical experience through supervised therapeutic work and internship experience.

The MAPW program is built on a foundation of core studies designed to help the student acquire the unique blend of art and science that characterizes Process Work. Because the student's personal psychology and life myth form an indispensable substrate upon which his or her work is based, personal therapy and inner work are an essential part of the program. As in art, skill can only be developed and perfected through practice. Therefore, practical experience in the form of supervised therapeutic work, an internship, and an original research project round out the structure of the MAPW program.

Through internships, that involve both individual therapy and diverse social groups, and peer learning groups the student will practice skills and metaskills that he or she acquires through coursework and independent study. Through these, the student will have the opportunity to connect her knowledge with the larger field of psychology and interact with others in the helping professions. The student's final

project gives the opportunity to research a particular area of interest and to thereby contribute to the body of knowledge of Process Work.

The program consists of three years of theoretical and practical study of the curriculum, followed by one year of supervised internship, research and evaluation. The learning process is closely supervised by the study committee, which is made up of the student, two faculty members, and a student peer.

The student is examined in the seven areas of the core curriculum between the beginning of the second quarter of the second year, and the end of the second year. Core curriculum studies continue during the third year, with the emphasis shifting to supervised work with clients and refinement of practical skills. The fourth year includes an internship, supervised work with clients and a research project or written thesis. This final year concludes with the successful completion of eight exams in which the student demonstrates his or her personal growth and his or her ability to apply Process Work in a variety of situations.

SECTION II: THE MASTER OF ARTS IN PROCESS WORK PROGRAM IN DETAIL

The following section will guide you through the MAPW program.

Academic Calendar

The MAPW program offers courses and seminars during three academic quarters each year.* Approximate dates are given here; for exact dates, please consult the supplementary publication, "Process Work Center of Portland Course Program," available from the registrar.

- Winter Quarter: Third week in January through last week in March
- Spring Quarter: Last week in April through third week in June
- Fall Quarter: Last week in September through third week in November

Application and Admissions

The MAPW program begins with the application procedure. The student may apply directly to the PWCP for admission to the MAPW program. However, he or she is encouraged to first make contact with a certified Process Worker who can help the student to process initial dreams and whose familiarity with the student is sufficient to provide a letter of recommendation to the program. If the student does not know any certified Process Workers, he or she may contact the PWCP for a list of certified Process Workers in her area.

*According to the Oregon Office of Degree Authorization, Division 30, Section 583-030-0015 (18) "Quarter" means one third of an academic year.

THE MAPW PROGRAM IN DETAIL

To apply to the program the student must submit the following information:

- A completed application form
- A curriculum vitae or resume
- A letter of recommendation from a certified Process Worker who is familiar with the student and his or her work (Contact PWCP for a list of Process Workers)
- Official transcripts from all institutions of higher learning attended, sent directly from the school to the PWCP office
- The application fee

Application packets may be requested from the Process Work Center of Portland.

To enroll in the program, the student must have completed a baccalaureate degree from a school that is regionally accredited, authorized to confer degrees in Oregon, or otherwise approved by the Oregon Student Assistance Commission, Office of Degree Authorization. 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 written application requirements are fulfilled, the student 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 student has the emotional maturity and stability, interpersonal and communication skills, and overall life experience necessary to undertake the program. The interview also gives the student the opportunity to ascertain whether the Masters in Process Work program is the best learning environment for him or her.

The Study Committee (see also section on Independent Learning)

After admission to the program, one of the student's first tasks is to assemble the study committee. The study committee consists of at least three people in addition to the student who acts as the chairperson. In creating the committee, the student will select two faculty members and a student peer. The student may interview teachers in order to determine the most appropriate and well-balanced committee for his or her individual needs. Your main therapist will not be used as an evaluator of your professional development and therefore you cannot have him or her as a member of your study committee. The committee will continue as a vital part of the student's studies throughout the MAPW program.

The study committee accompanies, challenges and supports the student in developing his or her unique talents and provides the opportunity for ongoing evaluation as he or she progress through the program. It will help the student discover his or her personal strengths and areas of growth. It evaluates the student's growth within the program, ensuring that the intellectual, personal, practical and theoretical components of the program are balanced. It provides the forum in which the student develops a learning contract based on his or her self evaluation and the feedback of the study committee. If, during the course of the program, personal or general problems related to the student's studies arise, the student and her study committee together are responsible for working through them. For these reasons, selection of the study committee and personal interrelationships within it are of the highest importance. Detailed policies concerning the study committee may be found in Section IV of this handbook.

PROFICIENCIES

Core Curriculum Studies

The core curriculum is one of the main pillars of the MA program. During the first three years, all students take courses from the core curriculum. These courses integrate theory and practice into one coherent fabric. The student is expected to read from the literature of each of these areas in preparation for the coursework. The student will also, at the discretion of the instructor, receive written assignments. The diagram on page 34 shows the curriculum at a glance, including a typical time-line of the required courses, examinations and independent study projects on which the program is based. Each year, the student will take one academic quarter of each of the following subjects:

- 1. Foundations of Process Work:** Theory, philosophy and roots of the process paradigm and its application to the practice of Process Work. This class can also be structured by students as an ongoing colloquium that goes throughout the first two years (see section on independent learning below).
- 2. Somatic Processes:** The structure and dynamics of somatic experience and its application to working with physical symptoms and other body phenomena.
- 3. Relationship Processes:** Interpersonal experience and its application to working with relationships, couples, families and therapist-client relationship processes.
- 4. States of Consciousness:** Taoist, shamanic and other spiritual roots of Process Work. Theory and practice of working with altered and extreme states of consciousness.

Additional Curriculum Studies

In addition to these four core subjects, four additional subjects plus electives are studied. Movement Work, Inner and Group Work and Video Studies are each offered during one quarter of each year. Research Methods is offered as an ongoing class over the third year.

- 5. Movement Work:** Theory and practice of kinesthetic experience and body movement as applied to personal growth and therapeutic technique.
- 6. Inner and Group Work:** Group process, field awareness and inner work. This juxtaposition underscores the need for ongoing self-awareness as a prerequisite for facilitating group interaction, and interacting in small and large groups and community settings.
- 7. Video Studies:** Ongoing review of video recordings of case work and peer intervision, for the purpose of sharpening the student's powers of observation and refining awareness of process structures and dynamics.
- 8. Research methods:** This course is an introduction to research in the human sciences, with particular focus on research methods suitable for Process Work theses. It provides an in-depth examination of the basic language and concepts of research methodology.

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

During each of the three years, these subjects are presented from a changing perspective, according to levels of progress as follows:

Levels of Progress

The classes listed above are structured in a way that students can make continuous progress towards the MA degree. Individual classes will cover all levels or have a specific focus on one or two levels.

Level I: Foundation concepts, historical roots and basic applications;

Level II: Application to psychotherapy of individuals, couples and families;

Level III: Theory and application to individuals, couples and families in a social and world context: the worldwork perspective.

Such courses may also take the form of weekend or week-long seminars. Credit will be awarded according to the length of the seminar and any required preparation or follow-up assignments.

The duration of courses in each of these nine areas is six two-hour sessions (or an equivalent number of hours). Students will be expected to spend an additional 25-30 hours for each course studying required and recommended readings to fulfill the requirements of a 1 credit hour class.

INDEPENDENT LEARNING

Peer Learning Groups

During the first quarter, the new student is encouraged to form peer learning groups, for the purpose of deepening the new learning received in classes by practicing the skills of Process Work on a regular basis. It is suggested that this group meets regularly (i.e. once a week for three hours). 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 the therapist's role. The new learning should be supervised and coached by a faculty member (e.g. as part of a Process Work colloquium, see below). One credit is accrued from 40 hours supervised practice in peer learning groups.

Process Work Colloquium/Tutorial

Peer learning groups are invited to organize Process Work colloquia/tutorials with adjunct or core faculty members. The colloquia/tutorials provide a forum for supervising the work in peer learning groups, experimenting with new techniques, as well as for integrating into practice learning from the core

curriculum topics. Students will receive assignments to experiment with ideas and techniques addressed in the classroom. One credit is accrued from a 20 hour Process Work colloquium/tutorial.

Personal Therapy

Personal therapy is a crucial part of the student's training. The student is encouraged to select a therapist early in the program. The student's therapist cannot be chosen as a member of his or her study committee.

Through the therapeutic process the student practitioner experiences Process Work in the role of client, and gains an increased understanding of his or her own emotional, interpersonal, intellectual and spiritual development.

The student is required to complete a minimum of 200 hours of personal therapy with one or more faculty members or with a therapist who is approved, and, at the discretion of the study committee, supervised by a faculty member. The number of required hours reflects the importance the program places on personal growth and development. This approach is based on the belief that a therapist's personal growth issues are fundamentally inseparable from his or her relationship with clients, and constitute an important part of the therapist's personal approach and style. The student's progress in his or her personal growth will be evaluated throughout the program by the study committee and examined in the final exams. The criteria upon which the student's personal growth is evaluated can be found in the final exam guidelines.

40 hours of personal therapy will accrue 2 credits.

CREDITS

A minimum of 70 credits, to be accumulated over four years of study, is required for graduation. Each credit represents approximately one week of full time work, i.e. 35 to 45 hours of learning activity during coursework or independent study (in and out of class). On average, satisfactory completion of a quarter will accrue 6-8 credits.

ASSESSMENT OF PROGRESS IN PROGRAM

Learning Contract

The Learning Contract (LC) specifies the student's plans for gaining theoretical, practical and experiential knowledge throughout the program through course work, independent learning, internship, work with clients, supervision, and research project. The student, with the study committee's help, will draft the first LC at the beginning of the student's studies. At the end of each school year he or she will be asked to modify the LC based on the evaluation process and feedback from her study committee.

Evaluations

Throughout the program the student will be involved, in cooperation with the study committee, in an ongoing process of self-evaluation. At the end of each school year, the student will be asked to write a five page personal evaluation. The student will also be asked to collect three written evaluations of her learning; one from one of his or her peers (e.g. a peer study committee member or one peer from peer learning groups) and two from faculty members. Evaluations will cover both the student's new learning and personal development as a Process Worker. The student's therapist is not permitted to serve as an evaluator. The student will be required to discuss all of these evaluations with the study committee, to support his or her continuing progress and to serve as basis for the subsequent year's learning contract.

Students are requested to sign an Informed Consent form that permits the exchange of information about the student's performance between the evaluating peer and faculty and the school. The evaluations will also be used to assess the student's readiness for examination.

The evaluation process and learning contract will accrue one credit each year.

Intermediate Exams

By the second quarter of the second year, the student will begin the intermediate exam process. The following information covers this stage of the program.

Admission to Exams

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

Examiners and Enrollment

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

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

Exam Purpose and Procedure

The purpose of the intermediate exams is to evaluate the student's overall proficiency in each of the core curriculum subject areas. The intermediate exams cover the theory, practice, history and context of the core curriculum areas:

1. Foundations of Process Work
2. Somatic Processes (Bodywork)
3. Relationship Processes
4. States of Consciousness (Altered/Extreme States)
5. Movement Work
6. Inner and Group Work
7. Video Studies

By the time the student takes these exams, he or she should be able to demonstrate thorough knowledge of the theory and elementary practice of each exam subject. The student is also expected to demonstrate her/his comprehension and ability to discuss each theme within interdisciplinary and historical contexts. The seven core subjects are examined orally. If the student wishes to substitute a written examination for the theoretical part of any subject, the substitution needs to be approved by the study committee and the assigned examiner prior to the exam. All seven exams must be completed before the end of the second year of study.

Exam Periods

Examination dates are published in the PWCP course brochure annually.

Assessment Procedures

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

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

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

After the exams, all students, examiners and observers participate in an obligatory exam meeting, which provides a forum for discussion of the exam process. All aspects of the exam process are open for discus-

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sion, including the student's examination performance, any concern or problem which has arisen on the part of a student or examiner, the examiner's performance during the exams, and, finally, celebration of the student's success. The overall exam process itself is also open for review and discussion during the exam meeting.

AFTER THE INTERMEDIATE EXAMS

After successfully completing the intermediate exams, and with the recommendation of the study committee, the student embarks on the second phase of the program, during which the emphasis shifts from acquiring basic skills to deepening practical abilities and independent study.

During the third year of the program, focus shifts to the social context and implications of Process Work. The student also has the opportunity to attend an ongoing research methods class to get help with the research project and thesis. At the same time, the student's supervised client case-load will also increase.

During the fourth and final year, the student learns to apply the theory and methods of Process Work in practice, under supervision. This is accomplished through an internship, work on a final thesis or other project contributing to the development of Process Work theory and practice, and meeting with supervisors for frequent supervision of work with clients.

Learning Goals and Requirements for the Second Two Years

By the time the student is admitted to the final evaluation, he or she must have completed the requirements listed below. The student keeps these in mind throughout the study program, in order to plan the best way to learn and acquire credit in these areas.

1. Successful creation and completion of learning contracts
2. 200 hours of personal therapy
3. 110 hours of supervision, case consultation, and case presentation
4. 420 hours of clinical internship
5. 100 hours of world work internship
6. A research project or thesis
7. Successful completion of the core curriculum studies
8. Successful completion of the final exam process

INTERNSHIP

Clinical Internship

The internship is a key part of skill and metaskill development. Internships provide a setting for practical application of Process Work skills. The student is encouraged to seek internships with social service agencies, hospices, psychiatric or medical agencies, schools, organizations, community agencies, or other appropriate settings. Students may complete their entire internship in one setting, or may choose a series

of internships that give experience in a wider variety of situations. The study committee helps the student decide on a suitable internship, and may assist in getting the position. The committee must approve the internship and choose an appropriate faculty member to provide weekly supervision. The internship as a whole is assessed through written evaluations by the student and the student's supervisor. (Please see the appendix for further details and requirements for the clinical internship.) The student is required to inform the administrator of all client contact whether or not they are seen within the context of the program. It is also required that all non-program related client contact is subject to mandatory supervisory review through the MAPW program at the student's additional cost.

Successful completion of the clinical internship will accrue 10 credits.

Social Issues (Worldwork) Internship

Personal work and counseling are inseparable from their social background. The student needs to know his or her self in relationship to his or her own social roots. The worldwork internship is separate from the clinical internship. It provides the student with an opportunity to gain self-understanding in relation to sociocultural realities, and to increase awareness of his or her own privilege and marginalization in sociocultural contexts. The student must complete a separate internship as described in the appendix that focuses on social issues (worldwork).

Successful completion of the worldwork internship will accrue 3 credits.

SUPERVISION AND WORK WITH CLIENTS

Supervision

In contrast to more usual supervised practice, supervision provides a setting in which the student works with a fellow student or a client in front of a supervisor, either in a class or in a private setting. This gives the student the opportunity to get immediate feedback for therapeutic work and allows the supervisor to offer concrete advice for rounding out the student's learning.

Case Consultation

Case consultation, either in class or in private sessions, gives the student the opportunity to discuss his or her work with clients with a supervisor, without the client being present. This provides an opportunity for the student to look at transference and counter-transference issues, discuss short-term and long-term therapy goals, and discuss questions and difficulties that arise in working with clients.

Case Presentation

The student will be asked to give hour-long presentations of his or her work with several clients, including dreams, the long-term perspective, social aspects, dynamics of the therapist-client relationship, and

THE PROGRAM IN DETAIL

other relevant concerns. In some of these presentations, the student will analyze videotapes of sessions with clients. In addition, the student will be asked to present videotapes of his or her movement work and ability to work out a conflict without a facilitator.

110 hours of supervision, case consultation or presentation will accrue 3 credits.

CLASSES

The third year of study centers on classes that complete the core curriculum. The emphasis during this year is on worldwork issues. These classes focus on the core subjects in their full social context.

Although the fourth year is devoted to independent study and evaluation, the student is encouraged to continue to follow his or her interests through classes, seminars and other learning opportunities at the Process Work Center of Portland.

THESIS OR RESEARCH PROJECT

During the final year of study, the student will work on designing and producing a research project, which culminates in a thesis or other creative project. As in other areas of study, the student is encouraged to design, with the help of the study committee, a project that both challenges the student as an individual learner and provides a format for the expression of personal interests and creativity.

The research project may take the form of a thesis, an article suitable for publication, a presentation, or a performance. The research project must reflect original thought and make a unique contribution to Process Work in one or more of its applied fields, be it professional, academic, or artistic. Possible projects include videotapes for training purposes in an area of Process Work, a collection of papers on Process Work topics, a curriculum proposal for a course of studies in Process Work, a performance, a street theater production, or a political event. If the student chooses a project such as street theater or a political event, he or she will decide with the study committee what type of written accompaniment is appropriate.

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 Master's level. The research project is considered part of the final evaluation and must be presented to the study committee before the student can be admitted to the final examinations.

Successful completion of the thesis will accrue the student 6 credits.

FINAL EVALUATION AND EXAMS

The last year of studies in the MAPW program is devoted to the final evaluation of the student's skills and metaskills as a Process Worker and is meant to be an inspiring and challenging time. During this last year students are required to integrate their personal learning, interpersonal skills, and therapeutic

STUDENT SERVICES

awareness. The student determines together with the study committee when to start the final evaluation process, with the earliest possible point being at the beginning of the fourth year of study. The final evaluation happens in two phases. During the first phase, the student's study committee and the training committee will give general feedback on his or her applied learning. During this time the student is required to work on areas where he or she and the study committee feel there is a need for additional experience. For example, the student might be asked to add internship hours for getting more practice in areas in which he or she feels insecure, or obtain additional supervision and complete the research project. After this evaluation period, the student's request for admission to the final exams will be reviewed and approved by the training committee. In the second phase the final exams take place. The student will be examined in all areas of Process Work. The exams are set up as evaluations. The examiner has the option of granting a conditional pass with additional requirements, detailed in a learning contract, to be fulfilled within six months of the exams. For a detailed description of the final exams, please see the appendix.

SECTION III: STUDENT SERVICES

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

COUNSELING SERVICES

Since students are required to complete a total of 200 hours of personal therapeutic work with therapists associated with or approved by the MAPW program, counseling is an integral part of the academic program.

Job Counseling

During the practical phase of study, the student may wish to meet with a therapist or counselor to be advised of job opportunities, to receive advice in applying for a job, and to develop long term goals and plans for a professional career in Process Work. The student's study committee and individual therapists are often able to assist in finding internship positions.

Library

Books, articles and journals required in the course of study are available in the library. In addition, audio and videotapes, video equipment, journals and articles are also available. The specialized library facilities of the PWCP are complemented by the library of Portland State University. The student may want to use this resource to gain access to a greater variety of material. PSU offers a wider selection of books, articles, magazines and journals in counseling and clinical psychology, psychiatry and social work than our library can presently offer. The cost of library privileges at the University is included in the student's MAPW program tuition. The student is also encouraged to use local library facilities, including the

Multnomah County Library system. The Multnomah County Library, although limited in professional areas, does contain a significant number of books in areas such as organizational development, management consulting, political science, and other areas relevant to the training program. Through the interlibrary loan program, the Multnomah County Library has access to a wide range of materials. The registrar can assist the student with information on the use of these libraries.

Video Equipment

Registered students have access to video equipment for the purposes of study and recording work with clients. Any student possessing a valid MAPW student identification card can reserve the video equipment with the administrative office for use at a scheduled time. Students are responsible for the equipment while it is under their care.

Housing, Medical and Job Placement Services

The Process Work Center of Portland does not provide housing, medical or job placement services for students. Information on where to receive service in these areas can be obtained from the registrar during regular office hours.

NEW STUDENT INFORMATION

A meeting to introduce new students to services and policies is held near the beginning of each academic quarter.

The Process Work Center of Portland conforms to city codes for a public commercial facility. New students receive an information sheet outlining and describing the facilities of the school, including the location of emergency and fire exits, fire extinguishers and first aid kits.

SECTION IV: ADMINISTRATIVE POLICIES AND PROCEDURES

STUDY COMMITTEE

Selecting Study Committee Members

The student and his or her study committee are required to meet at least twice a year. One of these meetings must be convened with all members present. The second meeting may be convened with all members, or the student may choose to have one-to-one or small group sessions. Since 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. The student is encouraged to select committee members carefully,

taking into consideration their areas of expertise, his or her contact with them and their general availability.

The student serves as the chairperson of the study committee and is responsible for convening each meeting. He or she is responsible for the evaluation process needed at the end of each school year. The faculty members of the committee are responsible for overseeing the student's educational process, and should be chosen on the basis of their ability to challenge, support and evaluate the student's progress. The peer committee member serves as a source of academic and personal support and adds his or her shared expertise and perspective as a fellow student. If the student body of the MAPW program is large enough, peers will be chosen only from students enrolled in the MAPW program; otherwise they may be chosen from amongst students of the Diploma Program of the Process Work Center of Portland.

Compensation of Committee Members

Study committee members are compensated directly by the MAPW program for four hours of required meetings. Peers are paid at 50% of the faculty rate. Among the PWCP students and faculty, there have been different opinions about the policy of paying students. Some feel payment is appropriate to value the work and effort of student peers; payment supports a sense of professionalism for peers. Some peers do not want to be paid, feeling that this is an added pressure to perform and might interfere with the peer relationship based on trust and goodwill. In an effort to respect all opinions, the payment of peers is policy, and individual students are free not to accept payment.

If the student decides to convene more than four hours per year of meeting time, she should compensate the study committee members directly for the additional time.

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 MAPW registrar.

TRANSFER POLICY AND CREDIT FOR NON-COLLEGIATE WORK

As a MAPW degree is based on specialized knowledge in the field of Process Work, graduate school credit other than that obtained through a recognized Process Work program will not be accepted. Students may transfer up to 14 credits from other recognized Process Work training programs if the student's study committee judges that the student's learning corresponds to the first year of the MAPW

program. This is equivalent to transferring into the MAPW program following the first year of core curriculum studies. Credit for training beyond the level of the intermediate exams cannot be transferred.

Acceptance of Credit by Other Institutions

Because of the unique nature of our program, it is unlikely that other educational institutions will accept credit accrued in the MAPW program.

TUITION AND FEES

Tuition

The cost of the MAPW program includes separate charges for tuition, elective courses, therapy and supervision fees, intermediate and final exams, and costs associated with completion of thesis. Students pay a base tuition of US \$1,295 per academic quarter, due on September 15, January 15 and April 15. The total tuition per academic year (3 quarters) is US \$3,885. No tuition is due during summer quarter, and few classes are offered during this time. Tuition may be adjusted at the beginning of each academic year.

The base tuition includes four hours of study committee contact, i.e. four one-hour meetings with all three committee members present. It covers the cost of 30 courses over 4 years. It does not cover elective classes, counseling, supervision, therapy or additional meetings with study committee members.

Elective Course and Counseling Fees

For all courses held at the Process Work Center of Portland, course fees are regulated and are currently set at \$120 per credit for course work. Fees for all other seminars, elective classes and courses are left up to the discretion of the facilitator.

Therapeutic fees are set at the discretion of the therapist. Therapeutic fees do not exceed \$120 per hour and average \$70. In addition, some therapists make concessions for students, or operate on a sliding scale.

Fees for courses, classes and seminars are paid directly to the PWCP. Fees for supervision and personal therapy are paid directly to the supervisor or therapist. The school ensures that course, class and seminar fees will not be raised during an academic quarter.

Exam Fees and Thesis Reading

The student is required to pay fees for the intermediate and for final exams. The cost for intermediate exam is \$985 and the cost of final exams is \$1440, based on 2001-2002 costs. Fees are subject to change, but will remain constant during each academic year. The preparation and reading by examiners of the

ADMINISTRATIVE POLICIES AND PROCEDURES

thesis will also incur an estimated \$250. If a student is required to retake an exam, a pro-rata proportion of the exam fee will be charged per exam.

Listed below are approximate, average costs per year for courses, seminars, therapeutic and supervision sessions, based on 2002 costs.

Base Tuition:

Course Fees	\$1,285
Administrative Fees	\$2,000
Study Committee Meeting Fees	\$600

Total Annual Base Tuition **\$3,885**

Additional Expenses:

Therapy	200 hrs.
Supervision/Case Consultation	110 hrs.
Total Hours over 4 years	310 hrs.
Total Therapy & Supervision/Case Consultation	\$6,588 (average)
(310 hours/4 years=77.5 hours per year x \$85 ¹ =	\$6,587.50/yr.)

Electives \$1000 (average)
(supervision groups, seminars, workshops, worldwork, etc.)

Exam Fees \$606 (\$985 + \$1,440/4 years)

Thesis Preparation and Reading \$63 (\$250/4 years)

Total Additional Expenses **\$8,257**

Total Annual Fees **\$12,142**

¹ Therapy and supervisions fees range between \$70 - \$100 per hour. The average is \$85.

SCHOLARSHIP AND WORKSTUDY OPPORTUNITIES

Partial scholarships in the form of work-study opportunities may be available. Students may receive discounts for courses, or may be granted work-study positions in various courses. Students who want to pursue work-study for courses organized through the PWCP should contact the registrar directly.

Students may also wish to inquire directly with their banks for loan information.

The MAPW program does not currently disburse federal financial aid funds.

INTERIM AND WITHDRAWAL POLICY

For personal reasons, the student might need to apply for an “interim,” a period in which she is granted temporary absence from the program. No more than 12 months of interim time are granted and must be taken in the form of 4 month increments. In the case of medical reasons and other extenuating circumstances, these will be handled on a case-by-case basis. During an interim period, the student remains in the program, and an administrative fee of \$100 per year is required. If a student has paid tuition in advance for the quarter during which he or she is on interim, these fees may be applied to the tuition due once they reenroll. If the student takes longer than a year off from the program of study, he or she must reapply to the program.

To take an interim, the student must first discuss the proposal with his or her study committee and get signed approval for the interim. The signed approval needs to be submitted to the registrar no less than 30 days prior to the beginning of the quarter he or she wishes to begin the interim. During an interim period, no academic credit is awarded. Therapy hours done during the interim period may be counted towards the total number of required therapy hours.

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 will need to begin paying tuition at the beginning of the quarter in which his or her student status is reactivated. Interim status that interrupts the completion of the intermediate exams requires special consideration by the study committee.

TUITION AND REFUND POLICY

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 quarter or classes, full tuition, less \$200 administrative expenses, will be refunded.

If a student wishes to withdraw after the quarter’s classes begin, he or she will be obligated to pay 20% of the quarter’s base tuition and 20% of class tuition for each week of instruction that has occurred 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 and base tuition for the weeks not in attendance will be refunded.

For more detailed information on canceling enrollment for individual courses, please see the current course brochure.

ETHICS COMMITTEE

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

ADMINISTRATIVE POLICIES AND PROCEDURES

- to initiate community-wide discussions on ethical issues
- to develop and supervise courses on ethics
- to receive and process specific complaints about faculty or student behavior
- to initiate further training and supervision requirements in situations where ethical standards have been violated
- to offer counsel on ethical matters for those faced with difficult ethical decisions
- 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.

GRIEVANCE AND APPEALS

Occasionally, a student or study committee member disagrees with a decision made by another member or by the administration, or a disagreement between a student and a teacher arises. In the case that the disagreement cannot be amicably settled between the members, 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.

In case of a disagreement between the student and an examiner, which is not resolved in the exam meeting, the study committee serves to arbitrate appeals. In case of disagreement between the student and the study committee a specially convened panel of the academic officers, faculty representatives, and representatives of the Ethics Committee is the body of arbitration.

Student complaints not resolved by the arbitration panel 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.

Upon recommendation by the study committee, the student may be warned or put on academic probation and eventually expelled if performance remains substandard. Expulsion may be appealed to the above mentioned panel.

Please consult the supplemental publication, "Ethical Principles and Standards for Process Workers," available from the registrar.

TRANSCRIPTS AND RECORDS

The registrar maintains a file for each student, including admissions forms, study committee reports, evaluations and recommendations, course evaluation forms, exam performance reports, transcript

summary and all correspondence and information relating to the graduate program. The student may have access to his or her records by application to the registrar. Any person or party requesting to see a student's record must be authorized by the student. Upon the student's written request, copies of his or her academic records, including study committee reports, course evaluation forms, exam performance reports and transcript summaries, will be forwarded to a third party.

At the commencement of the student's studies, he or she will receive a form on which all course and hourly requirements are listed. This form becomes part of the student's learning contract. The student is responsible for obtaining signatures from faculty members and the study committee verifying that these requirements have been satisfied. This signed form must be submitted to the study committee and the registrar when the student applies to be admitted to one of the exam procedures.

WARNING AND ACADEMIC PROBATION

The qualitative evaluations submitted by the student and faculty following completion of courses are reviewed by the study committee. If the study committee feels that the student's performance, as evidenced through the evaluations is substandard, he or she may be given a warning. If no progress is demonstrated during the quarter following the warning, a second warning may be issued, and the student may be placed on probation. Students on probation are expected to improve and meet the agreed upon standards within a three month period, or expulsion will follow. The study committee is responsible for making this decision.

CONDUCT POLICY

Matriculation into the MAPW program automatically binds the student to observing the standards of conduct set forth in the policies of the Process Work Center of Portland. Infringement of the following 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
- insubordination or direct incitement to serious misconduct

Harassment and Discrimination

- harassment or discrimination based on race, religion, gender, sexual orientation or age

Falsification of Information

- plagiarism
- falsification of requirements and records

All charges that lead to any recommendation by the Ethics Committee will become a 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, 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:

- advance written notice of the hearing
- opportunity to inspect relevant documents
- right to bring advisory counsel
- right to represent her or his own position
- right to question accusers
- determination based solely on information disclosed in or before the hearing
- right to appeal on specified grounds

The MAPW program has 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 demand from the Registrar.

FACULTY

Teachers are either core faculty, who are regular employees of the PWCP, or adjunct faculty, who are hired to teach specific courses.

Members of the Core Faculty for the MAPW Program

(*Dipl. P.O. Psych* is the diploma in Process Oriented Psychology. *RSPOP* is the Research Society for Process Oriented Psychology in Zurich, Switzerland)

Renata Ackerman, Ph.D. Union Institute; dipl. P.O. Psych. PWCP Portland; M.A. University of Zurich.

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

ADMINISTRATIVE POLICIES AND PROCEDURES

Jan Dworkin, Ph.D. Union Institute; dipl. P.O. Psych. RSPOP Zurich; M.A. Norwich University; B.A. Antioch College.

Joseph H. Goodbread, Dr. Sc. Techn. Swiss Federal Polytechnic Institute; dipl. P. O. Psych. RSPOP Zurich; M.A. Stanford; B.S.E. Princeton.

Sara Halprin, Ph.D. Columbia University; dipl. P.O. Psych. PWCP Portland; M.A. Columbia University; M.A. University of Edinburgh.

Reini Hauser, Ph.D. Comenius University of Bratislava; dipl. P.O. Psych. RSPOP Zurich; Lic Phil.I University of Zurich

Lee Jones, Ph.D. University of Wollongong, NSW, Australia; M.A. in Process Work, PWCP, Portland; B. Sc. (Hons) University of Wollongong, NSW, Australia; dipl. P.O. Psych, PWCP Portland.

Herb Long, Th.D. Harvard University; dipl. P.O. Psych. PWCP Portland; B.D. San Francisco Theological Seminary; B.A. Stanford University.

Dawn Menken, Ph.D. Union Institute; dipl. P.O. Psych. RSPOP Zurich; M.A. Norwich University; B.A. Antioch College.

Amy Mindell, Ph.D. Union Institute; dipl. P.O. Psych. RSPOP Zurich; M.A. Antioch University; B.A. Antioch College.

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

Gary Reiss, MSW Washington University; dipl. P.O. Psych. RSPOP Zurich; RCSW State of Oregon; B.A. Washington University.

Max Schupbach, Ph.D. University of Zurich; Dr. med. vet. University of Zurich; dipl. P. O. Psych. RSPOP Zurich; Lic. Phil. I University of Zurich.

Salome Schwarz, Ph.D. Union Institute; dipl. P.O. Psych. PWCP Portland

Sonja Straub, Ph.D. Union Institute; dipl. P.O. Psych. RSPOP Zurich; Lic. Phil. I. University of Zurich.

Adjunct Faculty Members for the 2002 Academic Year:

Lesli Mones, M.A. Antioch College, Ohio; dipl. P.O. Psych. PWCP Portland

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

ADMINISTRATIVE POLICIES AND PROCEDURES

DIRECTORS

The MAPW program is governed by the Board of Directors of the Process Work Center of Portland.

Herb Long, Th.D., President, Process Work Center of Portland, Oregon

Katherine Barton, BA., CPA, Charleston, Oregon

David A. Jones, M.A., International Consultation, Facilitation and Training, Human services, Mediation and Program Building, Portland, Oregon

Paul McIsaac, M.A., Director Playback Theater, New York City

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

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

MAPW PROGRAM ADMINISTRATIVE OFFICERS

Chief Executive Officer and Business Manager:

Stephen Schuitevoerder, Ph.D. University of Western Sidney, Australia; Bachelor of Commerce, Witwatersrand University, South Africa, M.A., (Clinical Psych.) Rand Afrikaans University, South Africa, B.A., University of South Africa, dipl. P.O. Psych. PWCP Portland.

Academic Officers:

Pierre Morin, MD, Ph.D. University of Basel, Switzerland; Union Institute and University, Cincinnati, OH, dipl. P.O. Psych. RSPOP Zurich;

Herb Long, Th.D. Harvard University, B.A. Stanford University, dipl. P.O. Psych. PWCP Portland

Registrar:

Kara Wilde, MAPW PWCP Portland, Oregon, B.S. Griffith University, Brisbane, Australia, dipl. P.O. Psych, PWCP Portland.

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

PWCP 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 MAPW program obtained their Process Work training from RSPOP. Other faculty members were founding members of RSPOP. Diplomas issued by RSPOP and PWCP have equal standing in the international Process Work community. Both schools espouse similar theoretical, practical and ethical principles. There is currently no administrative or business relationship between the two organizations.

FURTHER INFORMATION

For further information on the MAPW program or other Process Work programs please contact:

The Process Work Center of Portland
2049 NW Hoyt
Portland, OR 97209 USA
Tel: 503/ 223-8188
Fax: 503/ 227-7003
Email: pwcp@processwork.org
Website: www.processwork.org

GUIDELINES FOR REQUIREMENTS AND EVALUATION

The student will be granted the MAPW degree once all requirements have been met and the thesis or research project has been submitted and approved. Process Work is an evolving method. Exam contents and requirements get therefore adapted to the new developments in Process Work concepts and skills on a regular basis.

Intermediate Exams

The intermediate exams integrate theory and practical application of Process Work in seven areas: the four core curriculum topics, movement work, inner work and group work. Each exam is an hour long, except for the group work exam day. Students intending to take intermediate exams should contact the Registrar for the latest intermediate exam guidelines before starting their exam preparation.

Process Work Theory

This exam may address the following questions: What does it mean to follow the dreaming process? What are the theoretical ideas of Process Work—the dreaming process, the dreambody concept, fields, disavowed or background experiences— and how does a Process Worker identify the dreaming process— body signals, verbal statements, dreams, etc.? How do we differentiate a dreaming process from the consensus statements and views of identity? How do we use awareness of verbal and nonverbal signals, edges and channels to distinguish momentary identity from disavowed experiences? How are dreams understood in someone's process, and what is the relationship of dreams to signals and body experiences? Why and how do we distinguish the dream from the dreaming process?

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

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

Bodywork (Somatic)

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

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

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

Relationship Work

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

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

On a practical level the student should be able to follow a couple's description of their experience and identity and understand what is disavowed by identifying signals in which these experiences are found. The student should be able to notice double signals, edges and double edges, high and low dreaming, signals of rank, understand accusations and the use of third parties, and have a beginning understanding of how to work with these phenomena.

Altered States of Consciousness and Spiritual Experiences

This exam includes a basic understanding of working with an individual in an extreme or altered state. Students should be able to address the following: How do we approach an individual process in which there is an extreme state, altered state, coma, or addiction? The student should be able to identify the signals, experiences, and process concepts involved in an extreme state, including process structure and reversals, unoccupied channels, and the role of the metacommunicator.

The student should have a basic understanding of how to work with extreme or altered states in which the metacommunicator is reduced or absent. Students should know how (but not necessarily be able) to follow someone's process when there is little or no metacommunicator to describe the experience. Students should know methods for helping someone complete an experience in different types of altered and extreme states: partial trance, moods, extreme states, addictions.

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

Movement Work

This exam covers the following: What is the importance of working with someone nonverbally? What are the philosophies, concepts and reasons for following body experiences nonverbally, using movement? What are the implications for body/mind approaches, for psychotherapy, for the facilitator working with movement? How are non-verbal expression, movement, and proprioceptive states viewed from the perspective of other cultures, other therapeutic traditions, and dance therapies?

Basic practical applications of movement work include being able to identify occupied and unoccupied movement in both language and body signals. Students should recognize the qualities of unoccupied movement and be able to demonstrate a beginning ability to unfold unoccupied movement as a process, watching for unoccupied aspects of movement and movement edges as the movement unfolds. At this level, students should know different movement interventions, and have an idea of how to match interventions with different types of movement processes. Students should be able to demonstrate a beginning understanding of working with nonverbal states, pacing breathing, looking for minimal cues, and forwarding someone's experience without talking.

Inner Work

In this exam the student demonstrates her basic knowledge of how to work on oneself alone in a process-oriented way. The student will be asked to work on his or her own process in front of the examiner. The following questions will guide the examiner's evaluation: Is the student able to pick up, follow and amplify unknown material? Is the student aware of which channel he or she is working in and in which channel unknown material is more likely to appear? How does the student work with dreams, body symptoms, relationship conflicts? Does the student realize when he or she comes to an edge? Is the student able to work at the edge to discover what prevents him or her from going over the edge? Does the student show curiosity about his or her own process, love for the mystery of inner life? Is the student able to meta-communicate about what is going on inside?

Group Work

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

The student should be able to understand group issues in terms of roles and timespirits, be able to bring

himself or herself in as a role, notice and show interest in hot-spots and edges, demonstrate a basic awareness of rank in group process (including the student's own higher rank relative to others), demonstrate the development of beginning eldership skills—notice newcomers, be minimally aware of mainstream and marginalized communication styles and experiences in groups, notice scapegoating, etc. The student should be able to begin to work on himself or herself in a group, as evidenced by bringing in roles, noticing hot-spots and edges and bringing in personal experience by picking up double signals in self.

Personal Work

200 personal 1 hour sessions with a certified Process Worker, 80 before intermediate exams.

Supervision

110 hours of supervision sessions, case consultation and/or case presentation, 25 before intermediate exams.

Case Consultation

Note: The student is responsible for having case consultation for all his or her clients and for ongoing case consultation independent of the required minimum.

Clinical Internship

Students are required to devote a minimum of 420 hours to their internship. A minimum of 250 hours must be direct client contact hours. The total number of hours may include supervision, staff meetings, community relations, and required hours for paperwork. Students must provide a statement certifying their hours from the supervisor at each internship placement. The Process Work Center of Portland offers a limited number of internship possibilities.

The supervision of the internship must happen in agreement with the study committee, which either supervises the internship itself or agrees on a supervisor. The internship must include a written evaluation and a feedback session with the student's internship supervisor.

Worldwork Internship

In preparation for the worldwork internship, the student writes a proposal, consisting of an assessment of his or her cross-cultural experience and intended areas of learning, including a proposed learning project. This project should contribute to the student's knowledge of her social identity, as well as preparing her to use this special knowledge for teaching a course. The proposal is submitted to the study committee for approval. After the internship is completed, the student will have a session with the study committee to discuss and evaluate the new learning.

Thesis or Final Project

The student should be sure to discuss the final research project with his or her study committee early in the last year of study. One member of the study committee accompanies the student throughout the process of working on the project. Once that member has accepted the project, the other two members of the committee serve as readers or viewers of the final product. Students should allow at least one month for the committee to carefully review the work. The project needs to be approved by the whole committee one month before the end of the final examination phase. Projects are kept at the Process Work Center of Portland during this final month and are available by request to any member of the teaching body. If no objections are made within this month, the diploma project is accepted and the student is allowed to finalize the exam process.

Final Exams

The final evaluation process is guided by the student, his or her study committee and the faculty at large. Following are the criteria upon which the evaluation process is based. In the first phase of the process, the evaluative focus is on the following abilities and qualities in the student:

- Openness and curiosity to learning and accepting parts of him- or herself that are new and less known.
- Ability to facilitate and lead his or her study committee meetings.
- Ability to evaluate herself or himself and to receive feedback from the study committee and other faculty members.
- Ability to stand for his or her side as well as to take the other's side in case of contention.
- Openness to diversity of experience and culture.
- Fluidity to enter different roles.
- Knowledge of his or her ambition and relationship to authority.

The following self-evaluation questionnaire is meant to guide the student during that phase of the final evaluation process.

1. What are your talents, gifts and natural abilities?
2. Where are you developing in terms of skills and metaskills?
3. What is your primary therapeutic style and which styles are more foreign to you?
4. What kind of dynamics get created in your study committee meeting that could be challenging or troublesome and how is that part of your personal growth?
5. What kinds of issues come up in supervision? What would make your supervisor uncomfortable and what would make you uncomfortable?
6. As a trainee what issues do you tend to avoid? What would your therapist, supervisor, or peer say you might avoid?
7. Whose authority is structuring your self-evaluation? What inner figures are you trying to convince or follow?

In the final exams, the student is evaluated in the following eight areas:

- Working with an individual on an unspecified issue
- Working with an individual on a physical symptom
- Working with a couple or a family on a relationship issue
- Working with a group
- Inner work
- Facilitating one's own relationship conflict with an individual
- Working with an individual in an extreme state of consciousness
- Video analysis

The format for the evaluations is a 45 minute exam in which the student works in front of two examiners and a neutral observer for 20 to 25 minutes. The remaining 20 to 25 minutes are spent discussing, analyzing and evaluating the work with the student. For two exams of the student's choosing, the student may optionally present a video recording of his or her work instead of inviting an individual into the exam as a client.

The exam criteria are based on the student's demonstration of fluidity, along with the following metaskills and skills:

Metaskills

- Openness to learning; includes self-evaluation, awareness of one's own growing edges
- Compassion, respect and openness towards all parts of a client's process
- Sober intent to focus on and hold experience at the edge, as well as the ability to let go in the face of negative feedback
- Ability to view people in a social context
- Ability to be tough and challenging when required
- Humility and awareness of personal limits
- Awe and love of the unknown, including surprises and events yet to be understood

Skills

- Knowledge of process structure and ability to communicate it successfully to the examiners
- Approaching, accessing and exploring secondary material
- Recognizing and working with edges
- Recognizing, respecting and working with feedback, including the ability to recognize multiple or mixed feedback from an individual or a system
- Ability to use roles, know when they change and support natural role changes
- Fluidity in all channels, ability to recognize and work in unoccupied channels in client and self
- Ability to recognize and use relationship phenomena in therapy, including dreaming up, projection, relationship issues and transference or countertransference issues. This includes the ability to metacommunicate about one's own experiences and role in the client's process

The Master of Arts in Process Work Program At a Glance

Outlines shown are examples of possible structures*

<p>First Year: Emphasis on Basic Skills and Concepts</p> <p>*Outlines shown are examples of possible structures. Students may choose to arrange subjects in any order that is appropriate to their studies throughout the year.</p>	1st Quarter	2nd Quarter	3rd Quarter
	Foundations (1CR) Movement (1CR)	Somatic (1CR) Relationships (1CR) Inner / Group (1CR)	Ex. States (1CR) Video Study (1CR)
	Electives (2CR) Independent Study (2CR) Personal Therapy (2CR) Evaluation and Learning Contract (1CR) Total: 14 CR		
<p>Second Year: Emphasis on Therapeutic Interaction</p>	1st Quarter	2nd Quarter	3rd Quarter
	Foundations (1CR) Movement (1CR)	Somatic (1CR) Relationships (1CR) Inner / Group (1CR)	Ex. States (1CR) Video Study (1CR)
	Electives (2CR) Independent Study (2CR) Personal Therapy (2CR) Evaluation and Learning Contract (1CR) Total: 14 CR		

Phase I Exams

<p>Third Year: Emphasis on Social Context (World Work)</p>	1st Quarter	2nd Quarter	3rd Quarter
	Foundations (1CR) Movement (1CR)	Somatic (1CR) Relationships (1CR) Inner / Group (1CR)	Ex. States (1CR) Video Study (1CR)
	Research Methods (2 CR) Indep. Study with Emphasis on Supervision and Case Control (3 CR) Electives with Emphasis on: Large Group Work, Organizational Development and Social Psychology of Illness and Disease (2 CR) Personal Therapy (3 CR) Evaluation and Learning Contract (1CR) Total: 18 CR		
<p>Fourth Year: Internship, Final Project, Final Evaluation</p>	Indep. Study with Emphasis on Supervision and Case Control (4 CR) Internships (13 CR) Personal Therapy (3 CR) Evaluation and Learning Contract (1CR) Final Project/Thesis (6 CR) Electives (2 CR) Total: 29 CR		

Phase II Exams