



Process Work Institute Catalog

Catalog Effective Date: June 2017

Addendum:

Postgraduate Certificate in Advanced

Process-Oriented Facilitation

Addendum Effective Date: June 21, 2017

Process Work Institute
2049 NW Hoyt St.
Portland, OR 97209
Ph. (503) 223-8188
Fax. (503) 227-7003

pw@processwork.org

www.processwork.org

Contents

Postgraduate Certificate in Advanced Process-Oriented Facilitation (Advanced Certificate)..... 4

 Purpose and Description 4

 Advanced Certificate Program Objectives..... 4

 Theoretical Emphasis of the Program..... 5

 Educational Philosophy 6

 Course Structure..... 6

 Definition of a Unit of Credit..... 7

 Definition of an Academic Year 8

 Study Committee 8

 Peer Learning 8

 Personal and Professional Development (PPD) Mentorship Sessions..... 8

 Practical Internship 8

 Courses Required to Graduate 9

 Curriculum in Detail 9

 Course Numbering System 9

 Core Curriculum Course Descriptions 10

Course Descriptions 10

 Independent Studies and Terminal Projects..... 20

Student Services..... 21

Financial Assistance..... 21

Admissions..... 21

 Application Packet..... 21

 Admission Requirements 22

 Evidence of Readiness for Advanced Training in Process-Oriented Facilitation 23

 Interview 25

Enrollment..... 25

 For Non-U.S. Residents Applying to the Advanced Certificate Program 25

Tuition and Fees..... 25

 Total Program Fees for Cohorts Enrolling 2017..... 25

Program Cost Summary	26
Graduation Fee	26
Technology Fee	26
Miscellaneous Fees (if required)	26
Tuition installments	26
Tuition Refund Policy	27
Academic and Administrative Policies and Procedures	28
Assessment Approach and Grading Policy	28
Course Grades	28
Graduation	29
Satisfactory Academic Progress and other administrative policies	29
Ethical Conduct Policies and Procedures	29
Academic Calendar	29
Faculty Listing	29

Postgraduate Certificate in Advanced Process-Oriented Facilitation (Advanced Certificate)

Purpose and Description

The Postgraduate Certificate in Advanced Process-Oriented Facilitation (Advanced Certificate) at the Process Work Institute is offered for graduate students who wish to undertake advanced practical Processwork skill training in a cohort-based learning model.

The Advanced Certificate is a rigorous full-time program of post-Baccalaureate study intended for students who wish to build on foundational Processwork skills gained in the Process Work Institute's MAPOF or MACF programs, or gained in internationally at International Association of Process-Oriented Psychology recognized training programs, or other process-oriented facilitation programs, as long as all academic admission requirements are fulfilled.

The program consists of 57.5 quarter credits completed over two years (six academic quarters).

The Advanced Certificate prepares students with advanced practical competencies for facilitating the process of individuals on their own, in relationships, group, community, organizational, world. It provides the personal and professional development training required to take these facilitation skills into a variety of vocational applications.

Advanced Certificate Program Objectives

The Advanced Certificate prepares graduates to be advanced facilitators of individual, relationship and group change, building on a foundation of personal growth and development, and practical facilitation training. Facilitation is a cross-disciplinary set of skills and attitudes that can be applied in conflict resolution, coaching, counseling, and organizational consultancy or leadership. This program ensures that the graduate gains both the specific set of facilitation skills and the personal development necessary to embody these skills. The program competencies are applicable to areas of employment where emotional intelligence and soft skills are required, including social services, management, and leadership positions.

The Advanced Certificate prepares students with skills and knowledge from the field of social and community psychology, which are applicable in vocational roles including management, mediation, coaching, leadership, organizational consultancy and adult learning and development.

At the successful completion of the program, graduates will demonstrate:

- Proficient facilitation of individual change processes through working with dreams, body symptoms or disturbing experiences (including International Coaching Federation (ICF) competencies)

- Proficient advanced facilitation of relationship processes including process-oriented facilitation of conflict in couples and small groups
- Proficient advanced group facilitation (including International Association of Facilitators (IAF) competencies) and organizational level change facilitation
- Confident leadership competencies including creative, process-oriented problem solving and mission development
- Advanced diversity awareness and intercultural communication skills.

Advanced Certificate graduates will have demonstrated personal and professional mastery in the following Personal and Professional Development (PPD) competency areas:

1. Recognizes, appreciates and explores all aspects of experience – conscious or consensual, unconscious or dreamlike, and subtle or ineffable
2. Uses self-awareness techniques to work with one’s own difficult states, moods, biases and emotions and engages meaningfully with areas of difficulty and personal edges
3. Able to relate to peers and other professionals and to see one’s self and work in the context of a larger system
4. Views and works with conflict, edges, and challenges as resources for personal growth and change
5. Views and values experiences, people and attitudes which are outside of one’s identity as aspects of oneself
6. Able to explore and engage meaningfully with feedback, present and discuss one's own views and appreciate the viewpoints of others
7. Able to cope with areas and issues that have strong emotional and social impact personally, and maintain a sense of leadership
8. Demonstrates an empathic connection with clients, peers and the community

The Advanced Certificate program will enable students to reach the level of facilitation skills and knowledge standards required for recognition by the International Association of Process-Oriented Psychology (IAPOP) as a Processwork diplomate. Students seeking recognition as an IAPOP diplomate will also need to complete a final project in addition to the Advanced Certificate course work. The final project is not included in the Advanced Certificate.

Theoretical Emphasis of the Program

The Advanced Certificate program is based on the fundamental insight that human change processes operate across multiple levels of experience – including psychological, interpersonal and group levels –

and that competency with each of these levels supports the most effective facilitation practices. Accordingly we train facilitators to be able to facilitate the process of change in different contexts, from individual work to relationships and groups. For example, students learn to work with body signals as well as language signals. Students learn to read group behavior as well as individual behavior within that group. Aspects of individual work like unfolding the significance of accidents or hopes, dreams, and fears are used in the facilitation of groups and organizations. Facilitators learn how to work with less-known signals like organizational atmosphere and gossip to reveal their impact and meaning for individuals and for the group.

Educational Philosophy

The Advanced Certificate program rests on three foundations of learning developed over 30 years of teaching a process-oriented paradigm. These foundations are central to the learning process and align with contemporary educational best practices.

- **Learning in Community**

Students study in a cohort setting, staying together with the same learning group for two years. A learning community model of education accelerates the learning process through the rich exchange of experience and ideas in relationship and community. The peer network of international learners continues to work together between residencies through online learning, peer groups and teleconferences.

- **Bridging Inner and Outer Worlds**

Process-oriented facilitation is more than a set of skills. It is a lifestyle of learning that connects one's inner experiences to the world around us. The program is designed to enhance students' careers and nurture their personal and professional goals. It encourages the creative application of facilitation skills in diverse spheres of interest.

- **Mentorship**

Personal interaction and the relationship between mentor and student is a cornerstone of the Process Work Institute educational program. Students are guided throughout their studies by a study committee of their choosing. The study committee, composed of two faculty members, provides guidance, support, and feedback throughout the program.

Course Structure

The Advanced Certificate is structured in six academic quarters over two years. Advanced Certificate students are required to complete a minimum of 57.5 quarter credits to graduate. Each quarter builds on the preceding quarter, and each quarter is prerequisite for subsequent quarters. The Advanced Certificate

also requires completion of a non-credit bearing requirement of 120 hours of Personal and Professional Development Mentor sessions. The program does not have any other elective requirements. The successful completion of each unit of work for which credit is received is documented by the registrar. These become a permanent transcript of the student's work and accumulated credit.

The majority of courses are delivered through residential classes in Oregon, complemented by distance learning classes to maintain continuity of learning and instruction over the quarter. The list of courses required to graduate and detailed course descriptions are provided below. Students study in a cohort setting, staying together with the same learning group for two years. A learning community model of education accelerates the learning process through the rich exchange of experience and ideas in relationship and community.

Each quarter includes an intensive 14 day residential class period, complemented by follow up distance learning classes to provide continuity throughout the 10 week academic quarter. The academic calendar and the typical course schedule for a quarter is provided in this catalog addendum.

Definition of a Unit of Credit

One quarter credit hour is defined as, at a minimum, 10 classroom "clock (contact) hours" of direct instruction, 20 hours of laboratory or 30 hours of externship. A "clock (contact) hour" includes a minimum instructional time of 50 minutes of supervised or directed academic engagement and appropriate break(s). The formula for calculating the number of quarter credit hours for each PWI course is: $(\text{clock hours of lecture}/10 \text{ if applicable}) + (\text{clock hours of laboratory if applicable}) + (\text{clock hours of externship}/30 \text{ if applicable})$.

The Process Work Institute assigns credit hours as required by federal regulations for federal financial aid, although federal financial aid is not available to PWI students at this time. In alignment with federal regulations, the successful award of a quarter credit unit includes the expectation that students will have completed two hours of out-of-class student work for every one hour of classroom or direct faculty instruction.

Accordingly, a quarter unit of credit is comprised of at least 10 hours of academic engagement and 20 hours of out-of-class preparation. Academic engagement usually involves direct in-person in-class with the instructor, but may include listening to class lectures or webinars (synchronous or asynchronous), taking an exam, an interactive tutorial, computer-assisted instruction; attending a study group that is assigned by the institution; contributing to an academic online discussion; initiating contact with a faculty member to ask a question about the academic subject studied in the course and laboratory work,

externship, or internship. Preparation is typically homework, such as reading and study time, and completing assignments and projects.

Definition of an Academic Year

An academic year is defined as 3 quarters. Each quarter consists of 10 weeks of instruction.

Study Committee

The student engages with a two-member faculty Study Committee in the Developmental Assessment and Progress Review series of courses that run the length of the program. The study committee meets every quarter to support the student's learning process. Further details can be found under the course description (AC-DAPR-991/992/993/994/995/996).

Peer Learning

Students are assigned to small peer groups (3-4 students) during the first residency and stay together throughout the entire program. Peer groups meet twice each month (via skype, teleconference, or online contact according to preference). These meetings provide students with a context in which to study, apply their learning, and practice the skills introduced in the program courses.

Regular peer group meetings are a requirement and students provide a report every quarter to their Study Committee on peer learning and challenges, along with a log of meeting dates.

Personal and Professional Development (PPD) Mentorship Sessions

The Advanced Certificate includes a non-credit bearing requirement of 120 hours of Personal and Professional Development Mentor sessions completed with an IAPOP recognized Processwork Diplomat. Up to 60 hours of these PPD sessions may have been completed in the previous three years prior to commencing the Advanced Certificate. Documentation for any request for PPD prior completion credit must be submitted during the application process and approved by the program dean.

Practical Internship

During the middle of the program (quarters 3 through 4) students participate in an internship in order to further their facilitation skills within a professional context. The internship includes a minimum of 60 hours direct client contact; group supervision on a weekly basis provided by PWI; and 75 hours indirect hours of support activities: e.g. staff meetings, training, documentation, video review, research, and professional development. The internship is supervised by the River's Way Community Clinic director and assistant faculty. It is the student's responsibility to research, apply and make arrangements for the internship field experience, in consultation with their study committee. Further details can be found under the course description for AC-I-955/956.

Courses Required to Graduate

Postgraduate Certificate in Advanced Process-Oriented Facilitation (Advanced Certificate)			
Courses required to graduate			
Quarter Dates	Course Code	Course Title	Credits
Fall	AC-FD-901	Facilitator Development I	2.0
October 1-December 10	AC-IF-911	Individual Facilitation Masterclass I	2.5
<i>Quarter credits 9.5</i>	AC-RF-921	Relationships Masterclass I	2.0
	AC-FSR-951	Facilitation Skills I (live supervision)	2.0
	AC-DAPR-991	Developmental Assessment & Progress Review I	1.0
Winter	AC-FD-902	Facilitator Development II	2.0
January 5-March 13	AC-GF-931	Group Facilitation Masterclass I	2.5
<i>Quarter credits 9.5</i>	AC-IF-912	Individual Facilitation Masterclass II	2.0
	AC-FSR-952	Facilitation Skills II (live supervision)	2.0
	AC-DAPR-992	Developmental Assessment & Progress Review II	1.0
Spring	AC-FD-903	Facilitator Development III	2.0
April 30-July 5	AC-RF-922	Relationships Masterclass II	2.0
<i>Quarter credits 11.0</i>	AC-GF-932	Group Facilitation Masterclass II	2.0
	AC-FSR-953	Facilitation Skills III (live supervision)	2.0
	AC-DAPR-993	Developmental Assessment & Progress Review III	1.0
	AC-I-955	Internship I	2.0
Fall	AC-FD-904	Facilitator Development IV	2.0
October 1-December 10	AC-RF-923	Relationships Masterclass III	2.5
<i>Quarter credits 11.5</i>	AC-IF-913	Individual Facilitation Masterclass III	2.0
	AC-FSR-954	Facilitation Skills IV (live supervision)	2.0
	AC-DAPR-994	Developmental Assessment & Progress Review IV	1.0
	AC-I-956	Internship II	2.0
Winter	AC-FD-905	Facilitator Development V	2.0
January 5-March 13	AC-GF-933	Group Facilitation Masterclass III	2.5
<i>Quarter credits 8.5</i>	AC-DAPR-995	Developmental Assessment & Progress Review V	2.0
	AC-FSR-955	Facilitation Skills V (live supervision)	2.0
Spring	AC-FD-906	Facilitator Development VI	2.5
April 30-July 5	AC-IPD-980	Integration and Professional Practice Development	4.0
<i>Quarter credits 7.5</i>	AC-DAPR-996	Developmental Assessment & Progress Review VI	1.0
		Quarter credit total	57.5

Curriculum in Detail

Course Numbering System

Courses numbered 900-999 are Postgraduate Advanced Process-Oriented Facilitation courses. Course codes are further specified for each cohort by adding a number to designate that cohort e.g. cohort courses begin with AC1.

Core Curriculum Course Descriptions

The following table describes all the Advanced Certificate courses, along with course codes, credits and any prerequisites or co-requisites.

Detailed syllabi are made available to enrolled students online through PWI's learning management system, Sakai. Each syllabus contains the course descriptions, resources and readings, requirements and assessment criteria for each class. Technical requirements and support for the distance component of courses can be found in the course syllabus as well as course handouts.

Course Descriptions

<i>Course code & credits</i>	<i>Course title and description</i>
<p>AC-IF-911 Credits: 2.5 Prerequisite None</p>	<p>AC-IF-911/912/913 Individual Facilitation Masterclass I, II and III</p> <p>This series provides advanced training in the facilitation of the process of an individual in a variety of professional contexts. It develops advanced skills both for use in individual work contexts, and as they may come up in relationship and group work contexts. The Masterclass focuses on advanced practice and applications, and includes faculty demonstration and modeling of advanced skills, in-depth theory presentations, close study of professional applications, and video study and case-control.</p> <p>The course develops competencies that are applicable in coaching and counseling roles, as well as supervisory or management roles. Students are expected to bring their case questions and learning challenges in order to tailor the training to their particular areas of application. The series prepares students for the Competency exams in facilitating an individual's Dream and Body Symptom experiences. It also prepares students with the competencies required for the Altered States/Addiction and Long Term Case exam.</p> <p>The course also provides advanced training in facilitating the individual in Group Process. At certain critical moments in a group process, an individual can become the leverage point for a group's transformation. Being able to facilitate the individual's experiences is a key for helping the group get to the next level in its development.</p> <p>The series builds on foundational process-oriented facilitation skills and knowledge to develop advanced skills and metaskills for working with the dreambody experience including more extreme states that may receive psychiatric diagnosis, and working with minimal consciousness in coma and palliative care contexts. It will address the facilitation of spirituality and life purpose issues, sexuality and social marginalization, working with long term and chronic processes, and working with dreaming up (transference and countertransference) to develop advanced skills in the use of the self as a source of information and facilitation interventions.</p> <p>The course series includes in-person training over three residencies, and follow up distance learning sessions.</p>
<p>AC-IF-912 Credits: 2.0 Prerequisite AC-IF-911</p>	
<p>AC-IF-913 Credits: 2.0 Prerequisite AC-IF-912</p>	

<i>Course code & credits</i>	<i>Course title and description</i>
<p>AC-IF-911</p> <p>Credits: 2.5</p> <p>Prerequisite None</p>	<p>AC-IF-911 Individual Facilitation Masterclass I</p> <p>This course is the first of 3 linked courses on advanced facilitation and coaching techniques for individuals. After reviewing the foundational concepts of process-oriented facilitation and ethical practice in facilitation and coaching with individuals, the masterclass focuses on developing advanced channel specific facilitation interventions, with a focus on movement competencies and process phases. The course presents the core coaching competencies and defines the difference between coaching and other individual facilitation applications. The class includes time for advanced supervision, honing and deepening basic skills, and will cover the facilitator's own process when stuck, and the relationship between the facilitator and the client's edges. The course involves faculty demonstration and modeling of advanced skills, in-depth theory presentations, close study of professional applications, video study and case-control.</p>
<p>AC-IF-912</p> <p>Credits: 2.0</p> <p>Prerequisite AC-IF-911</p>	<p>AC-IF-912 Individual Facilitation Masterclass II</p> <p>The second course in the Individual Facilitation series teaches advanced practice for transformative change and goal achievement using the life myth concept, a unique pattern that reflects an individual's self-development over time, identifiable in childhood dream and chronic symptoms, major life events, and recurring challenges, to facilitate, particularly when an individual is facing chronic or intractable challenges. The class provides opportunities for advanced supervision, honing and deepening basic skills, while also focusing on facilitator's own process and the relationship between the facilitator's and the client's edges. The course includes faculty demonstration and modeling of advanced skills, in-depth theory presentations, close study of professional applications, video study and case-control.</p>
<p>AC-IF-913</p> <p>Credits: 2.0</p> <p>Prerequisite AC-IF-912</p>	<p>AC-IF-913 Individual Facilitation Masterclass III</p> <p>The third course in the Individual Facilitation series focuses on advanced issues that may arise in individual coaching and facilitation practice, such as the altered states of consciousness and disruptive experiences associated with conditions that may also require mental health treatment for example, difficult moods, addictive behaviors, depression, suicidality etc. It covers the limits of competence and when to refer, and presents advanced facilitation techniques for working with altered states when safe and appropriate. The course addresses the connection between disruptive states of consciousness and histories of abuse, trauma, addictions and social marginalization. The course introduces facilitation techniques for use with minimal consciousness in coma states or end of life contexts.</p>
<p>AC-RF-921</p> <p>Credits: 2.0</p> <p>Prerequisite None</p>	<p>AC-RF-921/922/923 Relationships Masterclass I, II and III</p> <p>This course provides advanced training in the facilitation of the relationship processes in a variety of professional contexts. It develops advanced skills for use in working directly with couples, and as relationship processes may come up in individual and group work contexts. The</p>

<i>Course code & credits</i>	<i>Course title and description</i>
<p>AC-RF-922</p> <p>Credits: 2.0</p> <p>Prerequisite AC-RF-921</p> <p>AC-RF-923</p> <p>Credits: 2.5</p> <p>Prerequisite AC-RF-922</p>	<p>Masterclass focuses on advanced practice and applications, and includes faculty demonstration and modeling of advanced skills, in-depth theory presentations, close study of professional applications, and video study and case-control. The course develops competencies that are applicable in coaching and counseling roles, as well as supervisory or management roles.</p> <p>Students are expected to bring their case questions and learning challenges in order to tailor the training to their particular areas of application. The series prepares students for the Competency exams in facilitating Relationship (couple) and Own Relationship (participant facilitator). It also prepares students with competencies required for the Altered States/Addiction and Long Term Case exam. The series builds on foundational process-oriented facilitation knowledge to develop skills and metaskills for working with complex relationship situations including family work, long term relationships, crisis and change in relationships, sexuality, addictions, complex family dynamics that include other social care or legal system agencies, custody issues, violence or substance use. It includes advanced techniques for the use of the self as a source of information and facilitation interventions. The course series includes in-person training over three residencies, and follow up distance learning sessions.</p>
<p>AC-RF-921</p> <p>Credits: 2.0</p> <p>Prerequisite None</p>	<p>AC-RF-921 Relationships Masterclass I</p> <p>The first relationship masterclass reviews the foundational concepts and practices for process-oriented facilitation of relationship processes, and then focuses on advanced skill development for working with two party relationship issues, including conflicts, over time. It includes the theory and practice of working with the couple's goals, rank and power disparities, revenge, grief, personal history, moods, and role constraints. It will introduce the role of relationship and communication education within the facilitation process. Students will develop proficiency at implementing interventions across the three levels of relationship interaction: intrapersonal, interpersonal or transpersonal, and through appropriate use of channel and phase based interventions. The course will cover the use of the relationship myth concept to guide productive resolutions and increase sustainability in long-term relationships. Students are expected to bring their case questions and learning challenges in order to tailor the training to their particular areas of application.</p>
<p>AC-RF-922</p> <p>Credits: 2.0</p> <p>Prerequisite AC-RF-921</p>	<p>AC-RF-922 Relationships Masterclass II</p> <p>The second course in this series focuses on the skills and metaskills for facilitating your own relationship and addresses complicating issues including rank, roles and personal history. The course will develop the student's skills and provide the experiential basis for coaching and educating others on relationship self-facilitation skills. It will focus on advanced techniques for facilitating relationships with specified role context and structural rank differences for example, employer-employee relationships, supervisory and performance management, parent-child, customer-service provider.</p>

<i>Course code & credits</i>	<i>Course title and description</i>
<p>AC-RF-923</p> <p>Credits: 2.5</p> <p>Prerequisite AC-RF-922</p>	<p>AC-RF-923 Relationships Masterclass III</p> <p>This final relationships masterclass gives students a chance to continue to develop and deepen the skills and metaskills of relationship work and extends them to working with complex relationship situations, including teams and families, and over time. The course focuses on skills and metaskills for facilitating relationship issues arising within larger relationship systems such as families, teams, businesses, organizations and community groups. It covers the practice of 721 Feedback and introduces techniques to facilitate relationship related altered state processes including addictive tendencies and mental health issues, long term relationships, crisis and change in relationship, and chronic and intractable family issues including those involving children, money, separation, violence, addictions, and social systems.</p>
<p>AC-GF-931</p> <p>Credits: 2.5</p> <p>Prerequisite None</p> <p>AC-GF-932</p> <p>2.0 credits</p> <p>Prerequisite AC-GF-931</p> <p>AC-GF-933</p> <p>2.5 credits</p> <p>Prerequisite AC-GF-932</p>	<p>AC-GF-931/932/933 Group Facilitation Masterclass I, II and III</p> <p>This course provides advanced training in the facilitation of group processes in a variety of professional and community contexts. It develops advanced skills for use in working directly with small and large groups, and for addressing the way that group processes may impact or contextualize individual and relationship processes. The masterclass focuses on advanced practice and applications, and includes faculty demonstration and modeling of advanced skills, in-depth theory presentations, close study of professional applications, and video study and case-control.</p> <p>The course develops competencies that are applicable in organizational facilitation and consulting, adult learning and development, individual coaching and counseling roles, as well as supervisory, management and leadership roles.</p> <p>Students are expected to bring their case questions and learning challenges in order to tailor the training to their particular areas of application.</p> <p>The series prepares students for the Competency exams in facilitating Groups, Long Term Case, Relationship (couple) and Own Relationship (participant facilitator).</p> <p>The course builds on foundational process-oriented facilitation knowledge to develop skills for working with complex group situations including: organizational change, organizational and team conflict; bullying, teamwork and leadership challenges; vision and mission development and transformation; working with and staying detached and useful during extreme or intractable types of conflict, such as personal attack, challenges to leadership, chaotic processes, and potential violence in facilitating intergroup or intercultural conflict in communities, organizations, and in the public space; understanding how trauma and extreme states of consciousness intersect with group difficulties; working with the aftermath of extreme and prolonged conflict, and with the complications of revenge following trauma and abuse.</p> <p>The course series includes in-person training over three residencies, and follow up distance</p>

<i>Course code & credits</i>	<i>Course title and description</i>
	learning sessions.
AC-GF-931 Credits: 2.5 Prerequisite None	AC-GF-931 Group Facilitation Masterclass I The first in the series of three Group Facilitation courses reviews the foundations of process-oriented facilitation for group applications including deep democracy, eldership, self-organizing group process (steps, skills and metaskills) and community open forum. It introduces the International Association of Facilitators' Core Facilitator Competencies and then covers advanced practice techniques including use of different levels of group interaction (large group, sub-group, interpersonal, individual) and levels of experience (consensus reality, dreamland and essence). It covers techniques for vision and mission development including facilitating phase appropriate processes to assist a group in defining and connecting with its identity and purpose through working on the origin myth, disturbers, and integrating primary and secondary aspects of the group's process.
AC-GF-932 2.0 credits Prerequisite AC-GF-931	AC-GF-932 Group Facilitation Masterclass II The second in the series of three Group Facilitation courses focuses on advanced facilitation techniques for situations with elevated stakes or potential for escalation, for example in organizations undergoing stress, community open forums, post-conflict communities. It covers advanced skills and metaskills for facilitating extreme hotspots including working with and staying detached and useful during extreme or intractable types of conflict, such as personal attack, challenges to leadership, chaotic processes, and potential violence in facilitating intergroup or intercultural conflict in communities, organizations, and in the public space; understanding how trauma and extreme states of consciousness intersect with group difficulties; working with the aftermath of extreme and prolonged conflict, and with the complications of revenge following social oppression, trauma and abuse.
AC-GF-933 2.5 credits Prerequisite AC-GF-932	AC-GF-933 Group Facilitation Masterclass III The final in the series of three Group Facilitation courses reviews and consolidates learning from Group Facilitation I & II, and then focuses on skillful selection and application of facilitation techniques and principles for different settings. It covers particular issues arising in organizational settings requiring advanced techniques including significant organizational change, financial stress, social issues, organizational and team conflict, bullying, teamwork and leadership challenges.

<i>Course code & credits</i>	<i>Course title and description</i>
<p>AC-IPD-980</p> <p>Credits: 4.0</p> <p>Prerequisite</p> <p>None</p>	<p>AC-IPD-980 Integration and Professional Practice Development</p> <p>This course provides the culmination of the Advanced Certificate training by focusing on the integration of skills and metaskills that students have developed at each of the individual, relationship and group levels, with a focus on professional and vocational applications, and the application of learning to personal and professional life goals. The course will address the practical, dreamland and essence levels of the process of establishing different kinds of professional facilitation practice, as well as addressing existing or future challenges or blocks to successful professional practice. The course includes in-person lectures and distance learning sessions.</p>
<p>AC-FSR-951</p> <p>Credits: 2.0</p> <p>Prerequisite None</p> <p>AC-FSR-952</p> <p>Credits: 2.0</p> <p>Prerequisite AC-FSR-951</p> <p>AC-FSR-953</p> <p>Credits: 2.0</p> <p>Prerequisite AC-FSR-952</p> <p>AC-FSR-954</p> <p>Credits: 2.0</p> <p>Prerequisite AC-FSR-953</p> <p>AC-FSR-955</p> <p>Credits: 2.0</p> <p>Prerequisite AC-FSR-954</p>	<p>AC-FSR-951/952/953/954/955 Facilitation Skills I, II, III, IV, and V (live supervision)</p> <p>This series of courses focuses on advanced skill development using live supervision and feedback in small groups, and large group facilitation practice. The series is taught over five quarters for a total of 100 hours of live supervision and feedback over the Advanced Certificate.</p> <p>Each course focuses on advanced skill development using live supervision and feedback in small groups, and large group facilitation practice. Each course has two components:</p> <p>Live Supervision and Feedback Class: Twelve hours of live supervision per quarter is delivered in small groups, with one faculty supervisor working directly with each group of 3 students. Students use the time with the supervisor to work with each other, have skills or metaskills demonstrated, practice their skills, receive and give feedback, explore edges and personal development. Typically this class will be done in groups of 3, in three hour class sessions, so that each student has the opportunity to practice as a facilitator, and to learn through observation as a client, and as observer. The focus will be on the live practice of individual and relationship facilitation skills, however students may also present facilitation cases for input.</p> <p>Large Group Process Supervision Class: Eight hours of group process supervision per quarter. Faculty supervise students as they practice and study the facilitation of group processes with community members, invited groups, or the cohort only. Faculty and students may work toward facilitation for certain types of groups and invite those groups to participate, for example in an open forum.</p> <p>This course prepares students for the competency exams by providing directly supervised practice time with the flexibility to address specific learning needs as they progress toward mastery of the competencies.</p>
<p>AC-FD-901</p> <p>Credits: 2.0</p> <p>Prerequisite none</p>	<p>AC-FD-901/902/903/904/905/906 Facilitator Development I, II, III, IV, V, and VI</p> <p>The Facilitator Development series of courses focuses on the personal development of the facilitator to ensure proficiency in the use of advanced facilitation skills across individual, relationship, and group contexts. It addresses the student's ability to demonstrate the Personal</p>

<i>Course code & credits</i>	<i>Course title and description</i>
<p>AC-FD-902</p> <p>Credits: 2.0</p> <p>Prerequisite none</p> <p>AC-FD-903</p> <p>Credits: 2.0</p> <p>Prerequisite none</p> <p>AC-FD-904</p> <p>Credits: 2.0</p> <p>Prerequisite none</p> <p>AC-FD-905</p> <p>Credits: 2.0</p> <p>Prerequisite none</p> <p>AC-FD-906</p> <p>Credits: 2.5</p> <p>Prerequisite none</p>	<p>and Professional Development (PPD) competencies in challenging situations. The course involves intensive seminar instruction and personal development activities on different topical themes each quarter, taught in a field site shared living seminar context, plus a summary session at conclusion of each quarter’s residency classes to support reflective learning, continuity, and facilitation of the cohort’s own group process. The course activates and supports the learning community model of education that accelerates the learning process through the rich exchange of experience and ideas in relationship and community. It is expected that students will address and deepen material covered in the Facilitator Development courses through their Personal and Professional Development Mentor sessions (non-credit bearing requirement).</p> <p>The course explores different aspects of the facilitator’s personal development including facilitator style and anti-style, life myth and childhood dream, altered states and addictive tendencies, and work with significant, chronic edges to improve the facilitator’s ability to work with their own difficult moods and unwanted behaviors. It provides experiential training and practice in process-oriented self-management and leadership development techniques (innerwork) and techniques for making use of the facilitator’s subjective experiences as a part of the client’s transformational process.</p> <p>This course includes a Worldwork assignment which is completed out of class time during the Summer Quarter. This assignment provides an opportunity for the student to increase awareness of their own privileges and marginalization in sociocultural contexts, including how these factors influence their communication style and social interactions.</p> <p>The second year of the series explores different aspects of the facilitator’s personal development focusing particularly on facilitating and processing difficult experiences in the facilitator’s personal history including trauma, addiction, social marginalization, and family patterns. The purpose is to enable students to address areas where they face their most difficult facilitation challenges by ‘burning their wood’ in a systematic and supported learning context. Facilitator Development VI in the sixth residency includes the Innerwork competency exam.</p>
<p>AC-FD-901/902/903/904/905</p> <p>Credits: 2.0 per quarter</p> <p>Prerequisites: none</p>	<p>AC-FD-901/902/903/904/905 Facilitator Development I, II, III, IV, and V</p> <p>The Facilitator Development series of courses focuses on the personal development of the facilitator to ensure proficiency in the use of advanced facilitation skills across individual, relationship, and group contexts. It addresses the student’s ability to demonstrate the Personal and Professional Development (PPD) competencies in challenging situations. The course involves intensive seminar instruction and personal development activities on different topical themes each quarter, taught in a field site shared living seminar context, plus a summary session at conclusion of each quarter’s residency classes to support reflective learning, continuity, and facilitation of the cohort’s own group process. The course activates and supports the learning community model of education that accelerates the learning process through the rich exchange of experience and ideas in relationship and community. It is expected that students will address</p>

<i>Course code & credits</i>	<i>Course title and description</i>
	and deepen material covered in the Facilitator Development courses through their Personal and Professional Development Mentor sessions (non-credit bearing requirement).
<p>AC-FD-906</p> <p>Credits: 2.5</p> <p>Prerequisites: none</p>	<p>AC-FD-906 Facilitator Development VI</p> <p>The Facilitator Development series of courses focuses on the personal development of the facilitator to ensure proficiency in the use of advanced facilitation skills across individual, relationship, and group contexts. It addresses the student’s ability to demonstrate the Personal and Professional Development (PPD) competencies in challenging situations. The course involves intensive seminar instruction and personal development activities on different topical themes each quarter, taught in a field site shared living seminar context, plus a summary session at conclusion of each quarter’s residency classes to support reflective learning, continuity, and facilitation of the cohort’s own group process. The course activates and supports the learning community model of education that accelerates the learning process through the rich exchange of experience and ideas in relationship and community. It is expected that students will address and deepen material covered in the Facilitator Development courses through their Personal and Professional Development Mentor sessions (non-credit bearing requirement). This final course in the series includes the Innerwork final competency exam.</p>
<p>AC-DAPR-991</p> <p>Credit 1.0 per quarter</p> <p>Prerequisites</p> <p>None</p> <p>AC-DAPR-992</p> <p>Credits: 1.0</p> <p>Prerequisite None</p> <p>AC-DAPR-993</p> <p>Credits: 1.0</p> <p>Prerequisite none</p> <p>AC-DAPR-994</p> <p>Credits: 1.0</p> <p>Prerequisite none</p> <p>AC-DAPR-995</p> <p>Credits: 2.0</p>	<p>AC-DAPR-991/992/993/994/995/996 Developmental Assessment & Progress Review I, II, III, IV, V, and VI</p> <p>This series runs the length of the Advanced Certificate program and engages the student with two faculty members who form the student’s Study Committee over the entire program and provide individual support and ongoing review, feedback, and assessment for the student’s progress in the program. The student meets with their Study Committee each quarter to track and review their learning progress in relation to the final exam criteria, the program’s Personal and Professional Development competencies, and the program wide learning objectives. The course includes 7 individual faculty sessions per quarter – which can be used for supervision, tutorials, or advising sessions, as required to best support the student’s learning. Each course also includes an end of quarter learning reflections tutorial with the entire cohort, in which the cohort members share their learning achievements and challenges, and receive faculty and peer input.</p> <p>In addition to regular contact with the Study Committee faculty members throughout the quarter, a formal Committee meeting occurs every quarter, at which time the student and committee review, evaluate and discuss the student’s overall progress in light of course learning outcomes and program competencies. The student prepares for and facilitates six Study Committee meetings over the program. Prior to each Study Committee Meeting, the student submits a brief self-assessment essay reviewing his or her progress to date, as well as reporting examples of leadership, personal authority and contributions to their cohort learning community.</p>

<i>Course code & credits</i>	<i>Course title and description</i>
Prerequisite none AC-DAPR-996 Credits: 1.0 Prerequisite none	At the Study Committee Meeting the committee and student together review the student's course grades and qualitative feedback and any other relevant evidence of student learning. The student and Committee together agree on a learning plan for the subsequent quarter. The fifth quarter course (AC-DAPR-995) includes competency exams.
AC-DAPR-991 Credits: 1.0 Prerequisites None AC-DAPR-992 Credits: 1.0 Prerequisite None AC-DAPR-993 Credits: 1.0 Prerequisite none AC-DAPR-994 Credits: 1.0 Prerequisite none AC-DAPR-996 Credits: 1.0 Prerequisite none	AC-DAPR-991/992/993/994/996 Developmental Assessment & Progress Review I, II, III, IV and VI This series runs the length of the Advanced Certificate program and engages the student with two faculty members who form the student's Study Committee over the entire program and provide individual support and ongoing review, feedback, and assessment for the student's progress in the program. The student meets with their Study Committee each quarter to track and review their learning progress in relation to the final exam criteria, the program's Personal and Professional Development competencies, and the program wide learning objectives. The course includes 7 individual faculty sessions per quarter – which can be used for supervision, tutorials, or advising sessions, as required to best support the student's learning. The course also includes an end of quarter learning reflections tutorial with the entire cohort, in which the cohort members share their learning achievements and challenges, and receive faculty and peer input. In addition to regular contact with the Study Committee faculty members throughout the quarter, a formal Committee meeting occurs every quarter, at which time the student and committee review, evaluate and discuss the student's overall progress in light of course learning outcomes and program competencies. The student prepares for and facilitates six Study Committee meetings over the program. Prior to each Study Committee Meeting, the student submits a brief self-assessment essay reviewing his or her progress to date, as well as reporting examples of leadership, personal authority and contributions to their cohort learning community. At the Study Committee Meeting the committee and student together review the student's course grades and qualitative feedback and any other relevant evidence of student learning. The student and Committee together agree on a learning plan for the subsequent quarter.
AC-DAPR-995 Credits: 2.0 Prerequisite None	AC-DAPR-995 Developmental Assessment & Progress Review V The fifth course in the Developmental Assessment and Review series continues engagement with the student's Study Committee and includes seven final competency exams. In addition to regular contact with the Study Committee faculty members throughout the quarter to ensure good preparation for the exams, the Study Committee meets after the final competency exams to review the student's achievements and address any outstanding skill or knowledge gaps, if required.

<i>Course code & credits</i>	<i>Course title and description</i>
	<p>The final competency exams provide the opportunity for students to demonstrate their competency in the knowledge and skills of the program, and to receive detailed individual feedback and support to master any skills or knowledge that require improvement. The exams test the student's competencies in the following areas:</p> <ul style="list-style-type: none"> • Working with an individual's dream • Working with a somatic experience • Working with one's own relationship conflict • Working with a couple or family • Facilitating a group • In-depth Case (Individual, Relationship or Group) • Altered States <p>The <i>Exam Guidelines</i> document, supplied separately, provides detailed procedures and criteria for each specific exam topic.</p>
<p>AC-I-955 Credits 2.0 Prerequisites None</p>	<p>AC-I-955 Internship I</p> <p>This course, along with AC-I-956 fulfills the student's internship requirement. The course provides students with essential experiential learning by applying process-oriented facilitation skills within a unique context. The internship includes a practical training experience and a weekly supervision class. Students participate in a supervision group together each week for the duration of the internship. The internship experience and class are supervised by the River's Way Community Clinic director and assistant faculty. All RWCC faculty supervisors are experienced in various types of applications of process-oriented facilitation and students learn together by observing and participating in supervision for different types of internship placements. Some students will choose a field placement site and have an offsite supervisor as well as participate in the RWCC internship supervision. Some students will choose RWCC as their primary internship site, and therefore will have no offsite supervisor. It is the student's responsibility to research, apply and make arrangements for the internship field experience, in consultation with their study committee. The internship focuses on developing facilitation skills, examining ethical and legal issues that arise in clinical, organizational and community settings, translating skills and methods into practice, collaborating with professionals across disciplines, and on other issues related to the student's professional development. Internship activities commence in the Spring Quarter, may continue over the Summer, and are completed by the end of the Fall Quarter of the 2nd year. Weekly internship supervision is available through the summer break for students continuing their internships to ensure continuity.</p>
<p>AC-I-956 Credits 2.0</p>	<p>AC-I-956 Internship II</p> <p>This course, along with AC-I-955 fulfills the student's internship requirement. The course provides students with essential experiential learning by applying process-oriented facilitation</p>

<i>Course code & credits</i>	<i>Course title and description</i>
Prerequisites AC-I-955	skills within a unique context. The internship includes a practical training experience and a weekly supervision class. Students participate in a supervision group together each week for the duration of the internship. The internship experience and class are supervised by the River's Way Community Clinic director and assistant faculty. All RWCC faculty supervisors are experienced in various types of applications of process-oriented facilitation and students learn together by observing and participating in supervision for different types of internship placements. Some students will choose a field placement site and have an offsite supervisor as well as participate in the RWCC internship supervision. Some students will choose RWCC as their primary internship site, and therefore will have no offsite supervisor. It is the student's responsibility to research, apply and make arrangements for the internship field experience, in consultation with their advisor and supervisor. The internship focuses on developing facilitation skills, examining ethical and legal issues that arise in clinical, organizational and community settings, translating skills and methods into practice, collaborating with professionals across disciplines, and on other issues related to the student's professional development. Internship activities commence in the Spring Quarter, may continue over the Summer, and are completed by the end of the Fall Quarter of the 2 nd year. Weekly internship supervision is available through the summer break for students continuing their internships to ensure continuity.

Independent Studies and Terminal Projects

There are two additional courses that may be taken if required by special approval. Enrollment in these courses is only by approval from the program dean, and additional tuition fees are due at the standard per credit cost.

These courses must be approved by the dean. Credits are assigned based on the amount of work necessary for the student to complete the required academic and professional development, as outlined in the learning agreement, and following the PWI definition of a unit of credit.

Independent Studies AC-IS-998

The independent study course is designed to support students who need more work on specific learning areas and who may benefit from additional supervision, personal and professional development or tutorials. In the case of knowledge gaps or unsatisfactory academic progress, the Study Committee and the student may consider additional academic engagement, and design a learning agreement for enrollment in the Independent Studies course. Enrollment in this course must be approved by the program dean. The course is usually one credit over a quarter, and includes three faculty sessions for advising, supervision, tutorial or evaluative purposes.

Credits: As specified and approved.

Terminal Projects AC-TP-999

The Terminal Projects course is designed for students who have completed all required residency intensives, but have outstanding program requirements for graduation. The course is one credit over a quarter. To request enrollment in a Terminal Projects course, the student and their advisor must prepare a learning agreement for approval by the program dean. The Terminal Projects course includes three faculty sessions for advising, supervision, tutorial or evaluative purposes.

Credits: As specified and approved.

Student Services

Advanced Certificate students receive access to all student services as specified in the body of the Catalog (pp. 30-33).

Financial Assistance

Please refer to the section on financial assistance in the body of the Catalog (pp. 38-39).

Admissions

The Advanced Certificate program is a post-baccalaureate, cohort-based program in which an entering group stays together throughout the length of the program. Cohorts are required to include a minimum of 12 students and a maximum of 18 students to ensure the best learning environment. Cohort start dates are regularly advertised on the website. However, PWI accepts applications at any time, and applicants are encouraged to make contact with our Admissions and Outreach Coordinator if they are interested in the program. PWI reserves the right to start additional cohorts or postpone commencement of programs dependent on circumstances.

Application Packet

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

- A completed online application form.
- A curriculum vitae or resume.
- Three letters of recommendation, with minimum of one from a Processwork diplomate.
- Official transcripts sent directly from the school to the PWI registrar to demonstrate that the student meets the Bachelor's degree admission requirement. If transcripts are in a language other than English, they need to be translated by a certified translator and the translations sent with the originals. As explained below, transcripts from non-U.S. accredited institutions must be independently verified for U.S. equivalency before enrollment in the program.

- Essay describing the applicant’s calling to pursue this program, and answers to the questions on the application form.
- An application fee of \$100.

Application forms and materials are available at PWI and on the PWI website.

Admission Requirements

1. Bachelor’s degree: all applicants must have completed a baccalaureate degree from an appropriately accredited school.

Note for non-U.S. residents in particular: If the applicant’s undergraduate hours or degree were granted by a non-U.S. institution, transcripts must be evaluated for equivalency to a U.S. Bachelor degree by the International Education Research Foundation (IERF) or another authorized credential evaluation service. Transcripts must be translated by a professional translator fluent in the language of the transcript. To be considered for a student visa, applicants must also certify that they have the necessary finances available for one year of the program.

2. English language competency.

The Advanced Certificate program requires a high degree of verbal participation because of its experiential learning style. As a result, non-native English speakers need to provide evidence of spoken and written English ability. PWI may require evidence of the following minimum achievement levels:

A minimum score of

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

Or, alternatively,

- A minimum grade of Level 3 on the ACT COMPASS’s English as a Second Language Placement Test.
- A minimum grade of Pre-1 on the Eiken English Proficiency Exam.
- A transcript indicating completion of at least 30 semester hours of credit with an average grade of “C” or higher at an appropriately accredited/recognized accredited college or university where the

language of instruction was English; “B” or higher for Master’s, First Professional Degree, or Professional Doctoral Degree.

- A transcript indicating a grade of “C” or higher in an English composition course from an appropriately-accredited/recognized college or university; “B” or higher for Master’s, First Professional Degree, or Professional Doctoral Degree.
3. Evidence of Readiness for Advanced Training, as described in the following section.

Evidence of Readiness for Advanced Training in Process-Oriented Facilitation

Admission to the Advanced Certificate requires previous foundational training in Processwork or process-oriented facilitation or process-oriented psychology, and the following additional admission procedures are used to determine the student’s readiness for the advanced program of study.

The International Association of Process-Oriented Psychology (IAPOP) has an established mid-point review standard, also called Phase I exams by some schools. Admission to the Advanced Certificate is based on this skill and knowledge level. In general, mid-point study is equivalent to the time spent in an MAPOF or MACF program. Approximately 600 class hours or workshop hours, at least 20 hours of personal therapy or coaching, and 40 hour of supervision are the approximate equivalents of the mid-point status. However, PWI recognizes some students will come from self-guided study of process-oriented facilitation and Processwork. Others will have graduated with an MA degree from a process-oriented MA program. Because of the diversity of different training programs in the world and the different pathways students may have taken to get to the mid-point level of process-oriented skills, the admissions process for the Advanced Certificate offers different options for demonstrating Evidence of Readiness and qualifying for an admissions interview for the program.

All students requesting admission to the Advanced Certificate program must complete the online application and submit the application packet as specified above. In addition, all applicants must supply Evidence of Readiness depending on their circumstances, as described in the options below.

- Graduates from PWI Masters degrees (MAPOF/MACF)

Applicants with an existing MA degree from PWI do not require further skills or knowledge assessment and are eligible for interview if all the application materials are submitted satisfactorily. This includes graduates of the MA in Process-Oriented facilitation (MAPOF), the MA in Conflict Facilitation (MACF) and students that were in the MA in Processwork program (MAPW) that took their mid-point exams and were in the program a minimum of two years. Having achieved those degrees or status qualifies the student for a review of their application and the interview process.

- International Association of Process-Oriented Psychology (IAPOP) Mid-point Review/ Phase Two students

Applicants with a mid-point or Phase I exam “passed exams” status from an IAPOP approved school, do not require further skills or knowledge assessment and are eligible for interview if all the application materials are submitted. The applicant should submit official exam results from the school and provide consent for PWI to contact the school for a referral.

- Applicants from Self-Guided Learning Paths

Applicants that have been studying Processwork or process-oriented psychology or process-oriented facilitation on a self-guided path, and have not passed mid-point exams will require additional documentation of their skill level before they can be offered an admissions interview for the Advanced Certificate program. There are two paths for this type of assessment:

1. If a student has or had study committee members that are IAPOP approved diplomates, and these study committee members have observed their progress directly, then study committee members may submit recommendation letters based on their assessment of the student’s skill level. The student should have reached the equivalent of IAPOP Phase I exam skill level to be recommended for the Advanced Certificate. Two study committee members must both recommend admissions to the Advanced Certificate program, before the student can be offered an admissions interview. These recommendations only qualify the student for the application and interview process. Further assessment is then made by the admissions committee. The admissions committee may decide to allow the student direct access in to the Advanced Certificate, based on the strength of the study committee recommendations, or refer the student for a required “determination of skill level assessment” (DSLAs), as defined below.
2. If the student has not been working with a study committee and yet has significant study in process-oriented psychology or facilitation, the student may directly request a determination of skill level assessment (DSLAs) to provide Evidence of Readiness.

Determination of skill level assessment (DSLAs)

The DSLAs may be done via video conference or in person at PWI. The DSLAs is completed by one of three faculty members designated for these assessments. The faculty use the DSLAs standards checklist to provide validity and reliability of standards for the DSLAs process. The DSLAs assesses students in the three core areas of skill development: individual, relationship, and group facilitation. Students requesting the DSLAs complete a review document of their progress and learning up to this point in process-oriented work, and must sign a consent form allowing the faculty involved in the DSLAs to give them feedback about their work.

Interview

If the written application shows that the applicant fulfills the requirements of the Advanced Certificate program, they will be invited to an interview with the admissions committee. In this interview, the admissions committee will discuss with the applicant their prior experience and education preparing them for facilitation, readiness, and ability to enter the program, and resources available to complete the program. The interview also gives the applicant the opportunity to ascertain whether the Advanced Certificate program is the best learning environment for them. Within a week of the interview, the registrar will notify the applicant of the decision.

Enrollment

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

For Non-U.S. Residents Applying to the Advanced Certificate Program

This school is authorized under federal law to enroll non-immigrant alien students. A checklist for applying for a student visa is available on the PWI website under “International Student Information.” Once PWI has received the applicant’s documentation and determined that the requirements are met, it will send the applicant a completed I-20 form, which is necessary to apply for a student visa at the U.S. Embassy located in the applicant’s home country. It is then the applicant’s responsibility to contact the U.S. Embassy and make an appointment. Prospective students are advised to make their own enquiries and understand all the requirements prior to applying for the program.

Tuition and Fees

The tuition cost and required program fees of the Advanced Certificate program include all in-person and distance course work, study committee meetings, and program administration. Tuition may be adjusted at the beginning of each academic year. Reenrollment and additional costs will occur if courses are required to be repeated. The tuition and program fees do not include books and reading materials, travel costs, long distance telephone fees, local and offsite room and board, or personal and professional development sessions. A detailed breakdown of program costs is provided below, including estimated additional costs for books, travels etc.

Total Program Fees for Cohorts Enrolling 2017

Program Tuition (per credit cost = \$360)	\$20,700
Application Fee	\$100

Graduation Fee (paid in last quarter)	\$25
Technology Fee (\$75 paid per quarter – summer omitted)	\$450
Tuition plus required program fees	\$21,275

Estimated additional program costs

Lodging - shared (estimate based upon 18 nights at average rate of \$30/night)	\$450
Books (estimated)	\$475
Personal and Professional Development (estimate based upon 60 sessions @ \$80)	\$4800
Estimated Total Program Cost	\$27,090

Fees and tuition are subject to periodic change; please refer to PWI website for the most current information.

Program Cost Summary

Tuition Cost:	\$20,700
Tuition plus required program fees:	\$21,275
Estimated Total Program Cost:	\$27,090

Graduation Fee

Billed in last semester of the program, this fee covers the cost of graduation: \$25

Technology Fee

Billed each academic quarter, this fee covers the costs associated with the PWI online Learning Management System (LMS) named Sakai: \$75/quarter (summer term omitted) for a total cost of \$450

Miscellaneous Fees (if required)

Interim fee	\$100
Additional transcripts	\$15
Returned Check Fee	\$15

Tuition installments

Tuition is due in quarterly installments. Tuition installments are due on the first day of each quarter. Invoices are sent 30 days prior to the beginning of the quarter. See the academic calendar for tuition due dates.

Tuition Refund Policy

A student is permitted to withdraw during any part of the program in whatever manner – in writing, by phone, or in person. The following policy guides the minimum tuition refund entitlement in the case of student withdrawal. Tuition refunds are calculated based on unused instructional time and are prorated on a weekly basis up to the middle of the academic term. Other fees are not refundable.

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

PWI academic programs are structured in academic quarters of ten weeks. The following table outlines the refund policy based on the weeks of the quarter.

<i>Withdrawal Point</i>	<i>Refundable Tuition</i>
Prior to the first day of the quarter	100%
Within first week of the quarter	90%
Within the second week of the quarter	80%
Within the third week of the quarter	70%
Within the fourth week of the quarter	60%
Within the fifth week of the quarter	50%
Sixth week of later	No entitlement to refund

Academic and Administrative Policies and Procedures

Assessment Approach and Grading Policy

PWI uses percentage grading and standard, conventional letter grades (defined in the table below), as one way to measure a student's progress, while recognizing that this is not a complete representation of a student's development. Percentage grading and conventional letter grades provide a commonly accepted measure of competency that is recognizable by others in academic and vocational contexts, and provide benefits for future employment and educational opportunities. We provide this conventional assessment measure in the context of our values, and our commitment to being a learning environment that:

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

Along with conventional grades, students also receive detailed, qualitative written and verbal feedback on their work, and are supported to work with and integrate evaluation feedback through advisor, supervisor and study committee meetings, as well as through personal and professional development sessions.

Process Work Institute faculty are dedicated to facilitating an intellectual dialogue with students and to providing coaching and support for the student's learning throughout the program.

Evaluation of student's learning and progress in Advanced Certificate courses includes traditional sources of teacher feedback (graded assessments and exams), and support to build the student's skills at productive, "inner" evaluation. The capacity to give and receive feedback, to learn on the spot under pressure, and to modify and adjust what one is doing in response to feedback is intrinsic to the facilitator's role, and developing a positive self-evaluative capacity is an integral part of the program. Inner evaluation includes a process of working with internalized assessors, critics, and reactions to feedback, as well as understanding and working with feedback from the deepest part of oneself.

Course Grades

Student achievement in each course is assessed by the teaching faculty through individual graded items that are described in the syllabus. The cumulative total of these assessments is compiled into the student's final grade for the course.

Graduation

Graduation occurs at the end of the quarter that a student has completed all Advanced Certificate courses and requirements, and achieved a cumulative grade point average of 3.0 (B average) or above for the program. Course requirements include: supervision sessions, peer group meetings, study committee meetings, and completion of the non-credit bearing requirement for personal and professional development mentorship sessions. The student must successfully complete their final assessment courses in order to graduate. The Registrar must receive documentation of completed requirements in order for a final transcript and degree certificate to be issued. All financial obligations must be met for graduation to occur.

A commencement ceremony occurs in the final residency of the program. At the commencement ceremony, PWI pays tribute to each student's accomplishments and celebrates the cohort with peers, family, friends and the PWI school community.

Satisfactory Academic Progress and other administrative policies

Please refer to the main Catalog (pp. 43-47) for Satisfactory Academic Progress and associated policies including the Transcript Grading Key, Change of Grade, Incomplete Policy and Transfer Policy.

Ethical Conduct Policies and Procedures

Please refer to the main Catalog (p.50-57).

Academic Calendar

The Process Work Institute delivers classes in four academic quarters, and maintains office opening hours as detailed in the main Catalog. The Advanced Certificate detailed academic calendar is provided below.

Faculty Listing

See Faculty Listing Catalog Addendum.

Academic Calendar - Postgraduate Certificate in Advanced Process-Oriented Facilitation (Advanced Certificate)					
	Quarter Dates	Residency Dates	Course Code	Course Title	Credits
Fall	October 1-December 10	October 16 -29, 2017	AC-FD-901	Facilitator Development I	2.0
	<i>Quarter credits 9.5</i>		AC-IF-911	Individual Facilitation Masterclass I	2.5
			AC-RF-921	Relationships Masterclass I	2.0
			AC-FSR-951	Facilitation Skills I (live supervision)	2.0
			AC-DAPR-991	Developmental Assessment & Progress Review I	1.0
Winter	January 5-March 13	February 3 - 16, 2018	AC-FD-902	Facilitator Development II	2.0
	<i>Quarter credits 9.5</i>		AC-GF-931	Group Facilitation Masterclass I	2.5
			AC-IF-912	Individual Facilitation Masterclass II	2.0
			AC-FSR-952	Facilitation Skills II (live supervision)	2.0
			AC-DAPR-992	Developmental Assessment & Progress Review II	1.0
Spring	April 30-July 5	May 27-June 9, 2018	AC-FD-903	Facilitator Development III	2.0
	<i>Quarter credits 11.0</i>		AC-RF-922	Relationships Masterclass II	2.0
			AC-GF-932	Group Facilitation Masterclass II	2.0
			AC-FSR-953	Facilitation Skills III (live supervision)	2.0
			AC-DAPR-993	Developmental Assessment & Progress Review III	1.0
Fall	October 1-December 10	October 1-14, 2018	AC-I-955	Internship I	2.0
	<i>Quarter credits 11.5</i>		AC-FD-904	Facilitator Development IV	2.0
			AC-RF-923	Relationships Masterclass III	2.5
			AC-IF-913	Individual Facilitation Masterclass III	2.0
			AC-FSR-954	Facilitation Skills IV (live supervision)	2.0
Winter	January 5-March 13	January 5 - 18, 2019	AC-DAPR-994	Developmental Assessment & Progress Review IV	1.0
	<i>Quarter credits 8.5</i>		AC-I-956	Internship II	2.0
			AC-FD-905	Facilitator Development V	2.0
			AC-GF-933	Group Facilitation Masterclass III	2.5
			AC-DAPR-995	Developmental Assessment & Progress Review V	2.0
Spring	April 30-July 5	May 29 - June 11, 2019	AC-FSR-955	Facilitation Skills V (live supervision)	2.0
	<i>Quarter credits 7.5</i>		AC-FD-906	Facilitator Development VI	2.5
			AC-IPD-980	Integration and Professional Practice Development	4.0
			AC-DAPR-996	Developmental Assessment & Progress Review VI	1.0
				Quarter credit total	57.5



2049 NW Hoyt Street, Portland, Oregon 97209
503-223-8188 • Fax: 503-227-7003 • pwi@processwork.org