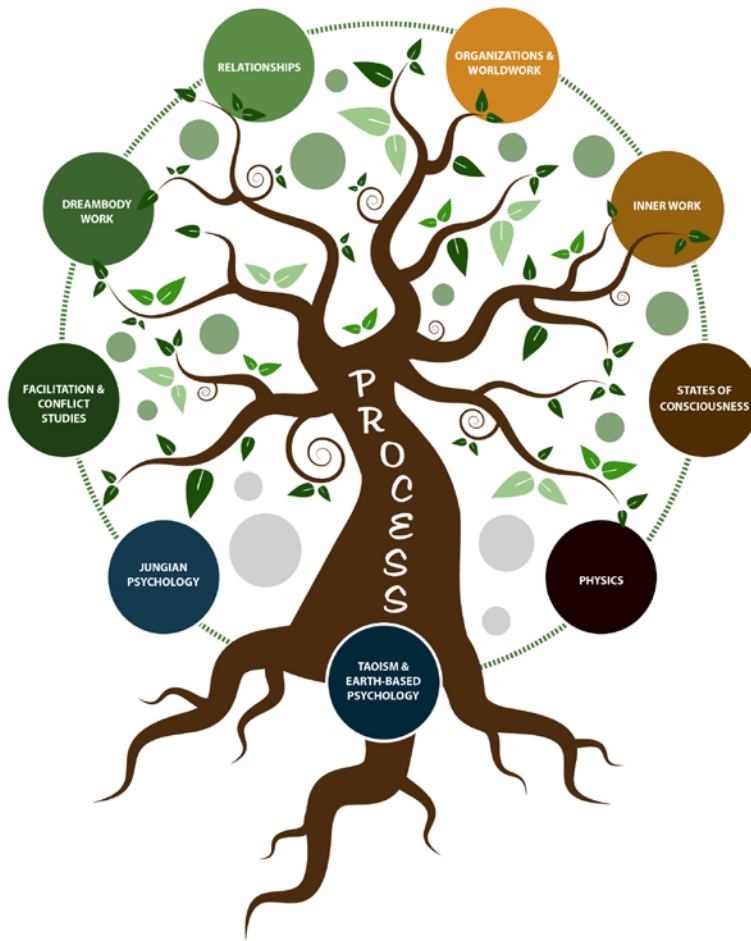




## Certificate in Processwork



## Student Handbook

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All rights reserved. The Process Work Institute makes every effort to ensure the accuracy of the information contained within but reserves the right to change programs, courses and requirements; and to modify, amend or revoke any rules, regulations, policies, procedures or financial schedules at any time during a student's enrollment period.

This catalogue is updated periodically. This version and previous versions are kept on permanent file at PWI.

Effective Date: April 21, 2016

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## About the Process Work Institute

The Process Work Institute is a non-profit educational institute devoted to research and training in process-oriented facilitation methods, founded in the paradigm of Processwork. It is one of nearly thirty centers worldwide dedicated to using process-oriented methods for furthering our understanding of the fundamental problems facing individuals and groups today.

The Institute serves as a center for professional and personal growth, offering degree and non-degree programs, and specializing in vocational training in process-oriented facilitation and conflict studies.

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

### Vision

Our vision is of a sustainable, flourishing, deeply democratic world that values all viewpoints and all levels of experience, and facilitates their interaction in order to reveal the potential meaning and growth that lies at the heart of even the most disturbing human experiences.

We dream of a world where everyone has the skills, understanding, and ability to facilitate the process of relating (to oneself, to others, to the world) because we have seen how this can bring unexpected solutions and relief to many areas of human striving, including personal and social development; post-war recovery; conflicts in organizational, social, and domestic settings; interpersonal issues; and individual distress and life challenges.

### Mission

Our mission is to provide vocational, high quality training in process-oriented facilitation methods and Processwork applications across individual, relationship, group, and organizational contexts and to serve as a center for the teaching, research and development of techniques for working with process.

We prepare graduates with the skills needed for employment in roles such as management, mediation, facilitation, individual coaching, leadership, human resource and community services management, organizational consultancy, and training.

Process is the potentially meaningful flow of inner and outer signals that can be observed in individuals and groups. Processwork facilitation techniques work with behaviors, feelings,

interactions, expression, and inner experiences to elicit unexpected solutions and meaning from the most difficult problems.

Our mission serves a diverse local and international community of learners seeking quality education and training delivered through a rigorous combination of academic and vocational study, practical and experiential learning, personal development and social awareness.

## Values

Our values include awareness, diversity, learning, relationship, collaboration, and a continued commitment to personal growth. We are committed to a learning environment that:

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

## Authorization and Approval

The Process Work Institute is a nonprofit corporation, 501 (C) (3), incorporated under Oregon law in 1989, and authorized by the State of Oregon to offer and confer the certificate 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 Office of Degree Authorization, 775 Court St NE, Salem, Oregon 97301.

## Program Administrative Officers and Staff

**Chris Allen, Ph.D.**, President

**Hellene Gronda, Ph.D.**, Dean of Academic Programs, Research and Development

**Meghan Green, B.A.**, Director of Administration

**Annie Donehey, B.S.**, Manager of Technology

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

**Theresa Magno-Mendoza**, Bookkeeper & Registrar

## Contact details

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Website: [www.processwork.org](http://www.processwork.org)

Prospective students seeking further program information, please contact Myriam Rahman, Admissions & Outreach Coordinator, for an appointment, in person or via telephone or skype.

**Myriam Rahman** [myriam.rahman@processwork.org](mailto:myriam.rahman@processwork.org) or (503) 223-8188

# The Certificate in Processwork

## Introduction

Welcome to the Certificate in Processwork program. The Certificate Program is a self-guided, independent study of the fundamentals of Processwork, which offers you an opportunity to use Processwork for personal and professional growth. The Certificate Program can be designed to meet your learning goals with a pace, style, and structure that suits your unique and individual needs and tastes. The Certificate Program allows participants to study anywhere in the world, as well as on-line or through teleconference courses. The Certificate Program is unique in the diversity and multi-cultural learning that happens through learning together with people from around the globe.

The Certificate Program provides students with a wide range of learning opportunities and encourages each student, in collaboration with a Mentor, to design a program tailored to his or her individual needs and interests. Standard requirements include participation in seminars, trainings, supervision and mentor sessions. In addition to these basic requirements, each student formulates a learning agreement which includes his or her individual needs and areas of interest.

Upon completion of this program, a certificate of study is awarded, verifying that the graduate is a Processwork Associate, having explored the fundamentals of Processwork. Upon completion of the program, Processwork Associates will have a grasp of process principles and a foundational ability to apply Processwork skills in a variety of settings.

The Certificate Program is designed to be available as a non-local program of study. Through seminar and course participation in various locations, students can collect the required number of hours of study. Any Processwork training or event facilitated by a Certified Processwork Diplomat counts towards fulfilling the training hours of study. There are Processwork communities and training centers around the world. Please check with the International Association of Process Oriented Psychology (IAPOP) website for a list of training centers and events around the world.

## What is Processwork?

Processwork is an interdisciplinary approach to individual and collective change. It developed in the 1970s and 1980s when Dr. Arnold Mindell, a Jungian analyst in Zurich, began researching illness as a meaningful expression of the unconscious mind. Also known as Process-oriented Psychology or Dreambody work, Processwork offers new ways of working with areas of life that are experienced as problematic or painful. Physical symptoms, relationship problems, group conflicts and social tensions, when approached with curiosity and respect, can lead to new information that is vital for our personal or collective growth. With roots in Jungian psychology,



Taoism and physics, Processwork is based on the assumption that the solution to a problem is contained within the disturbance itself. Processwork has developed into a comprehensive therapeutic system designed for working with the entire spectrum of human experience. It provides a practical framework through which individuals, couples, families and groups can connect with greater awareness and creativity. Processwork has been applied to many areas, including work with seriously ill and dying people, conflict resolution, organizational change processes, altered and extreme states of consciousness and addiction.

## **Who are Our Students?**

The Certificate Program is intended for people who want to explore Processwork principles and practices for their personal and professional growth and education. Others may see the Certificate Program as an opportunity to accelerate and deepen their learning along their personal or spiritual journey. Some students are professionals in fields such as organizational development, education, law, the arts and religion. Others come from health related fields such as psychology, counseling and nursing. Depending on their background, students may focus on personal or spiritual growth, general training or on enhancing clinical skills.

## **Disclaimer**

The Certificate is an entry level certification that enables students to deepen their understanding of Processwork. It does not on its own prepare people for practice in mental health, coaching, or organizational work. Students should have other qualifications such as advanced degrees to practice in their domain of expertise.

Process Work Institute is authorized by the state of Oregon to offer this certificate however students are cautioned that it is not recognized by any license granting agency as a basis for licensure or professional membership as a licensed mental health practitioner in Oregon. Students are responsible to research their domain of expertise and practice in the state or country where they live and work.

PWI expects graduates of all our programs to work collaboratively with other professions and abide by relevant regional requirements.

# Application and Admissions

## Admission to the Program

To be admitted to the Certificate Program, the applicant submits an application form which describes their interest in studying, and reasons for wanting to join the program. A letter of recommendation from a Processwork Diplomat, PWI MA graduate, or Processwork Associate (Certificate graduate) is also required. After submitting the application with a non-refundable fee of \$75, the student will be interviewed by a member of the admissions committee, to discuss the suitability of the program for the student. If after the interview, both the student and admissions committee member agree on the direction of study, the student is admitted to the program.

## Deferment Policy

Students accepted into the Certificate program may defer enrollment up to one year from their date of acceptance. If at the end of one year, the student has not matriculated, the offer of admissions expires and the student will be required to repeat the full application process. Requests for deferred admissions must be made to the registrar in writing (mail or email is acceptable). No deposit is necessary for a student to hold their admission spot for one year.

## Program Costs

Certificate program costs will vary significantly depending on the number and type of courses the student selects as well as who they choose as their Mentor. Fixed program fees include a \$75 application fee and an enrollment fee of \$250 which covers PWI administrative costs. Please see below for the minimum Refund Policy.

Mentorship sessions are paid directly to the mentor and fees vary. Some faculty may accept students on a sliding scale. Please see the website Faculty Directory for contact details. Please note that students may complete training in their home country, where fees will reflect the local economic situation. In the US there are opportunities to participate in training through work-study arrangements, and many diplomates offer sliding-scale fees for individual sessions.

Please note that estimated program cost does not include costs for books, travel, meals or lodging.

Application Fee	\$75
Enrollment Fee	\$250
25 Individual Mentorship Sessions estimated at \$100 per session (fee per session to be negotiated with the Mentor)	\$2500

<p>Training Fees (estimated at 6 weeks @ \$750 per week)</p> <p>Students may complete training in their home country where fees will reflect the local economic situation.</p> <p>Approximate costs in the United States:</p> <p>The five-week Intensive Course held in Portland each January - February at \$3200.</p> <p>Week-long seminars are between \$500-\$1000</p> <p>Weekend seminars are between \$250-\$500</p> <p>Individual Processwork facilitation, tutorial supervision or personal sessions range from \$50-\$140, to be negotiated with the practitioner.</p>	\$4,500
<p style="text-align: right;">Approximate total program cost</p> <p>Please note: some students complete the Certificate at a lower cost by accessing work-study arrangements for training and sliding-scale fees for individual sessions.</p>	\$7,325

All fees are subject to change.

## Program Requirements

### Mentorship (25 hours)

Mentor sessions are individual Processwork sessions with a PWI Faculty Diplomat. They constitute the core of the Certificate program. Mentorship sessions are tailored to the student's interests and may address personal, therapeutic, or professional goals.

The student is required to complete 25 hours of one-to-one work with their Mentor. Processwork mentorship in the Certificate ensures that the student gains increased understanding of his or her emotional, interpersonal, intellectual and spiritual development.

In addition to providing Processwork sessions, the Certificate Mentor is responsible for guiding the student's learning experience. The Mentor helps the student to create the learning agreement and monitors their progress in fulfilling the required hours. The Mentor also approves the student's plan for the summative project, and provides feedback on its completion.

Approximately 1/4 of the total time a student spends with their Mentor will be focused on guiding the student's learning experience in the program. The rest of the time will be focused on supporting the student's emotional, interpersonal, intellectual, professional and spiritual growth. For example, approximately one of every four Mentor sessions may be used to work on reviewing the student's progress in the program (e.g. reviewing the learning agreement or discussing ideas for the Summative Project). Or perhaps the student and Mentor will choose to spend the last 20 minutes of every third session to review the student's progress in the program. The Mentor and students will determine together what structure works best for them.

Please note:

- 20 out of the 25 Mentorship sessions must be with the same diplomate.
- 5 sessions may be with any other diplomate(s) of student's choosing (but may also be with the Certificate Mentor).
- Students must choose their Certificate Mentor from the Process Work Institute Faculty. Please see the website Faculty Directory for the most up to date faculty listing and biographical details.

The Mentor provides Processwork sessions to facilitate the student's personal and professional growth, however students and Mentors should be clear that this work occurs in the context of an educational experience designed to introduce students in the fundamentals of Processwork. Mentor sessions may have a therapeutic focus, however prospective students primarily seeking to treat mental health issues should find this outside the program parameters.

### **Processwork Training (175 hours)**

The student is required to complete a minimum of 175 hours of training across the following 6 topic areas:

- Body Work
- Relationships
- Inner Work/Individual Work
- Group Work
- States of Consciousness
- Clinical Training

The Learning Agreement, created in collaboration with the Mentor, describes how the student will complete the 175 hours of Processwork Training across these 6 topic areas. The type of training can consist of seminars, classes, workshops, online and distance learning, and individual or group tutorials. It could be theoretical study with a tutor, or one-to-one sessions to focus more deeply on an area of personal growth and development, or supervised case work, if the student wishes to become more masterful in their facilitation skills.

Each of the 6 topic areas should be covered in the Certificate training, but a student may wish to focus on one or two areas in particular.

**Body Work** includes training in:

Bodywork

Symptoms and illness  
Near-death and coma work  
Movement

**Relationships** includes training in:

Couple work  
Conflict work  
Family work

**Inner Work/Individual Work** includes training in:

Inner Work  
Dreams and dreaming  
Creativity  
Life myth

**Group Work** includes training in:

Worldwork  
Open Forums  
Conflict facilitation  
Diversity, deep democracy  
Leadership  
Organizational work  
Team work

**States of Consciousness** includes training in:

Extreme states of consciousness  
Addictions  
Trauma and abuse  
Coma work  
Palliative care  
Dementia and near death states of consciousness

**Clinical Training** includes training in:

Supervision  
Training seminars  
Process Labs  
Process Theory courses

150 hours of training in the 6 main topic areas can be satisfied by attending the PWI Winter Intensive Course held January-February of each year in Portland, Oregon.

Students must enroll in the Certificate within one year of the Winter Intensive attendance to have it count toward the Certificate requirements.

Students who use the Winter Intensive Course to satisfy 150 of the 175 required training hours will need to complete an additional 25 hours of training. They can use these 25 hours to focus on one or more of the 6 topic areas listed above or to do additional one-to-one sessions to focus more deeply on an area of personal growth and development.

## Summative Project

The Summative Project is intended to provide closure and a celebration of the student's learning experience. Depending on the area of focus, each student creates his or her own Summative Project that will be submitted and reviewed by the Mentor at the completion of the program. The Mentor approves the student's plan for the Summative Project, and provides feedback on its completion. The written component of a Summative Project is not expected to be more than 3 pages.

Once reviewed and approved by the mentor the student will submit a copy of the Summative Project to the PWI Registrar for the student record.

Examples of the Summative Project include: a short written essay; a brief visual presentation; a write-up of a series of supervised sessions, in which the student displays his or her grasp of the area and gets feedback on their skills; curriculum for a workshop or training in an organization using Processwork methods; or a write-up of a session analyzing a video tape of the students' work. It could also be a creative project, demonstrating an understanding of Processwork through artistic media such as dance, performance, music, art, etc. In the case of a creative project, the student writes a short report to document their learning.

## The Learning Agreement

The Learning Agreement (LA) is central to the Certificate Program. It is a contract created collaboratively by the student and the Mentor, and must meet minimum standards as laid out in the LA template (available from the PWI office). After selecting a Mentor, the student has 1 month to submit a learning agreement approved by their Mentor to the registrar. A copy of the LA is kept in the student file.

The Learning Agreement is based around the student's personal and professional goals. It should include:

- The special interests and directions that student wishes to pursue within their studies

- How the student plans to meet the course requirements
- Processwork areas of specialization (if desired)
- Specific detail about the student's learning goals including:
- Personal and professional goals they plan to accomplish during the course of study
- An outline of the Summative Project that the student will submit upon the completion of the Certificate Program.

The LA is a living document and may be amended during the course of the program with the approval of the Mentor, to best support the student's learning goals. In the case of significant changes to the learning agreement, the Mentor will advise the student to submit a revised LA to the registrar.

Completion of the program depends on the student fulfilling the requirements and meeting the learning goals described in the Learning Agreement. After enrolling, the student will be sent a Learning Log to track participation at seminars, courses, and to record Mentor session hours.

## **Assessment and Program Completion**

### **Evaluation Criteria**

The student and Mentor develop and work with the Learning Agreement to guide the student's activities in the Certificate Program, and the student maintains a learning log that tracks and records the minimum hours of study. The Learning Agreement outlines the individualized Summative Project that constitutes the culmination of the Certificate.

The Summative Project constitutes the culmination of the Certificate Program and its completion is required to complete the program. Once reviewed and approved by the mentor the student will submit a copy of the Summative Project to the PWI Registrar for the student record.

### **Review of the Learning Agreement**

The Mentor and the student decide together how often the student's progress should be reviewed. The review should consider: how accurate were the initial goals and direction, given the student's development and process today? Has the student been able to fulfill the basic requirements formulated in the Learning Agreement? Are there any adjustments that need to take place? Having periodic review periods allows the student to consistently adjust the training to suit their needs. Revised Learning Agreements are signed by both Mentor and student, and submitted to the Registrar.

## **Program Completion**

To be eligible for Certificate completion, the student must have been enrolled in the program for a minimum of one year, the minimum requirements have to be met, the Summative Project submitted, and the Learning Agreement has to have been fulfilled, and signed off by the mentor.

To verify completion of Certificate requirements, the student is required to maintain a Learning Log, and provide evidence of completed sessions and training. Evidence can include signatures in the learning log with training date, title, instructor name; training receipts; or written confirmation (e.g. email) from the Processworker. Mentor sessions should be recorded in the Learning Log and documented similarly.

At program completion, the Mentor informs the PWI Registrar that the Learning Agreement has been completed. The student submits their Learning Log, the Summative Project write up, and any other documentation required to verify completion program requirements to the Registrar. The Registrar verifies completion of requirements and issues the Certificate in Processwork.

## **Duration of Program**

Maximum program duration:

- Two years for Winter Intensive Participants
- Three years if the Winter Intensive is not included

The student must complete the Certificate Program in two years if the Winter Intensive Course is used to satisfy the 150 hours of training. The student will have up to 3 years to complete the program if they do not use Winter Intensive Course hours.

## **Transfer of Credit from Other Programs of Study**

If a student is not completing the PWI Winter Intensive as part of the Certificate, they may request to transfer up to 25 hours of study from prior work (e.g. seminars, personal sessions, supervision, independent study) toward the 175 hours of training required. Transfer credit must have been completed within the year prior to enrollment. Transfer credit must be approved by PWI.

## **Enrolling in Other Processwork Programs**

Some students will meet their learning goals by completing the Certificate program. Others will want to extend their learning by enrolling in other Processwork programs. Each program has slightly different requirements for admissions. If applying into another program is the student's goal, students are encouraged to build this into their learning agreement, so that their learning process prepares them to meet the requirements needed in other programs. Please contact the



Outreach & Admissions Coordinator or visit [www.processwork.org](http://www.processwork.org) to learn more about programs of study at PWI.

## **Student Services**

### **Faculty**

Students choose their Certificate Mentor from the Process Work Institute Faculty. Please see the PWI website Faculty Directory for the most up to date faculty listing and biographical details.

### **Library and Information Resources**

PWI offers faculty and students an on-site library and bookstore which includes process-oriented psychology books, journals, and manuscripts. PWI's library contains over 1500 volumes of psychology and conflict related foundational books, subscription to key professional journals, and other journal articles, research, and books in related fields. This includes 500 theses and manuscripts on Processwork specializations and applications written by our graduates and over 100 video and audio tapes. Printed materials can be checked out of the library. Other learning resources such as audiotapes, videos, and video equipment are also available.

The library is open for students Monday through Friday from 10:00am- 5:00pm (PST). Because there are occasionally classes held in the library space, students needing time in the library can check out all library documents and may schedule time in the library by talking to office administrative staff. PWI also has a part-time librarian and students may schedule an appointment to access research assistance.

### **Counseling Services**

The Certificate Program is built around the relationship with the Mentor who can provide personal and professional development support. In cases where students require additional counseling, Process Work Institute can provide a list of counselors who are available if needed. Students may contact these counselors directly and can also ask their Mentor for assistance in choosing a counselor.

### **Job Counseling and Placement**

The Mentor is available to help the student develop long-term goals and plans for a professional career using their training in Processwork. PWI, however, does not help place students in positions nor does it guarantee job placement after the completion of the studies.

### **Scholarships and Financial Aid**

Currently, the Process Work Institute has no external funding source. We are aware that some people might want to apply for the program but are unable to afford the cost. We will always do

our best to work with those requiring assistance, but cannot guarantee our ability to offer tuition discounts or locate other funding sources. Students can apply for tuition discount and work-study scholarships by contacting the Director of Administration for courses offered at PWI.

### **Housing and Medical Services**

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

### **Community Government**

The Process Work Institute holds open community meetings three times a year. They are open to students, faculty and friends of Processwork. These meetings serve to deepen community, work on relationship issues, address student-faculty issues, and discover trends, directions and dreams within the community.

### **Process Work Institute Office Hours**

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

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

Minimal hours between December 25<sup>th</sup> and January 1<sup>st</sup>

## **Administrative Policies**

### **Refund Policy**

A student is permitted to withdraw during any part of the program in whatever manner - in writing, by phone, or in person. A student who elects to cancel their Certificate enrollment within 5 calendar days of enrollment will be entitled to receive a full refund of the Certificate Enrollment Fee. Please note that the Application Fee is not refundable. The 5 calendar days begin when the student signs the enrollment form, or confirms enrolment through email, or tuition payment. After the 5 day cooling off period, there is no entitlement to a refund of the Enrollment fee, however extenuating circumstances and financial hardship will be considered by student request.

For Process Work Institute public courses undertaken by a Certificate student as part of their Certificate program, the Process Work Institute public course minimum refund policy will apply:

- Up to and including 10% of the course, PWI retains 10% of the refundable tuition.
- Between 10% and 25% of the course, PWI retains 25% of the refundable tuition.
- Between 25% and 50% of the course, PWI retains 50% of the refundable tuition.
- After the student completes more than 50% of the course, PWI shall be entitled to retain total course tuition.

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

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

### **Student Records and Privacy**

The Registrar maintains a confidential file for each student, including application form, reference letter, Learning Agreement and Learning Log. At completion of study, a Registrar Report is created to document the completion of requirements. Students may see their records at any time by application to the Registrar. Students must authorize any person or party requesting to see their record, except for the mentor or the State of Oregon Office of Degree Authorization. Upon the student's written request, copies of academic records will be forwarded to a third party for a fee.

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

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

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

- School officials with legitimate educational interest
- Other schools to which a student is transferring
- Specified officials for audit or evaluation purposes
- Appropriate parties in connection with financial aid to a student

- Organizations conducting certain studies for or on behalf of the school
- Accrediting organizations
- To comply with a judicial order or lawfully issued subpoena
- Appropriate officials in cases of health and safety emergencies
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

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

### **Interim Policy**

Students may apply for an interim, a temporary absence from the program. A total of 6 months interim can be taken without having to reenroll. In 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 is required. All student fees must be up to date prior to the interim being approved, and library materials returned.

### **Grievances and Appeals**

Disagreements, conflicts or complaints by a student can be brought to their mentor who can help the student settle the complaint, mediate the conflict, or give them advice on how to settle the complaint. When the complaint cannot be brought to the mentor, for instance, the student has a complaint against their mentor, or, the student has a complaint against a faculty member that he or she does not want to arbitrate, this is brought to the Dean of Academic Programs. If the Dean feels this is a complaint of an ethical nature, he or she will recommend that the student file an ethics complaint with the Ethics Committee. If it is a matter of disagreement between the student and the teacher, the Dean or an Ombudsperson in the Dean's office will offer to facilitate or arbitrate the disagreement. If the student disagrees with the results of the arbitration procedure, the student may enter a dissenting statement into the record, which shall remain part of the student's confidential record. If the Dean feels the complaint reflects poor professional behavior on the part of the teacher, the Dean will investigate the matter.

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

Student complaints not resolved by the office of the dean should be submitted to the Oregon Student Assistance Commission, Office of Degree Authorization The Office of Degree Authorization, 775 Court St NE, Salem, Oregon 97301 or call 800-452-8807.

## Ethics Committee

The PWI ethics committee is responsible for facilitating discussions and awareness around ethical issues and for dealing with ethical complaints related to the Process Work Institute. This includes faculty, student, and public and community training issues. PWI values mediation and facilitation and endeavors to use Processwork skills to help with ethical issues. The PWI ethics committee holds no special privilege for anonymous consulting on ethical issues and is to be considered an educational and facilitative body rather than a body with decision making authority for PWI students and faculty. In cases of anonymous complaints or where the complainant requests for their name to be kept confidential, the ethics committee considers how to proceed and whether the anonymous complaint sets forth reasonable and credible information that a violation of the Institute's ethics have occurred and whether the complainant's identity is not necessary to investigate. The committee strives to provide confidentiality but confidentiality is not guaranteed to complainants, especially if the ethics committee feels further harm may be done by maintaining confidentiality.

The ethics committee has been part of PWI since the onset of the organization. Activities that may involve the ethics committee include:

- To initiate community-wide discussions on ethical issues.
- To develop and supervise public courses on ethics.
- To offer counsel on ethical matters for those faced with difficult decisions.

The ethics committee is a rotating body of volunteer faculty members at PWI who strive to broadly represent the community's perspectives. The ethics policy is available on the PWI website at <http://www.processwork.org/about/ethics>. Individuals or groups may submit complaints in writing to [ethics@processwork.org](mailto:ethics@processwork.org). Written complaints must contain the following: the basis of any allegation; all relevant names and dates and a brief description of the actions forming the basis of the complaint; and copies of any available documents or materials that support the allegations. Any individual or group bringing complaints against PWI, its faculty, or students, can expect the following:

1. An acknowledgement of receipt of the complaint from a member of the ethics committee, in writing or by telephone, within 72 hours of receipt of the complaint.
2. The ethics committee will assign a member of the committee to complete and maintain a record of the initial complaint, all documents and correspondence related to the complaint, the committee's findings and the resolution of the complaint.
3. The committee will inform the president and program dean of the complaint within 72 hours of receipt of the complaint and keep the president and program dean advised of the progress of the committee regarding the complaint including whether the complaint can be resolved through mediation and facilitation, or requires

administrative involvement. If the president or dean of programs is the object of the complaint, the chair person will contact the board of directors and inform them of the complaint.

4. The ethics committee will meet within seven days of receipt of a complaint to review the complaint and decide on a course of action which may include research of the issue at hand, interviews with parties to the complaint and consultation with outside sources as the committee deems necessary.
5. The ethics committee will make every effort to respond to complaints in a fair and equitable manner and to find a speedy resolution to the complaint; however some complaints may take several months to resolve.
6. Once a resolution has been determined, the ethics committee will send a written summary of the resolution and any timeline for actions to be taken to the immediate parties to the complaint.
7. The complete record of the complaint, the committee's findings and actions, as well as the resolution will be submitted to PWI within ten days of the written summary of the resolution.
8. The complete record of the complaint will be stored in the complaints file in a lockable, fireproof, and secured file drawer in the administrative office of PWI.

PWI is committed to the highest standards of student service. If this procedure fails, individuals or groups may follow up with: The Office of Degree Authorization, 775 Court St NE, Salem, Oregon 97301 or call 800-452-8807.

## **Conduct Policy**

Enrollment in the Certificate program automatically binds the student to follow the policies for conduct at the Process Work Institute outlined in this handbook. In addition, the Process Work Institute has an ethical code that applies to activities that are part of the educational and/or professional roles of Process Work practitioners. A copy of these ethical principles is provided to all students upon enrollment. It is available on the website: <http://www.processwork.org/about-pwi/ethical-principles-and-standards-for-process-workers/>

Decisions related to student and faculty conduct come under the authority of the PWI administrative team, and are bound by contract and policy requirements that are given to both students and faculty upon joining PWI. Conflicts directly related to academic program students and faculty should be directed to the academic program administration which includes the PWI president and PWI dean of programs.

## **Prohibited Behaviors**

The following behaviors are prohibited and may be grounds for disciplinary action and censure, including removal of the student from the program:

### **Abuse and Endangerment**

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

### **Harassment and Discrimination**

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

## **Academic Honesty and Integrity**

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

## **Confidentiality**

The Process Work Institute has the following policy guidelines to protect the confidentiality of students and teachers.

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

### **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. Their rights include the following:

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

The Certificate 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 request from the Registrar.

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

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 their disturbance



into useful social change. All review procedures, therefore, acknowledge this principle and make use of community process and mediation between parties. Extreme and repeated violation, however, will be dealt with by expulsion of the offending student/students, subject to the rules of due process in discipline, as outlined above.