

DIPLOMA/MASTERS of ARTS in PROCESS WORK

PROGRAM HANDBOOK

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

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

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

Process Work Institute
2049 NW Hoyt St.
Portland, Oregon 97209 U.S.A.
Telephone: (503) 223-8188
Fax: (503) 227-7003
E-mail: pwi@processwork.org
Website: www.processwork.org

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INTRODUCTION: PURPOSE AND MEANING

Welcome to the Diploma/MAPW program of the Process Work Institute. The Diploma/MAPW degree program takes its place in the spectrum of training programs offered by the Process Work Institute (also referred to as PWI).

The Process Work learning community is committed to an educational process which:

- 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-teacher interaction
- 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

This dynamic, four-year limited residency program offers students an opportunity to engage in an intensive journey of self-discovery and personal growth, while developing specialized knowledge of Process Work and its diverse applications: individual, relationship and family work, working with mind-body experiences, end-of-life care and coma work, group work, and conflict resolution. The program gives top priority to the nurturing of students' personal and professional goals, and encourages the creative application of Process Work in diverse spheres of interest.

The Diploma/MAPW degree program is designed for those students who are interested in mastering Process Work skills and theory, while obtaining specialized knowledge of the philosophy, theory and methods of Process Work through structured learning. We honor the accepted meaning of the master's degree, that the recipient has successfully completed a postgraduate professional training in Process Work culminating in an original piece of research, thesis or other project demonstrating proficiency in the field.

A Diploma/MAPW degree in Process Work may be useful for those wishing to apply their knowledge in professional settings, to continue with post-graduate study, or as a basis for research.

Description of Process Work

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

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

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

This new training program rests on three foundations of learning that 25 years of teaching Process Work have shown us to be central to the learning process:

Learning in Community

Students learn in a cohort, staying together throughout their studies, and meeting three times a year in Portland for 10-day residencies. 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 through online learning, peer groups, and teleconferencing between residencies.

The first half of each residency is held off-site, allowing for deepening of relationship and community building. The second half takes place in Portland, giving students time to connect with the larger community of students and faculty in the Portland Process Work community. Residency learning blends experiential, seminar-style learning through personal work with systematic learning through video study, drills, exercises, and tutorials.

Bridging Inner and Outer Worlds

Process Work is more than a set of skills; it is a lifestyle of learning to connect one's inner experiences to the world around us. . The program nurtures students' personal and professional goals, and encourages the creative application of Process Work in diverse spheres of interest. Learning is guided by one's dreams and passions. Internship placements, case work and the pursuit of an individualized project of inquiry provide avenues for students' dreams and passions to be brought to the world.

Mentorship

Personal interaction and the relationship between mentor and student is a cornerstone of the Diploma/MAPW program. Students are guided throughout their studies by a three-member study committee of their choosing. The committee provides guidance, support, and feedback. Personal therapy helps students use their inner experience in service of the therapeutic process. It develops the capacity to apply Process Work methods in uniquely personal ways, shaped by the student's individual nature and life experience.

Compatibility with Other Fields of Study and Professions

Process Work is, by nature, an interdisciplinary and integrative approach to human experience and behavior. The study of Process Work includes the study of related disciplines such as psychology, psychiatry, social work, medicine, bodywork, movement work, and health practices.

Disclaimer

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

SECTION I: THE PROGRAM AT A GLANCE**Years 1 & 2: Foundational Learning**

The first two years of training cover the foundation areas of Process Work: the Dreaming Body, Working with Movement and Non-Verbal Processes, Relationship Work, Altered and Unusual States of Consciousness, Worldwork and Group Facilitation. Online learning during the first two years of training provides an opportunity for the cohort to continue learning together, and to deepen their understanding of the foundations of Process Work theory and practice and related fields and disciplines.

Year 3: Skill Building and Clinical Work

The third year of training focuses on skill mastery and the clinical application of Process Work through clinical work, a Worldwork internship, online case analysis and discussion as well as supervision and skill building during the three residencies. The Worldwork internship provides the student with an opportunity to gain self-understanding in relation to socio-cultural realities, and to apply Process Work in diverse socio-cultural contexts. Students can take advantage of the international network of Process Work communities for gaining experience in multicultural settings.

Year 4: The Bridge Year

The fourth year is a bridge year, in which trainees build connection between their studies and their professional life and the wider community. This is achieved through clinical internship placements, design and implementation of a project of inquiry in an area of professional and/or personal interest, and through the ongoing application of Process Work in case work and internships. At the end of the fourth year The Final Residency provides new Diplomates with the opportunity to share new knowledge, expertise and innovative application of Process Work with the Process Work learning community.

Study Committee

Trainees are guided throughout their studies by a study committee, consisting of three faculty members selected by the trainee. The study committee provides guidance, support, and feedback, and serves as the trainees' main training resource and evaluative body. The study committee also offers a mentoring relationship to the trainee, helping to connect developing skills with personal and professional goals.

Faculty Contact Hours

Students have Faculty Contact Hours (FCH) for sessions with individual study committee members, for general supervision, coaching, help with the final project, internship, or simply for sessions with other faculty. FCHs cannot be used for therapy sessions. The allotted FCHs for each academic year cover the minimum number of supervision hours

required, however if a student wants to use more than the number of FCHs, s/he can purchase additional hours in block of 5 sessions through the PWI office. In the case that there are unused FCH hours at the end of an academic year, those hours can be rolled over into the following year.

Training Therapy

Training therapy is a cornerstone of the program. It helps trainees to become more aware of their subjective experience and use this awareness in service of the therapeutic process. Therapy also develops the capacity to apply Process Work methods in uniquely personal ways, shaped by the trainee's individual nature, beliefs and life experience. It provides an intimate, experiential understanding of Process Work. 75% of therapy sessions must be done with one therapist.

Worldwork and Clinical Internships

Internships play a key role in skill and metaskill development. They provide an opportunity for students to apply their knowledge, broaden their experiences, practice skills, and expand their understanding Process Work as it is applied to real-world settings. Internships may be completed in a single setting, or a variety of situations.

The Worldwork Internship is a project or activity that exposes the student to social or cultural groups other than those with whom the student identifies. The Worldwork internship provides an opportunity for the student to gain more understanding of his or her own social and cultural status, to increase awareness of the dynamics of social centrality and marginalization and to learn how these factors influence one's facilitation style. *The Clinical Internship* consists of a minimum of 250 hours of working at a placement, or in a self-designed activity, that includes at least 150 hours of direct client contact. It is an opportunity to gain experience applying the tools of Process Work in a real-world setting, with a population with whom the student may not be familiar.

Final Project

From the first residency onward, trainees are supported to generate an independent project of inquiry, in order to deepen their study of Process Work and shape it according to their particular interests and capabilities. This inquiry process culminates in a Final Project, which can take the form of a creative arts project, educational project, social action project, experiential project, or scientific research project. The final project will be presented to the Process Work community at the Final Residency, as part of the graduation process.

SECTION II: THE PROGRAM IN DETAIL

APPLICATION AND ADMISSIONS

Learning Process Work at the depth that the Diploma/MAPW offers, involves substantial personal growth, self-reflection, and thus, depends on strong internal support to meet the challenges you will face. Thus, we ask that you have substantial experience with Process Work through personal therapy, classes, seminars, or other programs of study. We also ask that your calling to work with yourself and with others as a facilitator is guided by a strong inner direction, as shown in a dream or powerful life experience. We ask that you explore this dream or experience with a facilitator and include an account of this in your admissions essay.

Application packets may be requested from the Process Work Institute.

Applicants meeting the above requirement should fill in an application form, along with the required essay, a current resume or Curriculum Vitae, two letters of recommendation, and a \$150 non-refundable application and interview fee, payable in US funds to the Process Work Institute.

If the initial application form and essay are accepted, the applicant is invited to a telephone interview with two members of the admissions committee. In this interview, the admissions committee will discuss with the applicant his or her prior experience with Process Work, sense of calling, readiness and ability to enter the program, and resources available to complete the program.

Within a week of the final interviews, the Admissions Committee will notify the applicant of its decision. Further details and the application form are available at www.processwork.org/training.htm, or by calling the Process Work Institute, at (503) 223-8188.

For Students Applying to the Master of Arts Degree Program

In addition to the above admissions requirement, if the applicant is applying for the M.A. in Process Work degree, he or she must have completed a baccalaureate degree from a school that is regionally accredited, authorized to confer degrees in Oregon, or otherwise approved by the Oregon Student Assistance Commission, Office of Degree Authorization. In case of uncertainty, equivalency will be determined on a case-by-case basis by the Oregon Student Assistance Commission, Office of Degree Authorization. The applicant must submit transcripts from all institutions of higher learning attended, sent directly from the school to the PWI office.

For Non U.S. Residents Applying to the Master of Arts Degree Program

If the applicant's degree was granted by a non-U.S. institution, transcripts must be evaluated for equivalency to a U.S. Bachelor of Arts degree by the I.E.R.F. (www.ierf.org) or other credential evaluation service. To be considered for a student visa, you must also certify that you have the necessary finances available for the one year of the program. Please read carefully through the check list for applying and obtaining a student visa available on the PWI website: <http://www.processwork.org/For-visa/Student%20Visa%20Information%20Sheet.pdf>.

Once PWI has received your documentation, and it meets the requirements, it will send you a completed I-20 form, which you will need to secure a student visa at the U.S. Embassy located in your home country. It is your responsibility to contact the U.S. Embassy and make an appointment with them.

RESIDENTIAL STUDIES

Residencies are specially designed to satisfy two central features for learning Process Work: experiential, personal development and in-depth skills-training and foundational learning. On the one hand, mastering Process Work requires a 'cooking' process to absorb and embody the paradigm, and to grow through deep and intense interaction with other students, with faculty, and through encountering one's inner experiences. Seminar formats are best able to convey this type of experiential and intimate learning. On the other hand, the skills and methods of Process Work also require focused instruction – detailed illustration of theory and methods through video analysis, drills, demonstrations, and exercises that provide for repetition, practice, and supervised learning.

The residencies therefore have two phases– the first 5 days will be held off-site, using a seminar format that allows for in-depth learning, personal work, and group development. After a one-day break for traveling or rest, five more days of structured learning take place in Portland, in which the experiences and learning from the seminar period will be studied and practiced in depth and detail. Attendance at all the days of each residency is required and missed classes must be made up.

Students will receive a detailed syllabus for each residency with an outline of topics, required readings, and assignments approximately 3 months before the residency.

Years 1 & 2 - Foundational Learning

Residency 1: The Dreaming Body

Residency 2: Nonverbal Process, Movement Work and Inner Work

Residency 3: Relationship Work

Residency 4: Worldwork and Group Facilitation

Residency 5: States of Consciousness

Residency 6: Supervision, Training and Exams

Year 1 Online Learning: History and Philosophy of Process Thinking

During the first year, students will engage in an online learning experience, facilitated by one instructor. This course will deepen learning in the theory, philosophy and methods of Process Work through reading, discussion, projects and written assignments.

Year 2 Online learning

Students will work in small groups, led by an instructor on task-based learning projects designed to help them learn about the wider field of human change and development in which Process Work is located: comparative systems of psychological thoughts, psychiatry and extreme states, and professional practice. During each residency, the small groups will present their findings and projects from their prior online learning to the rest of the cohort.

Years 3 & 4 – Skill Mastery and Applying Process Work in the World

Year 3: Skill Building and Case Work

Year Three consists of three practical residencies, in which skill development in different areas of application will be the focus. The residency will be a hands-on experiment in using the skills of Process Work as a team to work in different real-world contexts.

Residency 7: Individual, Relationship and Family Work: Supervision & Training

Residency 8: Group Work and Facilitator Development: Supervision and Training

Residency 9: Supervision, Training and Exams

Year 3 Online Course on the Final Project

This course focuses on the concepts, research methods and other skills needed to complete the final project requirement of the Diploma/MAPW program.

Year 3 Online Case Supervision

This ongoing case supervision teleconference provides students with the opportunity to deepen their understanding of applying Process Work with clients, and for help in following and facilitating clients in their development.

Year 4: Bridging to the Community

Year Four focuses on consolidating skills and connecting these skills and knowledge to research, community, career and post-graduate life. The student will focus this year on completing an internship where new skills can be practiced, networks and professional relationships developed, and on completing the final project, a unique research or creative contribution to Process Work.

Residency 10: Your Path in the World: Case Work, Supervision and Final Project Proposal Presentations

Residency 11: Advanced Inner Work and Spiritual Warriorship

Residency 12: The Final Residency

INDEPENDENT LEARNING

The Study Committee

After admission to the program, one of the student's first tasks is to assemble the study committee. The study committee consists of the student and three faculty members. The committee will continue as a vital part of the student's studies throughout the Diploma/MAPW program. The study committee accompanies, challenges, and supports the student in developing his or her unique talents and provides the opportunity for ongoing evaluation as he or she progresses through the program. It will help the student discover his or her personal strengths and areas of growth. If, during the course of the program, personal or general problems related to the student's studies arise, the student and her study committee together are responsible for working through them. For these reasons, selection of the study committee and personal interrelationships within it are of the highest importance.

During the first half of Year 1, students can use their Faculty Contact Hours to interview faculty and work with them to determine their suitability for the student's committee. The committee should be in place six months after the start of the program, and at least one study committee meeting is required the first year. The first study committee meeting should focus on how the student would like to use the committee, the student's learning goals, and styles and goals for the feedback and evaluation.

Each entering cohort is assigned an advisor, available as a resource for the student before their committee is in place. To choose a study committee, students may select study committee members from the faculty handbook, or any Process Work Diplomate, even if not listed in the faculty handbook. If the Diplomate not listed in the handbook, the trainee should submit the Diplomate's name to the Registrar, with his or her contact information, and current CV, once the Diplomate has agreed to the appointment. Study committee members must be used actively during the course of the trainee's studies. Some of the roles that a study committee member can play during the course of the trainee's studies include supervisor, advisor, final project advisor, teacher, internship advisor, etc. The training therapist is not permitted to serve on the student's study committee, nor give feedback to the committee for evaluation.

Peer Learning Groups

During the first residency, students form peer learning groups for the purpose of deepening new learning, giving and getting feedback, practicing skills, getting support for using new learning in work or community, completing assignments, getting supervision,

etc. It is suggested that peer groups meet regularly, for instance, once per month. Group members are expected to stay together even in the face of disagreements or conflict, in order to develop their interactional skills and capacity to deal with conflict. The purpose of the group is to give the student a realistic experience of carrying on long-term relationships in a facilitator's role.

Personal Therapy

The training therapy with a certified Process Work therapist is a cornerstone of the program. It is essential for helping develop the students' capacity to become aware of and use their subjective experiences in service of the therapeutic process. After entering the program, the student has six months in which to choose a therapist. The student is required to complete a minimum of 120 hours of personal therapy with one or more faculty members, however, 75% of these sessions must be with the same person.

Worldwork and Clinical Internships

Internships play a key role in skill and metaskill development. They provide an opportunity for students to apply their knowledge, broaden their experiences, practice skills, and expand their understanding of Process Work as it is applied to real-world settings. Internships may be completed in a single setting, or a variety of situations. They may be conducted in Portland, in trainees' home communities, or anywhere in the world. Students are encouraged to seek internships through social service agencies, hospices, psychiatric or medical agencies, schools, or other appropriate settings. Students can also self-design their internships by creating a project or a series of activities, alone or in a team with other students. The study committee helps the student decide on a suitable internship. The committee must approve the internship and help the student select an appropriate faculty member to provide supervision.

Two internships are required: the Worldwork Internship in Year 3, and the Clinical Internship in Year 4.

The Worldwork Internship in Year 3 provides an opportunity for the student to gain more understanding of his or her own social and cultural status, to increase awareness of the dynamics of social centrality and marginalization and how these factors influence one's communication style, social interactions and facilitation. This self-knowledge is essential for work with groups and individuals other than those with which the student has identified. The Worldwork internship may be a project, series of activities, or placement in a job or agency or community center. No hourly requirement or time frame is placed upon the internship, as the emphasis here is on the quality and intensity of learning. The student can use his or her study committee to discuss different Worldwork internship possibilities, and submits a proposal for approval. Upon completion of the internship, the student writes an assessment of his or her experiences and learning.

The Clinical Internship in Year 4 consists of a minimum of 250 hours of work, of which 150 must be direct client contact hours or facilitation work. The total number of hours may include supervision, staff meetings, community relations, and required hours for paper work. Students must provide a statement certifying their hours from the

supervisor at each internship placement. The clinical internship is an opportunity for a direct application of Process Work skills, and to gain experience in an area or with a population with whom the student may not be familiar. The student may also consider using the clinical internship in tandem with their Final Project, as a method for gathering data or experience that supports their project. The River's Way Clinic at the Process Work institute has a limited number of internship possibilities. There are also opportunities for completing the internship in other international Process Work Centers. The student chooses an internship supervisor and submits an essay of the experience, which includes a written evaluation and summary of the feedback with internship supervisor and placement supervisor if there was one. With the permission of the study committee, the student may begin the clinical internship in Year 3.

Electives

Students are required to complete an additional 20 days of elective study over four years. A day is approximately six hours. Electives can be seminars, classes, online learning anywhere in the world. The facilitator must be a Process Work Diplomate, recognized by the IAPOP.

Supervision and Case Consultation

Two types of supervision are required in the program: case supervision, in which students present their cases in a group or class setting, or in a private session, and facilitator or live supervision in which the student works with a fellow student or a client in front of a supervisor, either in a class or in a private setting.

Case consultation classes will be held throughout year 3. These give the student the opportunity for the student to analyze the process structure, develop and think through interventions, understand the student's own experiences and reactions in light of the client's process, their short-term and long term therapy goals, and discuss questions and difficulties that arise in working with clients. Beginning in year 3, the student is expected to work with a minimum of two individual clients per week on an ongoing basis. In the fourth year, the student will be asked to give hour-long presentations of his or her work with one of their clients, including dreams, the long-term perspective, social aspects, dynamics of the therapist-client relationship, and other relevant concerns. In some of these presentations, the student will analyze videotapes of sessions with clients.

Live supervision gives the student the opportunity to get immediate feedback for therapeutic work and allows the supervisor to offer concrete advice for rounding out the student's learning. Altogether, 60 hours of live supervision are required, and can be satisfied through teleconference, video taped sessions, and in person during the residencies, or at home, with a local faculty member. 10 hours of the live supervision can be satisfied by working in front of instructors at residencies during classes.

Final Project

Beginning in the first year, the student will start to identify a unique, creative line of inquiry or research focus. The student is encouraged to design, with the help of the study committee, a project that both challenges the student as an individual learner and

provides a format for the expression of personal interests and creativity. The final project will be presented at the final residency, in front of the peers and the Portland community.

If the student chooses to submit a thesis, it must conform to academic standards for theses, dissertations and manuscripts. The quality of the writing, research procedures and scope must be at a Master's level. The final project is considered part of the final evaluation and must be approved by all members of the study committee before being presented to the community. Students may choose a faculty member as a thesis advisor with whom to work on their project.

The student has a maximum of six FCHs to use for the reading and approval of the final project by the study committee. All members of the committee must read and give feedback to a first draft of the project; study committee members should negotiate ahead of time with the student when the draft should be submitted for review. For the final draft submission, the committee members and student will decide if all committee members, or just one member, need to review the final draft.

ASSESSMENT OF PROGRESS IN PROGRAM

721 Feedback

Throughout the program the student will be involved, in cooperation with the study committee, in an ongoing process of self-evaluation. The process-oriented method of evaluation is called 721, to represent not only the 360 degrees of traditional organizational learning feedback processes (direct reports, peers and managers – in the case of a training program – clients or junior students, peers and supervisors), but also those same levels at an “inner” or “dreaming” level, that is, internalized assessors, critics, and other figures, and finally the “1,” the more detached and unitary view of the self, what's called in Process Work, the Big U.

The capacity to give and receive feedback, to learn on the spot, under pressure, and to modify and adjust what one is doing in response to feedback is so intrinsic to the facilitator's role, that this capacity is built into the program from the beginning, as an integral part of the learning process.

Study Committee Meetings

The study committee meetings are an opportunity to review the student's progress and help address the student's own learning goals. Prior to each study committee meeting, the student will gather whatever evaluation reports they have received since the last study committee meeting, and discuss them with the study committee.

The study committee not only supports and guides the students, but also serves as the main evaluative body. The committee has an overview of the student's progress, both skill development as well as personal development, and is responsible for discussing and processing with the student any problems it sees with the student's development. In the case that after several meetings and discussions, the student's progress continues to fall below the standard, the committee may recommend that the student withdraw from the

program. Students are requested to sign an Informed Consent form that permits the exchange of information about the student's performance between the student, faculty and school.

Residencies, Course Work and Assignments

Both residencies and online classes will be evaluated. The final day of each residency will be a learning day, in which students and instructors will give and get feedback. The online courses will be assessed through assignments and/or exams at the end of the course.

Phase I Exams

During the 6th residency, which marks the end of the foundational study and entry into the clinical skill building phase, the student will sit for the Phase I exams. These exams integrate theory and practical application of Process Work, and test the student's personal development, ability to work under pressure, fluidity in taking different sides in conflict, ability to access and work with different parts of oneself and others, a capacity to metacommunicate or use awareness in tracking internal experiences, and those of others. Some of these exams may take place in a seminar setting. The hour-long exams will focus on four areas:

1. Inner work
2. Working on a relationship conflict (as a participant)
3. Working with an individual
4. Group facilitation

Exam Standards

The student will be assessed on their ability to

- pick up, follow and amplify unknown material, in oneself, in relationship conflict, and with a client
- be aware of which channel he or she is working in and in which channel unknown material is more likely to appear
- notice and work with an edge, and to discover what information and experience lies at the edge
- display curiosity about his or her own process, and an appreciation for the mystery of inner life
- meta-communicate about feelings, experiences, and the process, and be able to move fluidly and rapidly out of inner states or moods that diminish the student's ability to self-reflect, communicate about his or her experience and make it useful to the client.
- understand one's own and the client's process in terms of roles and be able to bring himself or herself in to the process as a role
- demonstrate eldership skills— welcoming new experience, having a deeply democratic attitude of welcoming a disturbance, and an appreciation for diversity, both intrapsychic and social

These exams will be evaluated on a pass/conditional pass basis. If the student's progress is not satisfactory, they will be asked to complete extra work or retake the exams, and this

must be done by the end of the next residency. It is the study committee's responsibility at the next residency to determine progress, and check whether the conditional pass has been changed to a pass. If the conditional pass has not been changed to a pass, the student may be asked at this point to withdraw from the program.

Phase II Exams

The Phase II exams, take place at the end of the last residency of Year 3, the 9th residency. These exams are competency exams; they assess the student's competency at the skills and methods of applying Process Work in a variety of applications. Four of the exams will take place over the course of Years 3 and 4, in supervised work. These are:

1. Working on your own relationship conflict: The student will meet with a supervisor and a relationship partner, for a series of two supervised sessions during years 3-4. The second session must occur within one month of the first session unless examiner and examinee negotiate a different arrangement.
2. Inner work: The student, together with a supervisor, will discuss their inner work, and choose a topic or area to focus on. The student will keep a journal of their inner work, and will meet in a series of two supervised sessions over years 3-4. The second session must occur within one month of the first session unless examiner and examinee negotiate a different arrangement.
3. Long term case analysis and video study: The student chooses one client, and prepares a case analysis with video study, and analyzes the case with the examiner in a series of two supervised sessions over years 3-4. The second session must occur within one month of the first session unless examiner and examinee negotiate a different arrangement. The case will also be presented during the 10th residency, or first residency of the fourth year.
4. Extreme or altered states of consciousness. The student will present and discuss their work with a client having extreme or altered states of consciousness with an examiner in a series of two supervised sessions during years 3-4. The second session must occur within one month of the first session unless examiner and examinee negotiate a different arrangement. This will be done via video study.

Four more topics will be assessed in face-to-face exams during the 9th residency, at the end of Year 3. These are:

5. Working with an individual on a dream
6. Working with an individual on a body symptom
7. Working with a relationship
8. Working with a group

Phase II Exams Assessment Process

The Phase II exams are evaluated on a pass/fail basis. If the student fails one exam, the individual exam can be retaken. If the student fails two or more exams, he or she may be asked to retake all five exams. Students are responsible for additional payment should their exams need to be retaken. Careful assessment of the student's readiness over the course of Years 1-3 should preclude the likelihood that students will fail the Phase II exams twice. However, in the event that a student fails these exams twice, he or she will be asked to withdraw from the program.

Phase II Exam Standards

Phase II Exam criteria are based on the student's demonstration of fluidly applying the following metaskills and skills of Process Work:

Metaskills

- The ability to move fluidly and rapidly out of inner states or moods that could diminish the student's ability to self-reflect on his or her state, to communicate about his or her experience and make it useful to the client, and to see the other side in a conflict. At this stage, the student should be able to do this, at least temporarily and sufficiently to contribute to the constructive development of a relationship or facilitation process, within the exam period, typically an hour.
- Openness to learning; includes self-evaluation, awareness of one's own growing edges
- Compassion, respect and openness towards all parts of a client's process
- Sober intent to focus on and hold experience at the edge, as well as the ability to let go in the face of negative feedback
- Ability to view people in a social context
- Humility and awareness of personal limits
- Awe and love of the unknown, including surprises and events yet to be understood
- Eldership, and being able to act as a steward of experience, even when not the designated authority figure, as in an exam setting

Skills

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

Study Committee's Role in Assessments:

1. The study committee plays a central role in assessing the student's progress, in preparing the student for the exam process, and following up on exam results. The student should meet with their committee twice a year (at least once in year one) and the guidelines below offer an overview of what the committee should discuss at the various stages of the student's study program: 3rd Residency, end of

- Year 1. The committee and student should conduct a general assessment. Check whether all requirements are completed satisfactorily. If there is anything incomplete or issues which need greater focus, the committee makes a contract with the student to complete it by the end of the next residency. The committee and student should discuss together how the student's learning is developing in the following areas:
- picking up and relating to unknown experiences in themselves and others
 - being able to be in conflict and find something useful in it
 - displaying curiosity about his or her own process
 - appreciating the mystery of inner life
 - meta-communicating about feelings, experiences, and one's own process, and be able to work through moods and difficult inner states within a few hours, and make these meaningful and useful to self and others.
2. 4th Residency, beginning of Year 2: The committee follows up on the contract and assessment of the previous residency. Is everything proceeding according to plan? If the student has not completed or fulfilled the requirements or contract satisfactorily by this date, and it appears a pattern of incompleteness is happening, the committee should discuss whether or not this is the right path of study for the student. The committee can ask the student to leave the program if it ascertains that the student is not making progress. The committee and student should discuss together how the student's learning is developing in the following areas:
- being aware of, working with, and bringing his or her inner experiences into the group or process rapidly and usefully.
 - using eldership to hold and deepen experiences, and help make something useful, even out of difficult experiences
 - welcoming new experiences, disturbances, and appreciating diversity, both internal and external
 - picking up the other as part of oneself
3. 6th Residency, end of Year 2. The committee discusses the student's results in the Phase I exams. How did he or she do? What was the student's learning and experience? Were there any conditional passes? If so, discuss the criteria for completion, and the committee gives any support for completing it.
4. 7th Residency, beginning of Year 3: This meeting follows up on the provisional passes from last year's Phase I exams. If the provisional passes are not completed satisfactorily, the student can be asked to step down. This meeting discussing the student's plans for clinical work, their Worldwork internship, general skill development and personal goals for the year. At this point, the student will also be deciding on their area of interest for their final project. The final project proposal will be worked on in between Residency 7 and 8, to be approved by the committee no later than Residency 9. The committee and student should also discuss together how the student's learning is developing in the following areas:
- the ability to move fluidly and rapidly out of any difficult inner states or moods, being able to self-reflect, meta-communicate about inner

experiences and make them useful to the client, and see the other side in a conflict. At this stage, the student should be able to do this, at least temporarily and sufficiently to contribute to the constructive development of a facilitation or relationship process, during the course of an exam or facilitation session, typically one hour.

- being open to learning and to the unknown
 - being able to self-evaluate, and being aware of his or her growing edges
 - showing compassion, respect and openness towards all parts of a client's process
 - focusing on and holding experience at the edge, as well as letting go in the face of negative feedback
 - having humility and awareness of personal limits
 - viewing people in a social context
 - being an elder even when not the designated facilitator or authority
 - being fluid working with inner and outer authority
5. 9th Residency, end of Year 3: the committee reviews the Phase II exam results. How did the student do? What was the student's learning and experience? Are there any exams that need retaking? Any areas that need focus? Discuss plans and ideas for next year's clinical internship. The student should have an approved final project proposal and have already started working on it. Continue discussion of plans for research project and moving into bridge year.
 6. 10th Residency, beginning of Year 4: discuss plans for Year 4. How are other exams going, the supervised series on inner work, relationship conflict, and long term case analysis? The final project in process will be presented at this residency, along with a two-page paper describing the work so far. Study committee should discuss how it is going, if any further support is needed. This is also the time to choose and approve an internship. What support or resources does the student need for this final year?
 7. 12th Residency, end of Year 4: Closure and Celebration. Time to review, debrief the committee's experience together, and help the student move on with the next steps.

CREDITS

60-70 credits are to be accumulated over four years of study. Each credit represents approximately one week of full time work, i.e. 35 to 45 hours of learning activity during coursework or independent study (in and out of class).

Year 1

Each 10-day residency accrues 2 credits	= 6 credits
Online course	= 6 credits
Faculty Contact Hours (FCHs) (20 hours) and peer group (10 hours)	= 1 credit
Evaluation and study committee	= 1 credit
Therapy	= 1 credit
Electives	= 1 credit
Total	16 credits

Year 2

Each 10-day residency accrues 2 credits	= 6 credits
Online course	= 6 credits
Faculty Contact Hours (FCHs) (20 hours) and peer group (10 hours)	= 1 credit
Evaluation and study committee	= 1 credit
Therapy	= 1 credit
Electives	= 1 credit
Total	16 credits

Year 3

Each 10-day residency accrues 2 credits	= 6 credits
Two online courses	= 3 credits
Faculty Contact Hours (FCHs) (30 hours) and peer group (10 hours)	= 2 credits
Evaluation and study committee	= 1 credit
Therapy	= 1 credit
Electives	= 1 credit
Worldwork internship	= 3 credits
Total	17 credits

Year 4

Each 10-day residency accrues 2 credits	= 6 credits
Faculty Contact Hours (FCHs) (30 hours) and peer group (10 hours)	= 2 credits
Evaluation and study committee	= 1 credit
Therapy	= 1 credit
Electives	= 1 credit
Clinical internship	= 4 credits
Final project	= 4 credits
Total	19 credits

Total Credits: 68 credits

SECTION III: STUDENT SERVICES

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

Counseling Services

Since students are required to complete a total of 120 hours of personal therapy, no extra counseling is provided.

Job Counseling

An integral part of the study committee's job is to help prepare the student for post-graduate life, and to make the skills and knowledge gained relevant and applicable to working in the world. Furthermore, the student can work with one member of their study committee on developing long term goals and plans for a professional career in Process Work, and to assist in finding internship positions.

Library

Books, articles and journals required in the course of study are available in the library. In addition, audio and videotapes, video equipment, journals and articles are also available. The office will make specially designated times during the residencies, for students to make use of these services. In addition PWI shall pay for the students' library cards at Portland State University.

Video Equipment

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

Housing, Medical and Job Placement Services

The Process Work Institute does not provide housing, medical, or job placement services for students.

NEW STUDENT INFORMATION

Each cohort begins with a welcoming and orientation event to introduce students to the program, the faculty, and to the services and policies of the Process Work Institute. New students receive an information sheet outlining and describing the facilities of the school, the local area, including the location of emergency and fire exits, fire extinguishers, and first aid kits.

SECTION IV: ADMINISTRATIVE POLICIES AND PROCEDURES

STUDY COMMITTEE

Selecting Study Committee Members

The student and his or her study committee are required to meet at least twice a year; however, in year one, only meeting is required and the second, if the student wants to use it, must be used within year 1 and cannot be rolled over. Since the study committee is the student's main resource in training matters, its members will have close contact with the student over his or her course of study. The student is encouraged to select committee members carefully, taking into consideration their areas of expertise, his or her contact with them and their general availability. The student serves as the chairperson of the study committee and is responsible for convening each meeting. He or she is responsible for the evaluation process needed at the end of each school year. The faculty members of the committee are responsible for overseeing the student's educational process, and should be chosen on the basis of their ability to challenge, support and evaluate the student's progress.

Compensation of Committee Members

Study committee members are compensated directly by the Diploma/MAPW program for two yearly required meetings. Further, the student can use their Faculty Contact Hours to meet with the committee members, alone or together, or for use with other faculty members for supervision, coaching, internship supervision, final project advising, etc.

Removal of Committee Members

Careful selection of study committee members will ordinarily allow retention of the same committee throughout the program. Replacement of a member may become necessary due to illness, resignation, or some other substantive reason. A committee member's critical evaluation of the student's work ordinarily represents a challenging contribution to learning and therefore, by itself, does not constitute grounds for replacement.

In the case that it becomes necessary to replace a committee member, and an amicable agreement between the student and the member to be replaced cannot be reached, the matter shall be arbitrated by all members of the study committee. All changes in the study committee must be communicated directly to the Diploma/MAPW registrar.

TRANSFER POLICY AND CREDIT FOR NON-COLLEGIATE WORK

As a Diploma/MAPW degree is based on specialized knowledge in the field of Process Work, graduate school credit other than that obtained through a recognized Process Work program will not be accepted. If students wish to transfer credit from another recognized Process Work program, they will be assessed by a committee of assessors, and are assigned to enter year 1, year 2 or are permitted to take the Phase I exams based on their ability and skill level and awareness in following their own and others' processes. Credit for training beyond the level of the intermediate exams cannot be transferred.

Acceptance of Credit by Other Institutions

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

TUITION AND FEES FOR THE ACADEMIC YEAR 2009-2010

The cost of the Diploma/MAPW program includes all residential and distance course work, study committee meetings, and 20 Faculty Contact Hours for years 1 & 2 and 30 FCHs for years 3 & 4 for meeting with supervisors, advisors, and faculty, and administrative costs. It does not include electives, travel costs, long distance telephone fees, local and off-site food and accommodations, or therapy. Tuition may be adjusted at the beginning of each academic year. Students pay in quarterly payments. Quarterly payments are due: on August 15, November 15, February 15 and May 15.

Base Tuition:

Year 1: \$11,200 (\$2,800.00 quarterly)

Year 2: \$11,200 (\$2,800.00 quarterly)

Year 3: \$12,100 (\$3,025.00 quarterly)

Year 4: \$12,100 (\$3,025.00 quarterly)

POLICIES

Deferment Policy

If a student has been accepted into the Diploma/MAPW program, he or she may defer enrollment for up to four years. If, at the end of four years, the student has still not matriculated, the offer of admissions expires, and re-application is required. Requests for deferred admissions must be made to the Registrar, and a non-refundable tuition deposit may be required to reserve a place in the subsequent entering class.

Incomplete Policy

If the student fails to keep up with requirements, they are put on a probationary period to finish the work. If they do not complete the requirements after the warning, they can be removed by the study committee. The study committee will be checking on progress, and at any time, can give a student a warning, and if the student does not complete outstanding requirements after the warning, the study committee can remove the student from the program.

In the case of any outstanding course work, the student will connect with the instructor to complete the outstanding requirements by the end of the following quarter.

Interim and Withdrawal Policy

The student may apply for an interim, a temporary absence from the program. A total of 24 months of 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 \$250 per year is required. If a student has paid tuition in advance for the quarter during which he or she is on interim, these fees may be applied to the tuition due once they reenroll. All student fees must be up to date prior to the interim being approved. If the student takes longer than 24 months off from the program of study, he or she must reapply to the program. The study committee must approve the request for the interim period.

Due to the cohort structure of the program, interims must be carefully considered. Since cohort structure depends on a minimum number of enrollees each year to begin a class, the school cannot guarantee that the student can re-enroll when ready at the same level after an interim period.

During an interim period, no academic credit is awarded. Therapy hours done during the interim period may be counted towards the total number of required therapy hours. The student is automatically readmitted to the program, without repeating the admissions procedure, following a pre-approved interim period. In order to assure reinstatement, the student will need to begin paying tuition at the beginning of the quarter in which his or her student status is reactivated.

Tuition and Refund Policy

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

If a student wishes to withdraw after the quarter's classes begin, he or she will be obligated to pay 20% of the quarter's base tuition and 20% of class tuition for each week of instruction that has occurred or \$200, whichever is greater. If the student withdraws after the fourth week, no tuition will be refunded. In cases of withdrawal due to physical or psychological emergencies, provided a written explanation is supplied by the appropriate physical or mental health practitioner, tuition for classes not attended and base tuition for the weeks not in attendance will be refunded.

TRANSCRIPTS AND RECORDS

The registrar maintains a file for each student, including admissions forms, study committee reports, evaluations and recommendations, course evaluation forms, exam performance reports, and transcript. The student may have access to his or her records by application to the registrar. Any person or party requesting to see a student's record must be authorized by the student, except for the study committee or the State of Oregon Office of Degree Authorization. Upon the student's written request, copies of his or her academic records, including study committee reports, course evaluation forms, exam performance reports and transcript summaries, will be forwarded to a third party.

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

ETHICS, CONDUCT, DISCIPLINE & APPEALS

Ethics Committee

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

- to initiate community-wide discussions on ethical issues
- to develop and supervise courses on ethics
- to receive and process specific complaints about faculty or student behavior
- to initiate further training and supervision requirements in situations where ethical standards have been violated
- to offer counsel on ethical matters for those faced with difficult ethical decisions
- to recommend either expulsion from the program or the revocation of a previously granted Diploma/MAPW where a member has severely violated the ethical standards of the Process Work community

The Ethics Committee is a rotating body of faculty members who strive to broadly represent the community's perspectives. The work of the committee is open to community review. Confidentiality is granted to the individual whose rights have been violated as well as to the person who violated the ethical standards unless confidentiality would create further harm.

Grievance and Appeals

Occasionally, a student or study committee member disagrees with a decision made by another member or by the administration, or a disagreement between a student and a teacher arises. In the case that the disagreement cannot be amicably settled between the members, the matter may be brought to the Dean of Student Affairs. Either the Dean or an Ombudsperson will facilitate or arbitrate the disagreement. If the student still disagrees with the results of the arbitration procedure, the student may enter a dissenting statement into the record, which shall remain part of the record. No records are released without the student's permission.

In case of a disagreement between the student and an examiner, which is not resolved in the exam meeting, the study committee serves to arbitrate appeals. In case of disagreement between the student and the study committee, the matter may be brought to the Dean or Ombudsperson for arbitration. Student complaints not resolved by the arbitration panel should be submitted to the Oregon Student Assistance Commission, Office of Degree Authorization, 1500 Valley River Drive, Suite 100, Eugene, Oregon, 97401; phone 1-800-452-8807.

Conduct Policy

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

Abuse and Endangerment

- verbal or physical abuse against another student or faculty member
- careless endangerment of another person
- possession of weapons
- use or sale of illegal drugs
- property damage and/or theft
- insubordination or direct incitement to serious misconduct

Harassment and Discrimination

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

Falsification of Information

- plagiarism
- falsification of requirements and records of student's official transcript.

We recognize that some so-called antisocial or deviant behaviors may be potential instruments of social change. We place high expectations on the offender's ability to transform his or her disturbance into useful and consensually accepted social change. All review procedures therefore acknowledge this principle, and make use of community process and mediation between parties. Extreme and repeated violation, however, will be dealt with by expulsion of the offending student, subject to the rules of due process in discipline, as outlined below.

Disciplinary Procedure and Appeals

Any student who has, because of a violation of the published conduct policy, become liable for expulsion or suspension is to be formally notified of this possibility and of a hearing at which the disciplinary procedure will be discussed. His or her rights include:

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

The Diploma/MAPW program has adopted disciplinary guidelines conforming to those described in the memorandum, "Due Process in College Discipline" published as a supplement to OAR 583-30-035(13) in October, 1994. Copies of both these guidelines and the memorandum are available on demand from the Registrar.

FACULTY

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

Full-time Faculty

Jan Dworkin, Ph.D. Union Institute; Dip. P.W. RSPOP Zurich; M.A. Norwich University; B.A. Antioch College.

Part-time Faculty Members

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

Layne Arye, Ph.D. Union Institute; Dipl. P.W. RSPOP Zurich; M.A. Antioch International, Ohio; B.A. Oberlin College, Ohio.

Lena Aslanidou, M.A. PWI, Portland; Dipl. P.W. PWI Portland; L.S.W. I.A.K.E. Institute for the Development of Social Work, Athens, Greece.

Arlene Audergon, Ph.D. Union Graduate School; Dipl. P.W. Psych. RSPOP Zurich; M.A. Antioch University.

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

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

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

Shar Edmonds, Dipl. P.W., POP, Australia; B.M., B.S., Univ. of Queensland, Australia.

Emetchi, M.A. PWI Portland; Dipl. P.W. PWI Portland.

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

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

Joseph H. Goodbread, Ph.D. Dr. Sc. Techn. Swiss Federal Polytechnic Institute; Dipl. P.W. RSPOP Zurich; M.A. Stanford; B.S.E. Princeton.

Susan Hatch, M.A. PWI, Portland; Grad. Dipl. Queensland Univ. of Technology, Australia; B.A. Univ. of Queensland, Australia; B.Sc. Univ. of Adelaide, Australia.

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

Vassiliki Katrivanou, M.A. PWI, Portland; M.A. Portland State University; Dipl. P.W. PWI, Portland; B.A., Portland State University.

Robert King, M.S.W. University of Washington; Dipl. P.W. PWI Portland; B.A. University of Washington.

Takeo Kiriya, M.A. PWI, Portland; Dipl. P.W. PWI Portland; B.A. Hoso Univ. Japan.

Akira Kobayashi, M.A. PWI, Portland; Dipl. P.W. PWI Portland; B.A. Hoso Univ. Japan; B.S. Tokai Univ. Japan.

Susan Kocen, Dipl. P.W. PWI, Portland; Dipl. Applied Science, National College of Natural Medicine, Australia; B.Sc. Univ. of Manchester, U.K.

Kanae Kuwahara, M.A. PWI, Portland; Dipl. P.W.; M.A., Waseda Univ. Tokyo; B.A. Waseda Univ., Tokyo.

Herb Long, Th.D. Harvard University; Dipl. P.W. PWI Portland; B.D. San Francisco Theological Seminary; B.A. Stanford University.

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

Amy Mindell, Ph.D. Union Institute; Dipl. P.W. RSPOP Zurich; M.A. Antioch University; B.A. Antioch College.

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

Lesli Mones, M.A. Antioch College, Ohio; Dipl. P.W. PWI Portland.

Pierre Morin, M.D., Ph.D. University of Basel, Zurich; Union Institute and University of Cincinnati, Ohio, respectively; Dipl. P.W. RSPOP Zurich.

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

Gary Reiss, Ph.D. Union Institute and University; M.S.W. Washington University; Dipl. P.W. RSPOP Zurich; RCSW State of Oregon; B.A. Washington University.

Kas Robinson, Ph.D. Pacifica Graduate Institute; Dipl. P.W. PWI Portland; B.S.W. (Hons) Massey University, New Zealand.

Ingrid Rose, Ph.D. Pacifica Graduate Institute; Ph.D. University of Western Sydney; M.A. PWI Portland; Dipl. P.W. PWI Portland; Hons. University of South Africa; B.A. University of South Africa.

Hitomi Sakamoto, Ph.D. Union Institute & Univ. Ohio; M.A., Keio Univ. Tokyo; Dipl. P.W. PWI, Portland; B.A., Keio Univ. Tokyo.

Stephen Schuitevoerder, Ph.D. University of Western Sydney; Dipl. P.W. PWI Portland; M.A. Rand Afrikaans University, South Africa; Grad. Dipl. University of Technology, Australia; B.A. (Hons.) University of South Africa; B.Comm. University of Witwatersrand, South Africa.

Ellen Schupbach, Ph.D. Union Institute; Dipl. P.W. PWI Portland; B.A. Naropa Institute.

Max Schupbach, Ph.D. University of Zurich; Dr. Med. Vet. University of Zurich; Dipl. P.W. RSPOP Zurich; Lic. Phil. I University of Zurich.

Salome Schwarz, Ph.D. Union Institute; Dipl. P.W. PWI Portland.

Caroline Spark, Ph.D. University of Wollongong, NSW, Australia; M.A. PWI, Portland; B.Sc. (Hons) University of Wollongong, Australia; Dipl. P.W. PWI Portland.

Sonja Straub, Ph.D. Union Institute; Dipl. P.W. RSPOP Zurich; Lic. Phil. I. University of Zurich.

Stan Tomandl, M.A. PWI, Portland; Dipl. P.W. PWI Portland.

Jai Tomlin, D.C. Palmer University; Dipl. P.W. PWI Portland; C.N. Western States Chiropractic College.

Lily Vassiliou, Ph.D. Union Institute; M.A. PWI Portland; Dipl. P.W. PWI Portland.

Jytte Vikkelsoe, Ph.D. Union Institute; Dipl. P.W. PWI Portland.

Katje Wagner, Ph.Dc. Santa Barbara Graduate Institute; Dipl. P.W. PWI Portland; M.S. Portland State University; B.A. Occidental College.

Kara Wilde, M.A. PWI Portland; Dipl. P.W. PWI Portland; B.A. Griffith University, Australia.

Carol Zahner, M.S. Univ. of California-Davis; Dipl. PW, PWI Portland; B.S., Univ. of California-Davis.

DIRECTORS AND ADMINISTRATIVE OFFICERS

BOARD OF DIRECTORS

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

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

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Justine Toms, Ph.D. Executive Director New Dimensions Radio, Ukiah, California

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Johanna Colgrove, B.A. Special Projects Manager

Kerry Goldstein, M.A. Administrator

Katje Wagner, Ph.Dc. Admissions Counselor

Jan Dworkin, Ph.D. Dean of Student Affairs, Dean of Master of Arts in Process Work

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

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

FURTHER INFORMATION

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

Process Work Institute

2049 NW Hoyt St.

Portland, OR 97209 USA

Tel: (503) 223-8188

Fax: (503) 227-7003

Email: pwi@processwork.org

Website: www.processwork.org