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*The Process Work Center of Portland*

## **Diploma in Process Work**

### **Student Handbook**

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## **DIPLOMA IN PROCESS WORK**

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### *INTRODUCTION*

Welcome to the external diploma program. This program is designed to create an open and exciting atmosphere in which you can discover more about yourself, and about process work ideas and methods for following nature as it manifests in individuals, couples, groups, social issues and the environment.

The training is not an end in itself, but a gate through which you may follow your wider path in the world. We hope the program's supportive and rigorous nature will help connect you to your personal myth, assist all your parts in expressing themselves and help you unfold the dreaming process of the people and world around you.

The following pages outline the spirit and content of the diploma program. In the appendix, you will find details regarding program requirements and additional valuable information.

It takes more than a conscious choice to complete the formal training in process work. Entering the program depends upon your dreaming. If you have a dream indicating that this program is for you, then following this dream will support you not only in learning the attitudes and tools needed for working with people, but also how to work in your own unique way, with your style, mind, and heart.

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## DIPLOMA PROGRAM OVERVIEW

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The diploma program is built on three pillars—

**Personal work**

Following your dreams and spirit, getting to know your personal history and understanding yourself as a social being in relationship to the world;

**Curriculum**

Theoretical and practical training in process-oriented skills and metaskills;

**Application and practical training**

Internships, clinical work, research projects.

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## *DIPLOMA PROGRAM OVERVIEW*

**Personal Work**

The core of the diploma program is your personal work, which includes learning and practicing self-love and following the unknown inside yourself with the same reverent attitude you would have toward any natural event. Personal work is designed to help you become aware of your visions, goals, and feelings, and of the personal spirituality that guides and motivates you. Your unique nature will become the key to applying the methods and interventions of process work.

You will also explore your personality in terms of your personal history. Your sessions with process workers will allow you to go deeply into your own issues and develop a regular practice of working through them.

It is vital for us to experience ourselves in the context of our social identities, which include age, race, gender, sexual orientation, nationality and other characteristics. You will have the opportunity to participate in a number of seminars that will expose you to experiences and cultural values different from your own. You will be challenged to open yourself to new views and to develop a metaposition to your own social identity, which will finally allow you to facilitate experiences that are less central in your own culture and life. Working with people who are seriously ill or dying and with people in extreme states will help you develop a metaposition. Participation in worldwork seminars, which draw people from many different ethnic backgrounds, continents, cultures, classes and orientations, also provides a unique opportunity to learn more about others and to develop personally. During your studies, you will complete an internship with a group that does not share the norms and values of your own social group. These requirements are meant to enrich your view of the human condition as well as to assist you in developing self-knowledge that goes beyond individual therapy.

## **The Curriculum**

The curriculum reflects 25 years of process work teaching. It is designed to assist you in learning and practicing the skills and metaskills of process work. Although the training is rigorous, it allows you to learn at your own pace in your own style.

The core curriculum revolves around four basic themes which form the foundation of process work:

- process work theory;
- bodywork;
- relationship work;
- altered states of consciousness and spiritual experiences.

In each of the first three years of the program, you will revisit these topics from a new angle:

- the first year introduces theory and practice;
- the second year focuses on skills as a facilitator;
- the third year focuses on each of these areas from a worldwork perspective.

Inner work and group work skills as well as movement work are an integral part of all the foundation areas. Movement work relates to your body awareness just as group work relates to awareness of your social identity. Inner work, group work and movement skills are taught, integrated and practiced in each foundation area throughout the program. In addition, students must attend five day seminars in both inner work and movement work. These seminars can be taken locally, regionally or in Portland.

The fourth year is devoted to the practice of clinical skills, intense supervision, the writing of a diploma thesis and the final exams and evaluation.

Should you be interested in teaching process work in connection with the diploma program, additional postgraduate classes and supervision on specific teaching issues are required. This initial phase of teacher training focuses on helping you learn to lead workshops of your own.

You will choose a study committee with whom you will design a detailed plan for your learning in the four foundation areas in process work (see below for more about the study committee).

## **Application and Practical Learning**

Clinical internships, worldwork internships, and peer groups are places to practice skills and metaskills acquired during workshops, seminars and courses. They offer opportunities for the process work student to connect his or her knowledge with the larger field of psychology and to interact with other professionals in the helping professions. The diploma thesis gives the student an avenue to research a particular area of interest within process work.

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## *THE DIPLOMA PROGRAM*

The external diploma program allows people to study at a distance with only temporary attendance at any of the process work centers.

### **Admission**

In order to be admitted to the diploma program, you must contact a certified process worker and discuss the initial dream that leads you to study process work. After this discussion, you write up the dream and the process around it and apply for admission through this therapist to the faculty. After the faculty has received your admission papers, the process worker recommending you will present you to the entire faculty.

### **Study Committee**

The study committee plays an important part in a student's learning process and functions as the primary liaison between the student and the faculty. The committee provides the long-term guidance needed to create a cohesive study plan that will meet the study goals of the student as well as the requirements of the diploma program. The study committee also supports the student's dreaming process.

The study committee usually consists of three members, of which at least two are certified process workers. The third member could be another certified process worker or a fellow student in the program. Many students choose their therapist as a member of their study committee.

Ongoing communication between the student and the study committee is central to the student's movement through the training. It is the responsibility of the student to make sure that the study committee is informed about and agrees with how the student gains proficiency in the required areas of study. The study committee should also be informed of any difficulties that arise. The student also makes sure that proof of attendance and verification of completion of requirements are given to the study committee before he or she applies for exams.

The study committee confers whenever needed, in full at least once a year, and always at least six months before the intermediate exams and one year before the final evaluation period. The study committee is responsible for assuring the training committee that all requirements are fulfilled before a student applies for the exams.

### **Peer Learning**

At the beginning of your training you will connect with two other process work students in your area and create a peer learning triad. Some of your meetings will be structured around requirements, and others will be structured according to your needs. You will keep a log of your learning in the triad, which will be part of your yearly review with your study committee. Please see the appendix for exact requirements.

### **Personal Therapy**

You and your study committee decide together how you will do your personal work. Personal therapy sessions are one-to-one sessions with a certified process worker, in which you follow and work with your process. In locations with no certified process workers, you will work out a combination of telephone sessions, personal sessions with teachers during their visits to your area, and personal sessions with teachers when you travel to Portland. Please check the appendix for required hours.

### **Course Work**

The Process Work Center of Portland, together with faculty members living in different regions, offers a minimum of four training seminars annually at certain regional focal points. These seminars consist of two days of theoretical and practical training, followed by a public seminar on the same topic as the training days. Students are assigned specific learning tasks during the seminar. After the seminar, students and faculty debrief and discuss the learning tasks. On the day after the seminar, students have private therapy sessions and case consultation classes.

These four yearly seminars make up the core curriculum, which is supplemented by personal therapy, supervision, case consultation and case presentation, peer learning, national courses, and residency in Portland.

### **Supervision**

In supervision you work with a fellow student or a client in front of a supervisor in either a class or a private setting. Supervision gives you the opportunity to get immediate feedback for your therapeutic work and allows the supervisor to interact with you around your learning. Please check the appendix for required hours.

### **Case Consultation**

Case consultation is a specific type of supervision in which you discuss your work with clients with a therapist/supervisor without the client present. This provides an opportunity for you to look at transference and countertransference issues, discuss short-term and long-term therapy goals, and bring up questions and difficulties in your work with clients. Case consultation takes place in classes and individual sessions. See the appendix for required hours.

### **Case Presentation**

Case presentations are hour-long presentations of your work with a client, including dreams, the long-term perspective, social aspects, dynamics of the therapist-client relationship, and other relevant concerns. Some of the case presentations will include video analysis. You will also be asked to present videotapes of your movement work and of your ability to work out a conflict without a facilitator. See appendix for required hours.

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## THE DIPLOMA PROGRAM

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The Process Work Center of Portland and other regions with faculty members offer on-going supervision and case consultation classes which you are recommended to attend as part of the required hours of supervision and case consultation.

### **North American Courses**

In the course of your studies, you will be required to attend an Intensive Course in Portland before your intermediate exams, as well as one of the Worldwork Seminars which are alternately held in the United States and abroad.

### **Residency in Portland**

The format of the four year external diploma program is designed to blend with classes and training offered by local teachers and the Process Work Center of Portland. The external diploma program offers specific intensive training periods in Portland. Introductory intensive training is held during the winter term (January/February/March). The spring term (May/June/July) is directed towards internships, small group supervision, and community learning for intermediate students. The fall term (August/September/October) begins with specialized events like the Lava Rock Clinic, the Extreme States Clinic and various advanced supervision seminars. These seminars are followed by classes on advanced clinical topics for students of the external diploma program who wish to spend time studying in Portland. (Please check the course brochure of the Process Work Center of Portland for courses and events that might interest you.)

We recommend that at-a-distance students spend some time of one winter, one spring and one fall term in Portland. During your stay in Portland, you have the opportunity to study videotapes and use the extensive library of books, dissertations and papers at the Process Work Center.

### **Intermediate Exams**

After one and a half years of study, you will be eligible to take the intermediate exams which cover the four foundation topics, movement work, inner work and group work. These exams allow you to evaluate your practical and theoretical knowledge of process work and to connect your knowledge to the larger field of psychology. For a more detailed description please see the appendix.

After the intermediate exams, you will have a feedback meeting with your therapist and study committee. This meeting is designed for you and your committee to look at your overall learning process and to decide on your next areas of learning. The meeting results in a learning contract aimed at supporting you in completing your studies.

### **Clinical Internship**

The internship is a key part of skill and metaskill development. Internships should provide a setting for practical application of process work skills. Students are encouraged to seek internships through social service agencies, hospices, psychiatric or medical agencies, schools, or other appropriate settings. Students can complete their entire internship in one setting, or may choose a series of internships that give experience in a wide variety of situations. Please see the appendix for further details and requirements for the clinical internship.

### **Worldwork Internship**

The worldwork internship is separate from the clinical internship. The worldwork internship should provide an opportunity for the student to gain more understanding of herself in terms of social consensus reality and to increase her awareness of her own privilege and marginalization in social reality, including how these factors influence her communication style and social interactions. This self-knowledge is essential for work with groups which have had either more or less centrality than the groups with which the student has identified. Please see the appendix for further details and requirements for the worldwork internship.

### **Diploma Thesis or Research Project**

During the last year in the program, each student creates an independent research project. This is an opportunity for the student to transform his or her learning and training into a creative and scholarly project which contributes to the general body of knowledge in process work. The final project should be based in the theoretical framework of process work and should demonstrate the student's independent thinking and learning. A project may take the form of a thesis or an academic paper, a film, performance, or other creative forms, as long as it is accompanied by a written description and has been pre-approved by the study committee.

### **Final Evaluation and Exams**

The last year of your studies in the diploma program is devoted to the final evaluation of your skills and metaskills as a process worker and is meant to be an inspiring initiation and challenging event. It is a unique combination of rigor and dreaming which requires you to integrate your personal work, interpersonal skills, therapeutic awareness, and spiritual warriorship. If you should want to change your study committee at this stage of your studies, you must apply for consent to the faculty.

Your inner readiness and your dreams together with the agreement of your study committee decide when to start the final evaluation. The earliest possible time is at the beginning of the fourth year of study. The final evaluation happens in two phases, each lasting a minimum of six months. Since the evaluation process is also a dreaming pro-

cess and does not depend on conscious efforts alone, the duration or even completion of the process cannot be predicted. Your study committee will work with you on these matters in the final two years of your studies.

During the first six months of the final year, you, your study committee, and the training committee will give general feedback on your status. During this time you work on areas in which you and your committee feel you need additional experience. You will add internships in areas you feel insecure, get additional supervision and complete your research project. After this six month (or longer) evaluation period, your request for admission to the final exams will be reviewed and approved by the training committee. In the second six month (or longer) period, your final exams take place. You will be examined in all areas of process work. The exams are set up as evaluations with additional conditions and requirements and detailed in a learning contract, which needs to be fulfilled within six months of the exams. For a detailed description of the final exams, please see the appendix.

### **Diploma**

After the completion of the final exams, you will receive the diploma of process work which will indicate that you are a certified process worker. In the United States and Canada, this diploma is not connected to any type of licensure. The diploma must be renewed at five-year intervals through continuing education and peer evaluation.

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*STUDYING AT A DISTANCE*

The external diploma program has regional programs in different parts of the United States and Canada. Some learning events are for diploma students only, some are for diploma students and two-year certificate students, and some are open to the general public. Teaching teams of certified process workers are responsible for implementing the curriculum of the external diploma program. The faculty will coordinate various training seminars in your region and include neighboring regions for joint events. In some cases students will need to travel to neighboring cities for weekend events. Please check with your regional coordinator or the Process Work Center of Portland for a schedule of seminars in your region.

Intermediate exams and events such as supervision groups can be held in your region if a sufficient number of students are interested. Otherwise such groups will be held in Portland or other convenient locations in Canada and the United States. In Portland, and several other places in Canada and the United States, certified process workers offer ongoing courses which may be substituted for weekend seminars. Please check with your local coordinator for details.

The diploma training committee, which includes the whole faculty, is responsible for program organization, coordination, and policies. There is also student representation on the training committee. All at-a-distance students are part of the student association, which is responsible for creating a forum that allows students to communicate, work on community building, process training issues and elect student representatives to various committees.

**Newsletter**

The newsletter contains news about the diploma training and the schedule of all seminars held in the United States and Canada.

**Electronic Networking**

The process work community has created the Global Process Network with full internet access as part of the Institute for Global Communication located in San Francisco. Community building, discussion and learning events take place on-line. Students are requested to sign up with an internet provider within the first 18 months of their enrollment to partake in these activities. The PWCP web site is: [www.processwork.org](http://www.processwork.org).

**Dean of Students**

The Dean of Students takes care of student needs and works as a liaison between students and faculty.

### **Ethics Committee**

The ethics committee is responsible for facilitating discussion around process work ethics and for dealing with complaints about faculty.

The process work community 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. In any group of people conflicts, including ethical debates, arise. The ethics committee exists to work with such difficulties. The committee has the following main tasks:

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

The ethics committee is a rotating body of certified process workers 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.

### **Costs**

Please see appendix for detailed program costs.

### **Scholarships**

The diploma program has a small scholarship fund for students in need. Some scholarships are negotiated directly with teachers, and some are through arrangement with the Process Work Center. A financial statement and a letter indicating your needs is usually required by the Dean of Students to assess your eligibility for a scholarship. If you have been living in a part of the world where the currency is equivalent to western currencies, scholarships of up to a maximum of 10% of your direct cost of study may be awarded.

### **Licensure**

Process work has no agreement with any state or national board of licensing, and has no immediate intention to change that policy.

### **General Policies**

Please be aware that classes, workshops and seminars offered as part of the external diploma program of the Process Work Center are educational experiences and are not intended as physical or psychological treatment.

### **Nondiscrimination Policy**

The Process Work Center continually works to provide an atmosphere of deep democracy where people feel able to participate, express themselves, and be heard independently of their gender, race, color, religion, physical handicap, national or ethnic origin, social status, age, or sexual orientation.

For further information on the diploma or other programs please contact:

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*APPENDIX*

**REQUIREMENTS FOR THE DIPLOMA IN PROCESS WORK**

The following is a list of requirements for the diploma program in process work. These numbers represent minimal requirements. Many students take more time and more classes or seminars in certain areas. These requirements are meant to give you a foundation on which to build your individual study process, and to help you with planning your time, travel and finances. In addition to the required classes, process workers offer a wide spectrum of classes and workshops you might be interested in pursuing.

The following numbers refer to hourly requirements, except where otherwise indicated.

**Personal work:** 200 personal sessions with a certified process worker, 80 before intermediate exams.

**Supervision:** 75 supervision sessions, 25 before intermediate exams.

**Case consultation:** 6 terms of case consultation classes (or equivalent) and 40 individual case supervision sessions.

Note: You are responsible for having case consultation for all your clients and for ongoing case consultation independent of the required minimum.

**Case presentations and video analysis:**

2 examples of your work with an individual client

1 working with someone on a body symptom

1 working with someone who has a fatal disease or is dying

1 working with a family

1 working with a relationship

1 working with a person in an extreme state

1 working on an addiction process

1 working with a group

You will also present two half-hour long videos, one of your movement work, and one of your ability to work out a conflict without a facilitator present.

**Weekend seminars and training days:** 4 weekend seminars per year, over the course of at least three years for a total of 12 weekend seminars. Weekend seminars may be substituted by taking core curriculum classes during your residency or through approved local classes where available.

12 training days per year, over the course of at least three years, for a total of 36 training days.

**Peer groups:** 100 sessions total, 50 before the intermediate exams.

**North American courses, seminars and clinics:**

- 1 Intensive Course
- 1 Worldwork seminar
- 1 Lava Rock Clinic
- 1 Extreme States Clinic
- 1 Movement course
- 2 Advanced Supervision seminars

**Clinical Internship:** Students are required to devote a minimum of 500 hours to their internship. A minimum of 250 hours must be direct client contact hours. The total number of hours may include supervision, staff meetings, community relations, and required hours for paper work. Students must provide a statement certifying their hours from the supervisor at each internship placement. The Process Work Center of Portland offers a limited number of internship possibilities.

Supervision of the internship needs to happen in agreement with the study committee, which either supervises the internship itself or agrees on a supervisor. The internship must include a written evaluation and a feedback session with your internship supervisor.

**Worldwork Internship:** For the worldwork internship, the student writes an assessment of his or her cross-cultural experiences and areas of learning, including a proposed learning project for the worldwork internship. This project might consist of an internship where a person learns about their social identity, or might use a student's special knowledge in this area to teach a course. The proposal is submitted to the worldwork internship committee for approval. After the internship is completed, the student has an evaluation session with the worldwork committee to discuss and evaluate new learning.

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

**Exams:** Intermediate and final exams (see below for details)

**Residency requirement:** Part of one fall, one winter and one spring term at the Process Work Center in Portland, Oregon.

## **COSTS**

The following costs are offered as guidelines and may change depending on the needs and choices of the individual student. Since the course of study follows the individual student's dreams and process and is not a mere fulfillment of requirements, approximate costs are based on suggested yearly tuition, personal work, course work, required seminars and clinics, exam costs, and residency.

### **Yearly expenses for personal work and course work**

**Tuition** .....\$320

#### **Personal therapy**

50 sessions at \$60-\$120 per session..... \$3,000 - \$6,000

#### **Weekend seminars**

4 at \$150 - \$200 per weekend..... \$600 - \$800

#### **Training days**

12 at \$80 - \$100 per day ..... \$960 - \$1,200

#### **Supervision**

14 sessions at \$60-\$120 per session..... \$840 - \$1,680

#### **Case supervision**

10 sessions at \$60-\$120 (individual) ..... \$600 - \$1,200

1 class, 6 sessions at \$20-\$40 each..... \$120 - \$240

#### **Total yearly expense for personal**

**work and course work** ..... **\$6,440 - \$11,440**

### **Additional required seminars and clinics**

#### **Weeklong Seminars**

2 - 4 at \$400 per seminar ..... \$800 - \$1,600

**Intensive Course tuition**..... \$2,000

**Worldwork seminar**.....\$750

#### **Exam costs**

Intermediate exams..... \$1,000

Final Exams ..... \$1,400

#### **Total costs for four years of personal work, course work and tuition of the additional required**

**seminars and clinics** .....**\$31,710 - \$52,510**

### **Residency/semester in Portland (6 weeks)**

We projected a possible six-week semester in Portland, (one of your residency requirements) with the associated costs:

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APPENDIX

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**Private supervision:**

6 sessions at \$60 - \$120 a session .....\$360 - \$720

**Supervision groups:**

6 sessions at \$20 - \$40 a session .....\$120 - \$240

**Various classes:**

6-8 classes at \$180 a class..... \$1,080 - \$1,440

Costs for room and board can vary greatly, depending on the needs of the individual (\$10 - \$60 a night). The organizers of the different clinics and seminars do their best in negotiating good prices for the participants. For the residency in Portland some alternative housing possibilities are available (i.e. house-sitting; sharing a room). The Process Work Center may be able to help you find reasonably priced accommodation.

**INTERMEDIATE EXAMS**

The intermediate exams integrate theory and practical application of the four core curriculum topics, movement work, inner work and group work. Each exam is an hour long, except for the group work exam day. The following are guidelines for the six different areas which are meant to help the student in preparing for the exams.

***Process Work Theory***

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

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

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

### ***Bodywork***

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

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

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

### ***Relationship Work***

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

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

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

### ***Altered States of Consciousness and Spiritual Experiences***

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

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

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

### ***Movement Work***

This exam covers the following: What is the importance of working with someone nonverbally? What are the philosophies, concepts and reasons for following body experiences nonverbally, using movement? What are the implications of body/mind approaches for psychotherapy and for the facilitator working with movement? How are nonverbal expressions, movement, movement patterns and proprioceptive states viewed from the perspective of other cultures, other therapeutic traditions, body work systems and dance therapies. The student should have knowledge of her own movement tendencies, gifts and edges.

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

### ***Inner Work***

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

### ***Group Work***

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

The student should be able to understand group issues in terms of roles and timespirits, be able to bring herself in as a role, notice and show interest in hot-spots and edges, demonstrate a basic awareness of her own and others' rank in group process, demonstrate the development of beginning eldership skills—such as noticing newcomers, being minimally aware of mainstream and marginalized communication styles and experiences in groups, and noticing scapegoating. The student should be able to begin to work on herself in a group—as evidenced by bringing in roles, noticing hot-spots and edges and bringing in her personal experience by picking up her own double signals.

## **FINAL EVALUATIONS AND EXAMS**

### **First Phase of the Final Evaluation Process**

In the first phase of the final evaluation, the student calls a study committee meeting to announce her intention to begin the exam process. The study committee and student discuss the student's readiness, evaluate areas of strength and weakness, look for holes in learning and define areas in which the student needs further work. The student and committee create a pre-exam contract in which they outline what needs to be done before the student is admitted to the second phase of the evaluation process. This may include additional supervision, internships in specific areas, completion of the research project or thesis, or other study tasks. The study committee informs the training committee of the student's admission to the first phase of evaluation and the basics of the pre-exam contract. The training committee is asked to intensify its interaction with the student by bringing additional feedback and recommendations. The student is asked to interact with and integrate feedback from the training committee during this phase.

## **Second Phase of Evaluations**

After six months, the study committee meets to reevaluate the student's progress and fulfillment of the pre-exam contract. At that meeting, the student and the committee decide whether the student needs more time to fulfill the pre-exam requirements or whether she is ready to proceed to the second phase of the exam process.

The following criteria are used to determine the student's readiness for admission to the final exams:

### ***Demonstration of completion of program requirements***

Completion of a minimum of three years in the program, including all of the courses, supervision sessions, personal therapy, internship, and diploma thesis requirements.

### ***Demonstration of fluidity with the following general metaskills***

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

### ***Demonstration of fluidity with the following basic skills***

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

The final evaluations take place during this second phase which lasts a minimum of six months. During that time, the student is evaluated in the following eight areas:

- Working with an individual on an unspecified issue
- Symptom work
- Relationship work
- Group work

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## APPENDIX

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- Inner work
- Working on one's own relationship conflicts
- Extreme states work
- Video analysis

One of the formats for the evaluations is a 45 minute sitting in which the student works in front of two examiners and a neutral observer for 20 to 25 minutes. The remaining time is spent discussing, analyzing and evaluating the work with the student.

In some cases exams take place in a community or seminar setting. For example, in the group process exam, a student might be asked to organize several community meetings and work with the group. An extreme states exam might happen in a seminar setting where a group of patients from a local clinic is present. A relationship conflict exam might involve a series of relationship interactions between the student and her "worthy opponent." The exact format of the exams will be created by the study committee to fit the individual student's dreaming process.

### **THE DIPLOMA**

After the eight evaluations are complete the examiners discuss the student's overall performance. At that time, the student may be granted a diploma or may be asked to fulfill certain additional requirements. Additional requirements are worked out with the study committee and a contract and time frame are created for the student to complete her program.

Please see the newsletter for the calendar of events in your region and to find your regional coordinator or call the Process Work Center of Portland for this information.