

*Institute of Process Work St. Petersburg*

*Institute of Clinical Psychology and  
Psychotherapy, Moscow*

*In affiliation with the Process Work Center  
of Zurich, Switzerland*

# **Diploma in Process Work**

## **Student Handbook**

*Please note that as the Diploma Program is just beginning and that there are as yet no certified Process Work Diplomates in Russia, requiring all of the hours for completion of the program might be challenging. Students are expected to take advantage of therapy sessions, supervision etc. whenever possible with Dipl. POP, and use phone and internet for sessions.*

participants of any race, color, national origin, physical ability,  
gender, age or sexual orientation are welcome and admitted to the program

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# DIPLOMA IN PROCESS WORK

## *INTRODUCTION*

Welcome to the Diploma Program in Process Work or Process-oriented Psychology. 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.

## *THE THREE PHASES OF TRAINING*

The Diploma Program in Process Work is based on three stages of training:

- 1) 3-Year-Certificate in Process Work (Basics)  
Student Status: Student of Certificate Program  
Goal: Completion of 3-Year Certificate in Process Work
- 2) Diploma Program (Phase I)  
Student Status: Diploma student  
Goal: Completion of Intermediate Exams: Oral exams in 7 key areas of process work
- 3) Diploma Program (Phase II)  
Student Status: cand. Dipl. POP  
Goal: Completion of Diploma in Process Work (completing all requirements including sessions, internships, final thesis and final exams as outlined in the handbook).

## *FIELDS OF STUDY AND APPLICATIONS*

Conducting the Diploma Program demands a commitment to study and apply Process Work in a variety of fields in the inner and outer life of the student.

### **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 30 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 seven basic themes which form the foundation of Process Work:

1. Philosophy and Process Work Theory
2. Bodywork
3. Relationship
4. Altered and Extreme States of Consciousness
5. Movement and non-verbal communication
6. Inner Work
7. Group Work

## **Application and Practical Learning**

Clinical internships, worldwork internships, and peer groups are places to practice skills and metaskills acquired during sessions, 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.

## ***THE DIPLOMA PROGRAM***

The Diploma Program Russia allows people to study with international Process Work Faculty who offer the Certificate and Diploma Program through the Institute of Clinical Psychology and Psychotherapy, Moscow, and the Process Work Center St. Petersburg.

## Admission

Prerequisite to enter the diploma program is the completion of the Certificate Program in Process Work. Upon receipt of your Certification you may chose to apply for the Diploma Program in Process Work.

1. As a prospective student, contact a member of the faculty or adjunct faculty of the Diploma Program and ask to work with them on your initial dream & process of wanting to enter the program.
2. You must work with the Diplomate a minimum of two sessions.
3. Your interest in becoming a student will be announced to the faculty and there will be a period for trainers to come forward with support and feedback. The faculty decides whether to admit or reject students to the Diploma Program. The evaluation is based on the student's intention, her dreaming and a judgment as to whether or not the student will be suited to work with people as a process work therapist or counselor.
4. Upon admission to the program you will be asked to send the following:
  - a. Admission Fee (50 Euros)
  - b. Annual Student Fee (50 Euros), Payable to Process Work Center of St Petersburg
  - c. Resume of your Initial Dream as well as a Curriculum Vitae
  - d. 2 passport photos (for student records and ID)

Once admitted to the program, the student chooses a faculty advisor (see below). This second stage of studies encompasses the preparation for and the taking of Intermediate Exams with Process Work examiners. A student admitted into the Diploma program is allowed to work as a *student practitioner* of Process Work under supervision in their private practice, institution or workplace. They need to consult with an international Process Work Diplomate every 5<sup>th</sup> session for case control and/or live supervision and continue their private therapy.

## Faculty Advisor

As the first step after admission you will have to chose a faculty advisor. The faculty advisor is a member of your Faculty or Adjunct Faculty of your choice that will guide you through the Diploma Program. You will meet at least twice a year with your faculty advisor to track your studies. It is in your responsibility to schedule these meetings ahead of time with your faculty advisor.

The advisor plays an important part in a student's learning process and functions as the primary interface between the student and the faculty. The advisor 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 faculty advisor also supports the student's dreaming process and other questions that may concern financing, self-directed studying, peer-to-peer learning etc.

Because of dual-role consideration, your primary therapist cannot not also function as an evaluator of your professional development, you must chose another faculty member as your advisor.

Ongoing communication between the student and the faculty advisor is central to the student's progress through the training. It is the responsibility of the student to make sure that the faculty advisor is informed about and agrees with how the student gains proficiency in the required areas of study. The faculty advisor 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 faculty advisor before he or she applies for exams.

The faculty advisor 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 faculty advisor is responsible for assuring the faculty that all requirements are fulfilled before a student applies for the exams.

## **Log**

A log book will be provided to the student by the Faculty where he or she carefully takes notes of any completed training event. These include personal sessions, live-supervisions, case consultations, advisor meetings; also seminar and training days; intermediate exams, internships, final thesis and final exams. The notes include date, time, duration, seminar topic; teacher, therapist or supervisor, including a *signature by the teacher, therapist or supervisor*.

## **Peer Learning**

At the beginning of your training you will connect with two other Process Work students in your area and create a peer-to-peer learning triad. In case of long-distance, meetings can also be done by phone or Internet. Some of your meetings will be structured around requirements, and others will be structured according to your practice needs, i.e. working on life issues, dreams, symptoms, conflict, etc. You will keep a log of your learning in the triad, which will be part of your yearly review with your faculty advisor. Please see the appendix for exact requirements.

## **Personal Therapy**

You and your faculty advisor 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 work on your process and follow its nature. In locations with no certified Process Workers you will work out a combination of telephone/internet sessions, personal sessions with Process Work Diplomats visiting your area, and personal sessions with Process Work Diplomats if you travel abroad. A part of the requirement can be done with an appointed cand. Dipl. POP student. Please see appendix for required hours.

## **Course Work**

The Faculty of Dipl. Process Workers offers a minimum of four annual training seminars in St Petersburg as well as four annual training seminars in Moscow . These four seminars make the core curriculum of the Certificate Programs in each location.

After completion of the Certificate, a minimum of additional eight seminars as well as some advanced training days need to be attended. Diploma students are encouraged to continue to participate in seminars to deepen their learning through repetition of practice, participate in relationship and group dynamics, work in the middle under supervision, do case presentations and continue peer learning. Please see appendix for required hours.

## **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 about your therapeutic work and allows the supervisor to interact with you around your learning. Please see 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.

## **Intermediate Exams**

After meeting the minimal requirements for Intermediate Exams you will be eligible to take the intermediate exams which cover the seven foundational topics of Process 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 Intermediate exams, you will have a feedback meeting with your faculty advisor. This meeting is designed for you and your advisor to look deeply 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.

Upon completion of the intermediate exams a student is considered an Diploma Candidate (cand. Dipl. POP) on their way to the Diploma in Process Work.

## **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. The working title of the project and its basic outline has been pre-approved by the faculty advisor.

## **Final Evaluation and Exams**

The last period 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 faculty advisor 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 faculty advisor decide when to start the final evaluation. The earliest possible time is at the beginning of the fifth year of study. The final evaluation happens in two phases, each lasting a minimum of six months. Evaluation includes

- completion of formal requirements
- student's level of self-knowledge and her or his ability and fluidity to work on his personal key issues
- level of professional skills and metaskills as a therapist or counselor (as outlined in the appendix)

Since the evaluation process is also a dreaming process and does not depend on conscious efforts alone, the duration or even completion of the process cannot be predicted. Your faculty advisor will work with you on these matters throughout your studies.

During the first six months of the final year, you, your faculty advisor, and the faculty will give general feedback on your status. During this time you work on areas in which you and your faculty advisor feel you need additional experience. You will add internships in areas you feel insecure, get additional supervision and complete your research project. After this evaluation period, your request for admission to the final exams will be reviewed and approved by the training committee. In the second 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 Process Work Diplomate according to the international standards of Process Work outlined by the IAPOP (International Association of Process Work) and in affiliation with the Process Work Center of Zurich, Switzerland.

## **Ethics**

Students are expected to abide by the ethical standards of the Process Work community and standards of practice of psychotherapists in Russia. Ethical complaints can be filed to the Ethics Board of Process Work, Zurich, Switzerland, a faculty-independent body of Dipl. POP.

## **Costs**

Please see appendix for detailed program costs.

## **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:

The Process Work Faculty Zurich (Reini Hauser, Lukas Hohler, Elke Schlehuber) offer the Certification and Diploma program through the Institute of Clinical Psychology and Psychotherapy, Moscow, and the Process Work Center of St. Petersburg.

# 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.

### Personal work

A minimum of **150 personal therapy sessions**. A minimum of *50 sessions must be conducted with a Process Work Diplomat*. 50 sessions with psychotherapists in any modality can be counted toward the total required number of sessions. In addition, 25 sessions can be done with an approved diploma student, 25 sessions can be accrued from work lasting at last 30 minutes in a group or fishbowl setting in seminars, training days and classes supervised by a Process Work Diplomat.

### Supervision

A minimum of **40 live supervision sessions**, 10 before Intermediate Exams. 20 sessions can be accrued from group supervision in fishbowl settings in which the student works as a therapist under supervision by the teacher (Dipl. POP) or with appointed diploma student (Cand.Dipl. POP).

### Case consultation

A minimum of **40 case consultations**. 20 sessions can be accrued from group case consultations in which the student presents a case to the group and discusses the work with the teacher (Dipl. POP), or with appointed diploma students. *Note: You are responsible for having case consultation for all your Process Work clients and for on-going case consultation independent of the required minimum. You must consult every 5<sup>th</sup> session with each client with a Process Work Diplomate.*

### Seminars and training days

A minimum of **20 four-day seminars (80 days)** including the Certificate Program are required. Seminars and classes can be taken with any international Dipl. POP teacher affiliated with a IAPOP approved center.

Weekend seminars may be substituted by taking core curriculum classes during your residency or through approved local classes where available.

A minimum of **10 advanced training days** offered by Process Work Diplomates affiliated with a IAPOP approved center.

### **Peer groups**

Peer-to-Peer group learning is ongoing throughout the diploma program. A minimum of **4 meetings a year** (3 hours each) is mandatory for every Diploma student.

### **Clinical Internship**

The clinical internship encompasses 400 hours in a clinical setting, with circa 200 hours client contact. The students need to discuss their internship project with the advisor who has to approve it (setting and amount of client contact). Students must provide a statement certifying their hours from the supervisor at each internship placement. Supervision of the internship needs to happen in agreement with the faculty advisor, 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 faculty advisor early in the last year of study. One member of the faculty advisor 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 Zurich 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.

### **COST**

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.

<b>Admission and annual tuition</b>	<b>200 Euro</b>
<b>Personal therapy</b> 50 sessions (Dipl. POP) 100 sessions (Dipl. Cand. POP, Seminars, other Schools of psychotherapy)	<b>1750 Euro</b>  <b>800 Euro</b>
<b>Weekend seminars</b> 8 4-day Seminars	<b>2600 Euro</b>
<b>Training days</b> 10 one day Trainings	<b>800 Euro</b>
<b>Supervision</b> min. 20 one-on-one	<b>1400 Euro</b>
<b>Case supervision</b> Min. 20 one-on-one	<b>1400 Euro</b>
<b>Faculty advisor meetings</b> Min. 10 one-on-one	<b>700 Euro</b>
<b>Exam costs</b> Intermediate exams       8x40 Final Exams               8x60 Thesis Evaluation and Diploma	<b>280 Euro</b> <b>480 Euro</b> <b>90 Euro</b>
<b>Total</b>	<b>10500 Euro</b>

## *INTERMEDIATE EXAMS*

*Intermediate exams* or mid-point review are designed to provide an in-depth look at the student's development of skills and metaskills, and understanding of process theory and its relationship to related fields in philosophy, natural sciences, systems and communication theory, influential approaches in psychotherapy and body work, movement and art therapy, family therapy, communication theory, inner work procedure and various spiritual traditions. The evaluation of the student, following the review, consists of personalized and detailed feedback from examiners, which will be incorporated into the student's learning for their cand. Dipl. phase of study.

### **Administrative Structure**

The intermediate exams can be entered after the Certificate program or a minimum of two years into a process work program, upon the recommendation of the advisor. The mid-point review process must be completed no less than three years before the final evaluation. A student has to take Intermediate exams in two parts, 3 and 4

exams each, or do less, and complete it in three goes. Exams have to be completed within 13 months of passing the first ones.

The exam process consists of 7 exams: 30 minutes of interview each, followed by up to 15 minutes feedback. Students are evaluated on their skills and metaskills. In some cases exams can take place in a group or seminar setting in which case it takes more time to examine a topic.

The intermediate exam is designed to provide the student, examiners and faculty with a detailed picture of the students progress in the program to date. Thus, detailed feedback from examiners is stressed. If the results of the exams show that a student has gaps in her knowledge, she may be asked to re-do the exams, and/or fulfill a completion contract. Students are considered passed upon fulfilling a completion contract. The examiner is responsible for supervising and signing off the completion contract, as well as communicating continuing learning suggestions to the advisor.

Following the successful completion of the exams, and/or the fulfilling a completion contract, the student and the advisor develop a learning contract. This contract incorporates the feedback and experiences from the mid-point review and structures the next phase of study. The student is considered a Candidate for the Diploma in Process Work (Cand. Dipl. POP).

### **Exam Standards and Criteria for Passing**

Each exam topic below describes the information and material covered by the exams. As the mid-point review marks the first phase of study, students are not expected to be able to master the skills or display the metaskills necessary to complete a piece of work with an individual or couple. Students do need to have an understanding of basic process thinking. This includes the ability to identify structure and begin to unfold sensory grounded information, and the metaskills of respect for the whole person and interest in the unknown.

In addition to a sound grasp of the basics of process theory, these exams require a basic understanding of the larger field of psychology and related systems of thought, and the relationship of process work to these other fields. Students should be familiar with the central concepts of the main psychological schools, their goals and methods, the differences and similarities to process work, and the contributions for which these schools are known.

### **Format for the Intermediate Exams**

Each exam covers the curriculum on three levels. The fourth level consists of feedback. This general description of the exam levels applies to all exams; a more specific description is given for each exam area.

#### **1) Process Structure and Metaskills**

This aspect of the exam includes the structural aspects of the dreaming process: primary and secondary processes, edges, signals, channels and metaskills.

In each exam, the student will be tested on skills and metaskills; and on the ability to establish a rudimentary awareness of a client's everyday reality and dreaming

process. Beginning skills include differentiating everyday identity (primary process) from the secondary dreaming process as it appears in the client's statements, signals, symptoms, also in the therapist's own sentient feelings and double signals. Metaskills include a respect towards the whole person, couple, or group; openness, compassion and caring for the person's process, excitement about the unknown, curiosity, a beginner's mind, a belief in nature, and patience. This emphasis at this level is on the student's ability to notice her own attitudes and tendencies.

The ability to identify a process structure, using basic skills and metaskills, can be demonstrated using the following exercise, which integrates inner and outer awareness.

The examiner acts out a client, and the student:

- a. notes down the dreaming process in its verbal and nonverbal manifestations.
- b. scans self and notices feelings, double signals, reactions, etc.
- c. unfolds inner experience.
- d. tries to relate inner experiences to the dreaming experience of the client.

## **2) Unfolding**

In each exam, the student will be tested on her skills and metaskills involving work with sensory grounded information, identifying and approaching unoccupied channels, differentiating occupied from unoccupied experiences, and showing a beginning ability to unfold a dreaming process.

Continuing with the enactment as outlined in step 1 of the above stated exercise, the student uses the hypothesis and information gathered in that step to begin unfolding.

## **3) Background Theory and Comparative Knowledge**

Each exam will test the student's broad-based understanding of the theory of process work, its philosophical underpinnings and the appreciation and understanding of other systems of thought, philosophy, natural sciences, systems and communication theory, influential approaches in psychotherapy and body work, movement and art therapy, family therapy, communication theory, inner work procedure and various spiritual traditions, and their relationship to process work.

## **4) Feedback**

Each exam will conclude with feedback and evaluation. This will be valuable for the later feedback session with the student and her advisor when they develop the learning contract for the next phase of study. The examiner is responsible for communicating the student's strengths and growing areas of skills, metaskills and theory, with respect to the student's style, self-awareness, and personal growth.

## **Content of the Intermediate Exams**

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### **Exam #1 - Process Work: Philosophical Roots, Theory and Practice**

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- a. Process Structure and Metaskills (using a dream as the basis of the work): The examiner presents a client with a dream, and the student notices language, signals, inner and outer experiences and events and suggests a basic structure of the dreaming process. Metaskills to be cultivated here may include a feeling approach

to the whole person, openness to the unknown, patience, curiosity, beginner's mind, love of nature.

b. Unfolding: Having found a hypothesis to explore further, the student suggests ways of beginning to unfold signals and experiences which appear to be secondary. Unfolding the dreaming process will focus specifically on channel awareness. Several different ways of working with a dream may be discussed here.

c. Theoretical and Comparative Ideas: The student should be able to discuss the philosophical roots of process work in Jungian compare process work with other schools of psychology. Specifically, what does it mean to follow the dreaming process? What are the theoretical ideas of process work -- the dreaming process, the dreambody concept, field concepts and analogies in philosophy, psychology and the natural sciences. How can one speak of disavowed, background experiences-- and how do we use them in working with individuals? How do we differentiate a dreaming process from the consensus statements and views of identity? 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) in terms of working with individuals; also to discuss an individual's experience in terms of process work and other psychotherapeutic schools, philosophies, and traditions. This includes an ability to discuss the patterns, tools, and insights found in the antecedents of process theory: psychology, modern psychotherapy, Jung, Taoism, Buddhism, indigenous ideas and shamanism, dream work, physics, communication theory, and systems theory; and some ways these concepts and tools enrich and contribute to process 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?

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## Exam #2 - Bodywork

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a. Process Structure and Metaskills: The examiner presents a body experience or symptom; the student looks for the dreaming process in language, body signals, inner and outer experiences. Metaskills to notice include the student's approach to the person, their symptom, and the unknown.

b. Unfolding: In dialogue with the examiner, the student describes how to get to sensory grounded information, including: using hands-on skills, paying attention to medical and causal factors, metaskills and ethics around touch, proprioceptive awareness, differentiating secondary aspects from primary description, the basics of accessing material following the client's description; using techniques which follow body signals and description of symptom.

c. Theoretical and Comparative Ideas: the student is expected to understand basic process work theory with bodywork: dreambody theory, chronic and acute symptoms and the relationship of symptoms to one's life myth; experiences at the onset of illness; and physical abuse and trauma. The student should be familiar with the following: the main ideas that inform our understanding of process work with symptoms; tools and ideas from other medical and physical paradigms that have contributed to the dreambody concept; patterns from other areas that parallel aspects of process work; ways in which other schools of bodywork are different from process work.

Comparative thinking includes a basic sense of the distinctive characteristics of allopathic, naturopathic, homeopathic, Ayurvedic and Chinese medical systems. The student should be aware of: information a therapist should be asked before working with symptoms such as headaches, lightheadedness/dizziness, memory loss/mental confusion, numbness and tingling, back pain, chest pain, swelling and lumps, vision problems, weakness; the course of common illness and possible treatments of a variety of symptoms and syndromes, such as cancer, depression, anorexia, bulimia, epilepsy, and asthma.

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.

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## Exam #3 - Relationship

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a. Process Structure and Metaskills: The beisitzer and examiner act out a brief interaction with a couple. The student is asked to discuss the structure of the relationship process in verbal and nonverbal signal, noticing the level of relationship, and also noticing her own reactions and tendency to take one side or the other. Metaskills to cultivate include the ability to relate to the relationship as a whole and to be open to and respectful of the relationship culture.

b. Unfolding: Following a discussion of the relationship structure, the student and examiner discuss possible interventions according to the level of the relationship, and how unfolding the process might begin. The student may be asked to comment on individual, system, and double-edge phenomena, and to consider how taking sides may be related to the couple's double edges.

c. Theoretical and Comparative Ideas: The student is expected to be able to discuss the dreaming process in relationship; the goals and ideas of process work in relationship; the basics of understanding and working with the double edge dynamic including double signals, edges, accusations, third parties, etc. This includes a beginning skill at noticing how the couple describes their experience and identity, noticing what is disavowed, in what signals these experiences are found, being able to identify moods, high and low dreaming, rank in signals and double edges, and a beginning idea of what interventions might apply.

The student may be asked to discuss some of the following: the paradigm of spiritual warriorship and following the Tao in relationship; process-oriented ideas about blame, conflict, projection, the identified patient; other traditions of couple and family therapy; other paradigms that enrich process work; spiritual or indigenous traditions of relationship that inform process 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.

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#### **Exam #4 - Altered and Extreme States of Consciousness**

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a. Process Structure and Metaskills: The examiner describes or presents an example of someone in an altered or extreme state. The student notices from verbal and nonverbal information the degree of metacommunication present. The student should be able to: identify two states (everyday reality, extreme state or dreaming process); scan himself, his own signals and inner reactions and the link to process structure. Metaskills include: openness to altered and extreme states and awareness of cultural biases.

b. Unfolding: The student is asked to discuss possible interventions depending on the degree of metacommunication and the client's relationship to extreme states.

c. Theoretical and Comparative Ideas: The student may be asked to discuss traditional and alternative theories, such as the biomedical model, psychiatry, DSM-IV, the spiritual emergence paradigm, shamanism. Possible points of discussion include: how does traditional psychiatry and the bio-medical model approach and work with altered states? How does it complement process work? What is the usefulness and the limitation of the bio-medical 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?

Aspects of process theory come up here, including the city shadow concept, the concept of two-state ethics, and process work views on addiction and substance abuse. The student may be asked about working with an individual in extreme and altered states in which the metacommunicator is reduced or absent: How do we approach these states? What are the signals, experiences, and process concepts involved in an extreme state (process structure and reversals, unoccupied channels, role of metacommunicator)?

This includes knowing about, though not necessarily being able to follow these processes, knowing about methods that can help someone complete an experience in different types of altered and extreme states.

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.

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***Exam #5 - Process-oriented Movement and Non-verbal Communication.***

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a. Process Structure and Metaskills: The examiner presents examples of movement and nonverbal communication, and the student is asked to notice: movements and their relationship to statements of identity; ways in which movements and other non-verbal experiences seem incomplete; the student's inner experiences, including shyness around touch and movement. Metaskills to be cultivated include sensitivity towards nonverbal states, being able to support nonlinear, unknown experiences in unoccupied channels, respect and love of nature.

b. Unfolding: The student is encouraged to discuss and try: interventions related to types of incomplete movement or nonverbal process, including those found in coma and withdrawn states; deep body work interventions; ways of amplifying movement and other nonverbal communication.

Basics of movement work examined here include the ability to: distinguish occupied from unoccupied movement in both language and body signals; know qualities of unoccupied movement; have a beginning ability to unfold unoccupied movement, watching for unoccupied aspects of movement and edges as it unfolds.

A knowledge of different movement interventions is needed, including ideas about matching interventions to different types of movement processes. The student should also have a beginning understanding of working with non-verbal states, pacing breathing, looking for minimal cues and forwarding someone's experience without necessarily talking.

c. Theoretical and Comparative Ideas: The student should be prepared to discuss the following questions: What is the importance of working with someone non-verbally? What are some reasons for working with following body experiences non-verbally, using movement? How are non-verbal expression, movement and feeling states viewed by other cultures, other therapeutic traditions, dance therapies?

This exam covers the following: What is the importance of working with someone non-verbally? 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).

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## **Exam #6 - Inner Work**

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a. Process Structure and Metaskills: The student is asked to work on herself aloud in front of an examiner and beisitzer. This part of the exam demonstrates the student's ability to work with his own dreams, body symptoms, and relationship issues using inner work skills and metaskills at a beginning level. Specifically, students will be expected to: notice and work with unknown material; notice inner figures; notice inner criticism. Metaskills to be cultivated include a curiosity about one's own process and an openness to experiences at the margins of perception.

b. Unfolding: The student should be able to notice, follow and unfold material in an unoccupied channel; to notice edges, discover what happens at the edge; metacommunicate about what is happening.

c. Theoretical and Comparative Ideas: The student may be asked to discuss the uses and application of inner work in working with clients and groups. The student is expected to have basic knowledge of meditation traditions which may include some of the following: yoga, Vipassana, Taoist alchemy, Zen, Jungian active imagination, Christian meditation practices and Eastern martial arts; the goals and basic methods of these traditions and their relevance to process 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?

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## **Exam #7 - Group Work**

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This exam is followed by a meeting that includes all examinees, beisitzers, and examiners. The format of the exam is a class situation. Two examiners are present and

all the examinees plus beisitzers will take part in a 3-hour group process class. The examiners can structure this in any way they choose. For instance, there could be an hour of group process, followed by discussion of structure, inner work exercises or dyads, and then a second group process. The group of students will be participant-facilitators, all responsible for facilitation.

a. Process Structure and Metaskills: Because of this format, typically a learning situation with no designated facilitator, students are not being examined on their ability to facilitate a group process, but rather on their ability to participate with awareness. There are many different styles of participating -- quiet styles, verbal styles, emotional styles and cognitive styles. No one style is superior to any other and all are valuable at different moments. During the group process and follow-up discussion of structure and theory, the examiners will check students on the ability to notice roles, ranks, ghosts, atmosphere, tendencies to mainstream and to marginalize in the group and in oneself, noticing edges and hotspots.

Metaskills to check include: teamwork; being able to notice one's own reactions, feelings and attachment to a role; eldership or interest in the whole.

b. Unfolding: Examiners will look for student's beginning ability to: take and switch roles; step into and out of roles; notice and reflect on what role she is in and the rank attached to that role; focus on the hotspot; help both sides at the edge.

c. Theoretical and Comparative Ideas: The student is expected to bring to this exam a general understanding of time spirits, role theory, deep democracy, rank and privilege, and the importance of inner work in group work. Students should be able to discuss ways in which the new physics, Taoist, Jungian and mythological ideas influence worldwork theory; and to compare process work ideas with other types of group theory and conflict resolution,

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.

### **Exam Meeting**

There will be a final exam meeting: All examinees and examiners will be present, and there will be opportunity for feedback, discussion, and celebration.

# FINAL EVALUATIONS AND FINAL EXAMS

## First Phase of the Final Evaluation Process

In the first phase of the final evaluation, the student discusses her intentions with her advisor and informs the faculty to announce her intention to begin the exam process. The advisor 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 advisor 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 advisor informs the faculty of the pre-exam contract. Faculty, teachers and advisor are asked to intensify its interaction with the student by bringing additional feedback and recommendations. The student is asked to interact with and integrate feedback during this phase.

## Second Phase of Evaluations

After a period, student and advisor meet to reevaluate the student's progress and fulfillment of the pre-exam contract. At that meeting, the student and advisor 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:

### 1) Demonstration of completion of program requirements

Completion of a minimum of three years in the program, including all of the courses, seminars, live supervision and case consultations, personal therapy, internships, and diploma thesis requirements.

### 2) 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

### 3) 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:

1. Working with an individual on an unspecified issue
2. Symptom work or working on chronic illness
3. Relationship or couple's work
4. Group work
5. Inner work
6. Working on one's own relationship conflicts
7. Addiction or Extreme State work
8. Case presentation including Video analysis

One of the formats for the evaluations is a 45 minute setting 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 advisor to fit the individual student's dreaming process.

### **Content of the Final Exams**

*(description follows)*

## *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 advisor and a contract and time frame are created for the student to complete her program.