



SELF GUIDED DIPLOMA PROGRAM IN PROCESSWORK

LEARNING PATHWAY HANDBOOK

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What is Processwork?

Processwork, also known as Process-Oriented Psychology, is a holistic approach to personal and collective change that emphasizes awareness, creativity, and relationship-building.

At its core, Processwork is a framework for understanding the dynamics of human experience, including dreams, conflicts, and altered states of consciousness. It assumes that each person has their own unique inner process, and that this process can be explored and understood through attentive listening, open curiosity, and a willingness to engage with what emerges.

Processwork offers a range of tools and techniques for working with this inner and outer process, including body awareness, movement, voice work, and creative expression. It also emphasizes the importance of relationship-building, both within oneself and with others.

For prospective students, Processwork offers an opportunity to deepen their understanding of themselves and others, and to develop skills for working with complex issues and conflicts. It is particularly well-suited to those interested in psychology, counseling, coaching, or other helping professions, as well as to artists, activists, and anyone interested in personal and collective transformation.

About the Process Work Institute

The Process Work Institute is a non-profit educational organization located in Portland, Oregon, that offers training programs, workshops, and events in Processwork. It was founded in 1989 by Drs. Arnold and Amy Mindell and their colleagues who are pioneers in the field of Processwork and have contributed significantly to its development and application.

The Institute offers a variety of training opportunities for those interested in developing their awareness and their skills in facilitation, counseling, coaching, or related fields. The Institute offered a Master's degree in Processwork (1992-2023) and continues to offer Processwork learning pathways including the Self-Guided Diploma and the Certificate in Processwork, along with a range of continuing education courses and workshops.

The Institute also hosts conferences, public lectures, and other events that bring together practitioners, scholars, and students from around the world to share knowledge, insights, and experiences related to Processwork. In addition to its educational programs, the Institute includes a community-based Processwork center called the Portland Processwork Clinic, which offers services to individuals, couples, families, and groups. The Clinic is staffed by graduates of the Institute's training programs, who provide a range of services to support personal growth, healing, and transformation.

The Process Work Institute, Portland, Oregon, is a leading institution in the field of Processwork, offering high-quality training and support to individuals and communities interested in personal and collective change.

Become a Processwork Diplomate

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

A graduate of the Self-Guided Diploma learning pathway earns the title of Processwork Diplomate, the highest level of Processwork practitioner training recognized by the International Association of Process-Oriented Psychology. They have demonstrated their mastery of Processwork skills across 8 areas of competency, and completed a Final Project which demonstrates their mastery of the paradigm and makes an original contribution to the body of Processwork knowledge.

Self-Guided Diploma Learning Pathway

The Self-Guided Diploma (SGD) learning pathway is intended for people who have mastered the fundamentals of Processwork, and who wish to meet the standards for recognition as a Processwork Diplomate by the International Association of Process Oriented Psychology (IAPOP).

The Self-Guided Diploma learning pathway provides an opportunity to study Processwork for personal and professional development. It leads to recognition as a Processwork Diplomate by the Process Work Institute (PWI) upon successful completion of the 8 Diploma Competency Evaluations and a Final Project, and enables diplomate membership in the IAPOP community.

The Self-Guided Diploma is not a beginner level program of study. People just beginning their Processwork learning journey are encouraged to consider enrolling in the Certificate in Processwork and completing the PWI Winter Intensive as foundational steps, or to explore other training opportunities to gain the fundamentals of Processwork knowledge and experience. See the Admissions section of this Guidebook for further details.

Self-Guided Diploma students are responsible for creating their own program of study through seminars, courses, and other training activities with the support of a study committee to guide, support and evaluate their learning. Students may participate in Processwork training opportunities anywhere in the world, including online and in person instruction. The Diploma Competency Evaluations take place in person, arranged by PWI and conducted in Portland, Oregon.

The duration of the program is individually determined based on the student's starting level and progress over time. The SGD is designed to meet students exactly where they are, and to support and follow their individual learning process. In general however, students should expect to take between 3-5 years to achieve recognition as a Processwork Diplomate.

Requirements

The requirements for this program include:

- English language proficiency: students need to be able to read, write and speak English to a proficiency of upper intermediate level.
- Creating and using a Study Committee to guide, support and evaluate your learning (one Study Committee meeting is required every 6 months).
- Planning and implementing learning activities through an annually updated learning agreement, 6 month progress report and end of year Learning Reflections Report.
- Completing a final project that demonstrates mastery of the Processwork paradigm and makes a unique contribution to the knowledge base.
- At least two years of continuous enrollment in the PWI Self Guided Diploma program before being accepted to sit the Final Diploma Competency Evaluations.
- Successfully passing the Final Diploma Competency Evaluations.

The student works with their Study Committee to design an annually updated Learning Agreement that guides their learning experience in a way that is tailored to their individual needs and professional interests.

Learning Objectives

The ability to use process oriented facilitation techniques for:

- individual change processes including working with dreams, body symptoms or disturbing experiences
- relationship processes including process-oriented conflict facilitation in couples and small groups
- group facilitation and organizational/system level change.

Processwork Diplomates demonstrate:

- leadership competencies including creative, process-oriented facilitation, unfolding, and problem solving, and
- diversity awareness and cross-cultural communication skills.

And they develop personal and professional mastery of the following abilities:

1. Recognize, appreciate and explore all aspects of experience – conscious or consensual, unconscious or dreamlike, and subtle or ineffable (practice of deep democracy)
2. Use self-awareness techniques to work with one's own difficult states, moods, biases and emotions and engages meaningfully with areas of difficulty and personal edges (innerwork)
3. Able to relate to peers and other professionals and to see one's self and work in the context of a larger system (field understanding)

4. View and work with conflict, edges, and challenges as resources for personal growth and change
5. View and value experiences, people and attitudes which are outside of one's identity as aspects of oneself
6. Able to explore and engage meaningfully with feedback, present and discuss one's own views and appreciate the viewpoints of others
7. Able to cope with areas and issues that have strong emotional and social impact personally, and maintain a sense of leadership
8. Demonstrate an empathic connection with clients, peers and the community.

Student Community

Processwork learning is inherently social and it is essential for a student to connect with other students to practice their developing skills and metaskills, and to inform and deepen their personal development work as part of the Processwork Diploma learning pathway.

SGD students are encouraged and expected to form small peer groups for ongoing practice and support.

Quarterly student meetings (typically 90 minutes) are hosted by the SGD Program Coordinator to facilitate learning connections with other PWI students. Dates and times are set in advance, and selected to accommodate the timezone needs of the current student community. Information is provided once enrolled.

Program Steering Committee

The SGD program is overseen by a Steering Committee that meets twice a year to review SGD activities and ensure program integrity. The purpose of the Committee is to guide program development and improvements in relation to student, graduate, and faculty feedback and to maintain alignment with the IAPOP Training Council standards for recognition as a Processwork Diplomat.

Areas of oversight:

- Student feedback
- Curriculum content and development
- Program structures
- Diversity, equity and inclusion

The Committee includes at least three Diplomates from the Process Work Institute, one Diplomat from another IAPOP recognized diploma training program, along with graduates and student representatives.

Disclaimer

The Self-Guided Diploma learning pathway does not confer any academic degree, nor can it be used as the basis for licensure, admittance into an academic program, or membership in any other professional association besides the International Association of Process-oriented Psychology (IAPOP).

Admissions

The SGD program requires a great degree of self-reliance and initiative and the admissions process is designed to assess the applicant's suitability for this learning path. The purpose of the Admissions Process is to ensure that the SGD is the right fit for the student's background, dreaming process and goals.

Prospective students need to meet the following criteria:

- Mastery of the fundamentals of Processwork
 - Completion of the PWI Certificate in Processwork, and
 - In-person attendance to PWI's Winter Intensive program,OR
 - Phase 2 students from other IAPOP recognized processwork schools.
 - PWI may, under exceptional circumstances, accept students who do not meet the above criteria due to recognition of prior learning.
- Self-resourced; able to put together the program they want and take responsibility for designing their learning experiences
- Excited by rigorous independent learning and personal development
- Able to plan, resource and implement activities for their development and learning
- Capable of finding study mentors and training opportunities within the international Processwork community.

Step One: Initial Interview

The first step is to arrange an initial interview to discuss the program and whether it is a good fit for you. There is no fee for the initial interview. The purpose of the initial interview is to determine whether the SGD is a good match for the person's goals and to assess their level of Processwork experience.

In preparation for the initial interview, you should familiarize yourself with this SGD Handbook and the [Principles for Ethical Practice for Processworkers](#).

To request an initial interview, [submit this form](#) with a brief statement of your goals, a summary of your Processwork experience, and the dream or dreamlike experience which calls you to this learning path (not more than 500 words total).

After the initial interview, the SGD Program Coordinator will either invite you to apply for the SGD learning pathway, or suggest further learning opportunities to prepare you for applying.

Step Two: Engage your Study Committee Members

If you are invited to apply and feel the program is right for you, your first step is to obtain the commitment of two IAPOP recognized Processwork Diplomates to serve on your Study Committee.

The SGD program allows the student to invite any IAPOP recognized Diplomate from the international community to serve on their Study Committee, however all prospective SC members must be confirmed by PWI.

When seeking to engage potential Study Committee members, the student is encouraged to share their response to the Enrollment Essay Questions (see below) which are required as part of the application process.

The student must plan on typically completing at least 10 individual sessions annually with each SC member to enable adequate monitoring and support for the student's learning progress.

The cost and availability of individual sessions varies and these details should be negotiated and confirmed individually as part of choosing and engaging Study Committee members. PWI does not facilitate these conversations or agreements.

Step Three: Submit Enrollment Materials and Application Fee

Once invited to apply, the applicant submits the following enrollment materials:

- Personal contact and background information form
- Written or video essay in response to the application questions (see below)
- 2 written references and declaration of commitment from each of the Diplomates who have agreed to be on the applicant's Study Committee
- Informed Consent and Commitment to the Ethical Principles for Processworkers Declaration
- Application fee of \$100.

Enrollment Essay Questions

Please answer the following questions in a written or video format to submit along with the other enrollment materials.

1. Please share a brief autobiographical statement (500-1000 words), highlighting your background and your current context, along with the dream or dreamlike experience that called you to engage in a learning path toward recognition as a Processwork Diplomate.
2. Please share your prior experience with Processwork, any areas of application that you would like to specialize in, and your reasons for joining the program at PWI.

3. Discuss how you intend to apply Processwork skills in your professional work and/or personal life, and how you imagine this program will support your learning and development.

Informed Consent Declaration

Upon admission to the program, the student signs an Enrollment Agreement which includes the following conditions and declarations:

I understand the rigorous nature of the SGD program, and I agree to the following:

- I understand that this is an independent study program, and that I am solely responsible for finding the training needed to complete the program.
- I am responsible for the SGD Annual Enrolment Fee, the Final Diploma Competency Evaluations Fee and all other costs associated with my training.
- I understand that the study committee is the main evaluative body, and that they have the right to withdraw me from the program should they find that I am not complying with the standards or conditions of the program or my Learning Agreement.
- I understand that I am responsible for finding the relevant training resources for my learning. In the event that the courses or classes that I seek are not offered in my area, or at PWI, or in any Processwork community or program, it is my responsibility to find tutors and instructors to provide me with the curriculum that I need.
- I understand that I am solely responsible for finding and engaging study committee members, mentors, supervisors, therapists, and helpers to assist me with my studies.
- I understand that my gaining recognition as a Processwork Diplomate depends on my Study Committee's recommendation, and includes successfully passing the Final Diploma Competency Evaluations and completion of a final project which makes an original contribution to the knowledge base.
- I agree to adhere to the following requirements: organizing a minimum of one study committee meeting per 6-month period, creating a Learning Agreement approved by my study committee members, and providing the annual progress reports as required. I understand that non-fulfillment of these requirements can lead to my being withdrawn from the program.
- I understand that one Study Committee meeting must be completed per 6-month period and cannot be rolled over. It is my responsibility to ensure they happen. I understand that any unused study committee meeting entitlement is forfeit at the end of the enrollment year.
- I understand that this is a non-academic, non-degree program. I understand that the SGD program is not a recognized academic degree, and does not earn the student

any academic credit, and is not recognized as the basis for professional licensure in Oregon.

Program Commencement

Once the complete packet of enrollment materials are received and processed, the accepted student will receive the enrollment package, including:

- Learning Agreement and Progress Report Templates
- Session and Training Record
- Final Project Handbook
- Final Diploma Competency Evaluation Guidelines
- Quarterly Student Meeting information
- Student Community Contact
- SGD Enrollment Fee invoice

The SGD program start dates are March 1st, June 1st, September 1st, and December 1st.

Study Committee

The central pillar of the SGD program is the student's relationship with the Study Committee (SC). The committee is of utmost importance in this program. It supports, guides, and evaluates students' progress. It assists them in designing a Learning Agreement, which is the individualized program of study created by the student. The committee forms a long-term relationship with the student, modeling and providing an experience of a mentoring relationship, a growth-oriented relationship within the parameters of professional rank and levels of experience.

It is highly recommended that the student meet with their study committee within the first two months after their initial enrollment in the SGD program. The student is required to meet with their study committee once every 6 months.

In addition, the student is expected to engage the Study Committee members for regular individual sessions including live supervision, case supervision, skill tutorials, or program advising sessions over the course of the year.

Individual session frequency depends on the student's learning goals and is negotiated as part of the Learning Agreement, but the recommended commitment for satisfactory learning progress is 20-30 sessions annually, with at least 10 sessions with each of the two Study Committee members individually.

The Role of the Study Committee

- Accompanies, challenges and supports the student in developing his or her unique talents and provides the opportunity for ongoing evaluation as he or she progresses through their learning journey.
- Serve as the primary supervisors of the student's practice and skill development, integral to the student's learning, involving a recommended minimum expectation of 10 supervision sessions per year with each study committee member.
- Evaluates the student's progress and helps process and make use of the feedback the student receives from training instructors, supervisors, and peers.
- Notices relationship and role dynamics that may occur during study committee meetings and explores how they might be present in other aspects of the student's program.
- Is responsible for recommending withdrawal in cases where a student is not making progress or the program requirements are unsuitable for the student's process.

Reporting to the Study Committee

The student prepares the following written reports for the Study Committee each year:

- Annual Learning Agreement Activity Plan
- Six month Progress Report - Activities Completed
- End of Year Learning Reflections Report - Activities Completed and Learning Reflections

Study Committee: Formation, Responsibilities and Guidelines

1. The SC is composed of two IAPOP recognized Diplomates, approved by PWI.
2. Commitments of support must be obtained by the student from each prospective SC member *before* enrolling in the SGD learning pathway.
3. After the student has enrolled, the first task of the SC is to guide and approve the student's annual Learning Agreement (a Learning Agreement template is provided in the acceptance packet).
4. The key responsibility of the SC is to ensure that the student is progressing in the program and following the design of their program, as they set out in their annually updated Learning Agreement. As such, the SC is responsible for assessing and reviewing the student's personal and skills development, and reviewing learning activity progress in relation to the annually updated Learning Agreement.
5. The SC additionally assesses the student's readiness for the Final Diploma Competency Evaluations. When satisfied that the student is ready to demonstrate the competency standards, the SC approves for the student to take the Final Diploma Competency Evaluations. Note: students are required to have completed at least two years of

continuous enrollment in the PWI Self Guided Diploma program before being accepted to sit Final Diploma Competency Evaluations.

6. If the committee decides that the student is not fulfilling the expectations as set out in the original Learning Agreement, or that the student is not adhering to the program standards, requirements or spirit of the SGD program, the committee can withdraw its support, and the student is withdrawn from the program.
7. The SC is also responsible for approving the student's Diploma Final Project.
8. The student and SC are required to meet once every 6 months - starting 1 March and 1 September. SC meetings cannot be rolled over. If an SC meeting is missed in the 6-month period, no grace period to 'catch up on meetings' is given. In the case a meeting is missed but still desired, the student is responsible for covering the associated costs. It is recommended that these meetings with the SC are booked at least three months in advance to ensure SC member availability. PWI provides reminders to support students in meeting this requirement but it is the student's responsibility to ensure they happen. A student can be withdrawn for failing to organize a timely schedule of meetings.
9. The student should plan on completing at least 10 individual sessions with each SC member annually. The cost and availability of individual sessions varies and should be negotiated directly with the SC members ahead of time to ensure this expectation can be met.
10. Other than individual sessions with each SC member, PWI compensates the SC members for their role and responsibilities to the student.
11. If the student desires more than one meeting with their SC per 6 months, it is the responsibility of the student to directly compensate each SC member for this additional meeting.
12. Students can change one member of their committee once, with permission of the committee.
13. Summary of the Study Committee's annual duties:
 - One Study Committee per 6-month period
 - Availability for regular individual sessions (arranged and paid privately)
 - Responsiveness to the student over email within reasonable professional standards.
 - Approval of Annual Learning Agreement (First Study Committee Meeting)
 - Review of 6-month progress reports
 - Review of end-of-year learning reflections report and preparation for the next year's learning agreement
 - When appropriate:
 - Approve student to engage in Final Diploma Competency Evaluations
 - Evaluate and approve final project
 - Announce student to international Diplomate community upon graduation

Annual Learning Agreement

The SGD learning pathway is guided by an annually updated Learning Agreement, which outlines the student's planned learning activities including training and practice across the Diploma competency areas, work towards the Final Project, and Study Committee oversight and accountability. The Learning Agreement must be approved by the Study Committee.

The Learning Agreement is updated annually and outlines the student's learning activity plan for the year. Students prepare a six month progress report against the plan which provides an opportunity to reflect on progress and adjust the activity plan as needed.

At the end of the year, the student prepares an end of year learning Reflections Report, and prepares the next year plan.

The Learning Agreement and Progress Reporting Form is provided as part of the enrollment packet. It is maintained by PWI and provides an overall tracking of the student's progress in the SGD.

SGD Learning Activities include:

- Classes, workshops, seminars, online and in person, conducted by Processwork Diplomates
- Live supervision (recommended minimum 90 individual supervision hours over four years, supplemented by group formats)
- Case supervision
- Personal development mentorship (therapy)
- Peer Group Study
- Individual sessions - tutorials, program advising
- Internship activities, professionally supervised practice
- Other activities approved by the Study Committee.

The SC has discretion to evaluate and account for the student's prior learning when approving the Learning Agreement.

Personal Processwork Therapy

Personal Processwork therapy is a confidential support that helps students use their inner experience in service of the learning process. It develops the capacity to apply Processwork methods in uniquely personal ways, shaped by the student's individual nature and life experience.

Personal Processwork therapy is a cornerstone of the learning journey toward recognition as a Processwork Diplomate. It helps students become more aware of their subjective experience and use this awareness in service of their own practice as a Processworker. Therapy also develops the capacity to apply Processwork methods in uniquely personal ways, shaped by the student's individual nature, beliefs and life experience. It provides a individual, experiential understanding of Processwork.

The student may select any IAPOP recognized Processwork Diplomate to serve in the role of their SGD personal therapist. The SGD personal therapist may not serve on the Study Committee and has no evaluative role in their learning pathway.

The minimum recommended therapy requirement for reaching the standards for recognition as a Processwork Diplomate is 120 hours over four years with at least 75% of sessions completed with one therapist. The Study Committee can take into account recently completed prior therapeutic work (within 2 years of SGD enrollment) when approving the therapy component of the student's annual learning agreement.

The student must track and submit dates of personal therapy sessions completed as part of their learning agreement reporting, however the content of the sessions is entirely confidential.

Internships

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

Internships are designed by the student and approved by their Study Committee, through the annual Learning Agreement process. There are two recommended internships:

- A Worldwork Internship is a project or activity that exposes the student to social or cultural groups other than those with whom the student identifies. A Worldwork internship provides an opportunity for the student to gain more understanding of their own social and cultural status, to increase awareness of the dynamics of social centrality and marginalization and to learn how these factors influence their own facilitation style.
- A Clinical Internship is recommended to include at least 150 hours of direct client contact and a minimum of 250 hours in total, including supervision, at a placement site, or in a self-designed activity such as private practice. It is an opportunity to gain experience applying the tools of Processwork facilitation in a real-world setting, relevant to the student's personal and professional goals.

Processwork Diploma Final Project

Earning recognition as a Processwork Diplomate requires completion of a Final Project. The Processwork Diploma Final Project challenges students as individual learners and provides a format for them to express their interests and creativity.

The Final Project may take the form of an academic-style research thesis, an article suitable for publication, a presentation, a workshop, a performance or another kind of public event. The project must reflect original thought and make a unique contribution to the application of Processwork and/or Worldwork to one of its related fields, be it professional, academic, or artistic.

When ready, a student prepares a proposal for their Final Project for approval by their Study Committee as part of the annual Learning Agreement process. The proposal must include agreement on the deliverable of the Final Project (e.g. written thesis, public performance and contextual essay, workshop series and contextual essay). All event type deliverables must be accompanied by a written contextual essay. The deliverable must be evaluated and approved by the Study Committee in order for the student to attain recognition as a Diplomat.

The Final Project typically requires a minimum of two years of independent study activity for successful completion. The first year typically focuses on understanding the possibilities and requirements of a final project, identifying a suitable topic and method, completing the literature review and final project proposal, choosing a final project advisor, and working with the student's personal vision and challenges. The second year focuses on completion of the project with consistent contact with the final project advisor, culminating in the evaluation of the Final Project deliverable and presentation to the community.

The Final Project may be completed before or after the Final Diploma Competency Evaluations. If completed after the Final Diploma Competency Evaluations, the Final project deliverable and presentation to the community must be completed no more than 24 months after successful competency evaluation completion.

Final Projects must be primarily in English. Where foreign language use is unavoidable, English translations must be provided.

Students receive the Final Project Handbook as part of their enrollment packet.

Diploma Competencies and the Final Diploma Competency Evaluation Process

The study committee gives approval for the student to take the Final Diploma Competency Evaluations when they judge that the student is ready to meet the competency standards. The competency standards are listed in this handbook, and more detailed Final Diploma Competency Evaluation Guidelines are provided upon enrollment. Students cannot be approved to sit their Final Diploma Competency Evaluations without a minimum of two years continuous enrollment in the PWI Self Guided Diploma program.

All competency evaluations are pass/fail/conditional. Competency evaluations are conducted live, in-person in Portland, and take place in English. Competency evaluations are 45 minutes, including approximately 25 minutes of client work and 20 minutes of debrief with competency evaluators. Students are required to give PWI 3 months notice before sitting competency evaluations, and are responsible for finding their own clients for these competency evaluations.

Diploma Competency Evaluation topics:

- Dream Work
- Body Work/Symptom
- Relationship
- Group

- Working on own conflict
- Inner work
- Long-term client: written case study with video analysis
- Extreme and Altered States video presentation.

Competency Evaluations Grades: Pass, Fail, Conditional

1. The student will receive their competency evaluation results after the competency evaluation meeting between competency evaluators. The competency evaluators will let PWI know, and the results will be sent by email from PWI to the student and their Study Committee (SC).
2. The competency evaluation team provides an integrated assessment of the student's skills; thus, the strength of other competency evaluations may be judged as compensation for an competency evaluation in which they underperformed.
3. Students will receive a grade of Pass, Fail or Conditional Pass for each competency evaluation.
 - Max 3 Conditionals, if there are no failed competency evaluations.
 - Max 2 Conditionals, if there is one failed competency evaluation.
 - Max 1 Conditional, if there are two failed competency evaluations.
4. If a student fails 1 or 2 competency evaluations the student will need to retake those competency evaluations after a 3-month period. The student will receive specific feedback on the area or skills they need to develop to meet the standard, and any further requirements.
5. If a student fails 3 or more competency evaluations, the entire set of competency evaluations will be scheduled for retakes after a 6-month period.
6. If a student receives a Conditional pass, a report from the competency evaluators will be sent to the SC. The report will include a suggestion of learning recommendations for reaching mastery standards. The SC together with the student will agree on learning objectives, further points of study and supervision. The SC will be the final arbiter to determine when the conditions have been met. At that time, the conditionals will be changed to reflect a Pass on the student's record.

Competency Evaluations and Evaluation Structure

The Final Diploma Competency Evaluations are typically delivered in Portland, usually over 3 days, with the competency evaluation team meeting held on completion of all the evaluations. The student's competency is evaluated by a team of at least three competency evaluators from the PWI faculty, with one evaluator per evaluation. Students are responsible for finding their own clients for the evaluations; one client can appear in no more than two different competency evaluations, to ensure that the student demonstrates skills with a variety of different clients. Each competency evaluation has a beisitzer, or neutral witness who supports the competency

evaluation process. It is the student’s responsibility to find a beisitzer, which can be any Phase II student or a recent Diplomate.

The Final Competency Evaluation Fee is \$1,995 and payment is due when the student registers with the office after receiving permission from her or his study committee. Once study committee permission is received by PWI, the competency evaluation schedule will be prepared and competency evaluators allocated. Students receive the competency evaluation schedule at least 1 month in advance of the competency evaluation process.

Competency evaluation scheduling is at PWI’s discretion and requires a minimum of 3 months advance notice.

Program Costs

The *SGD Annual Enrollment Fee* is \$3,000, payable in two installments on September 1st and June 1st.

As well as covering the SGD program development, operational and administrative costs, the *SGD Annual Enrollment Fee* includes compensation for each Study Committee member.

There is an additional *Final Diploma Competency Evaluation Fee* of \$1,995. The competency evaluation fee is due when the student registers for the competency evaluation process with PWI, after receiving permission from their Study Committee.

In the case where the student has successfully completed their competency evaluations but is still working on their Final Project, the *SGD Annual Enrollment Fee* decreases to \$1,600 per annum, payable in two installments on September 1st and June 1st.

All other training expenses, including courses, seminars, supervision, travel, and personal development therapy are paid for directly by the student.

Self-Guided Diploma Fees	
Application Fee	\$100
SGD Annual Enrollment Fee	\$3,000 per annum, payable in two installments on September 1st and March 1st.
Final Diploma Competency Evaluation Fee	\$1,995 due when registering for competency evaluations \$250 Reschedule Fee if requested less than 14 days prior to competency evaluation Delivery Date.
Post Competency Evaluation Annual Enrollment Fee	\$1,900 per annum, payable in two installments on September 1st and June 1st. The decrease in fees commences on either June 1st or September 1st, after the successful completion of the Final Diploma Competency Evaluations and while the final project is still due.

All other training costs	At the student's discretion
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Administrative Policies

Interim Policy

Students may apply for a six or twelve month interim if they need to take a temporary absence from their learning activities.

Students should discuss their interim needs with their Study Committee and forward their SC approval to PWI along with their application for interim.

There is no charge for interim and a pro rata proportion of the Enrollment Fee may be credited forward as follows, when the student returns to study.

- 75% credit forward if the interim is taken within the first 6-months of the billing period, and *before* the Study Committee meeting for that 6-month period.
- 50% credit forward if the interim is taken within the first 6-months of the billing period, and *after* the Study Committee meeting for that 6-month period.
- 25% credit forward if the interim is taken within the second 6-months of the billing period, and *before* the Study Committee meeting for that 6-month period.
- No credit forward if the interim is taken within the second 6-months of the billing period, and *after* the Study Committee meeting for that 6-month period.

Student Records

The PWI Office maintains a file for each student, including the application, Learning Agreement, progress tracking, final project and competency evaluation documentation. Students may see their records at any time by written application to the Registrar. Students must authorize any third person or party requesting to see their record. Upon the student's written request, copies of the student record will be forwarded to a third party for a fee.

Refund Policy

Application Fee

The enrollment Application Fee is not refundable.

SGD Annual Enrollment Fee

The student can withdraw from the SGD program at any time. The below refund schedule is applied to the SGD enrollment fees

- If withdrawal is within the first 6-months of the billing period, and *before* the Study Committee meeting for that 6-month period:
 - If the student is in their initial year of enrollment: 100% refund
 - If the student has been enrolled for one or more years: 75% refund
- If withdrawal is within the first 6-months of the billing period, and *after* the Study Committee meeting for that 6-month period: 50% refund
- If withdrawal is within the second 6-months of the billing period, and *before* the Study Committee meeting for that 6-month period: 25% refund
- If withdrawal is within the second 6-months of the billing period, and *after* the Study Committee meeting for that 6-month period: no refund

Final Diploma Competency Evaluation Fee

In the case the Final Diploma Competency Evaluations need to be cancelled or rescheduled, the Final Diploma Competency Evaluation Fee may be credited forward as follows.

- Credit forward less \$250 administration fee, up to 14 days prior to the Scheduled Competency Evaluation Delivery Date.
- No credit forward if cancelled or postponed within 14 days of Scheduled Competency Evaluation Delivery Date.

The Competency Evaluation Delivery Date may be rescheduled at the student's request, with an additional \$250 administration fee. Reschedule fee may be waived if there are extenuating circumstances beyond the student's control.

Post Competency Evaluation Annual Enrollment Fee:

- If withdrawal is within the first 6-months of the billing period, and *before* the Study Committee meeting for that 6-month period: 75% refund
- If withdrawal is within the first 6-months of the billing period, and *after* the Study Committee meeting for that 6-month period: 50% refund
- If withdrawal is within the second 6-months of the billing period, and *before* the Study Committee meeting for that 6-month period: 25% refund
- If withdrawal is within the second 6-months of the billing period, and *after* the Study Committee meeting for that 6-month period: No credit forward

Graduation Policy

The Self Guided Diploma learning pathway graduation is initiated when the Process Work Institute is informed by the Study Committee that the student has successfully met all learning requirements, including passing the eight Diploma competency evaluations and completing their evaluation and approval of the Final Project.

The Study Committee informs the Process Work Institute that the student has earned the right to be recognized as a Processwork Diplomat. The deliverable of the Final Project must be submitted to the Process Work Institute, to be made available to the community. Students receive a Diploma Certificate to document their completion of the Processwork Diploma and their right to use the title, Processwork Diplomat. The Study Committee announces the new Diplomat to the international community of Processworkers.

Graduation is dependent on enrollment fees and any other tuition being paid up, and outstanding library books being returned.

Final Diploma Competency Evaluation Criteria

Working with an Individual on a Dream

Overview

There are a great variety of approaches you can take to dreamwork. Competency evaluators will be interested in seeing that you can work specifically and directly with a dream and the dreaming process related to the dream as it manifests in the work.

Students will be assessed on their ability to:

- Use interventions that are suggested by how the person tells the dream.
- Apply symbolic thinking in unfolding and working with the elements of the dream.
- Explore unknown elements in the dream, using a range of methods, i.e., working with associations, story-telling, role-play, movement work, sentient work, etc.
- Find the dreaming process in the momentary signals.
- Recognize and process edges as they appear.
- Connect the dreaming experiences to the dream and the person's everyday life.

Working with an Individual on a Body Symptom

Overview

This competency evaluation is meant in part to see how you work with sensory-grounded information as it presents itself in a body symptom, and how well you are able to follow it in the channel in which it is presented.

Students will be assessed on their ability to:

- Check on the client's system of care, including medical care and contact with other providers.
- Demonstrate awareness of contact issues, ethical practice in working with physical experiences and ethical issues underlying touch.
- Gather sensory-grounded information until the subjective experience of the symptom becomes clear.
- Demonstrate comfort and fluidity with their own movement and body experience as they accompany the client.
- Unfold sensory-grounded information in the channel in which the symptom presents itself.
- Use of non-verbal and/or hands-on skills with body experience.
- Use a variety of channels to unfold the symptom.
- Process edges as they come up.
- Connect the unfolded symptom experience to the client's everyday life.

Working with a Couple on Their Relationship

Overview

This competency evaluation is to be conducted with a couple and both parties must be present. The couple can be friends, business partners or colleagues, romantic partners, married couple, etc. They do not need to have an overt conflict, but you will be expected to help them with the issues they present.

Students will be assessed on their ability to:

Embrace the culture of the relationship and know how and when to interrupt it.

- Approach the relationship as a system or field, including its relationship to the world and the social context.
- Recognize the levels of the relationship process and be able to make interventions appropriate to those levels.
- Work with the couple in a variety of channels.
- Be able to process edges on both sides of the relationship.
- Be aware of their own experience, including possible dreamed up reactions, biases, and side taking.

Working with a Group

Overview

In this competency evaluation, the student will facilitate a group process. The student is responsible for inviting a group of at least six people to be participants in the group process. It is recommended that the student decides on the topic to be facilitated, and invites outside participants to the competency evaluation. Pre-deciding the topic still gives the student ample opportunity to sort for issues within that topic area.

Students will be assessed on their ability to:

- Use group process skills including: sorting, consensus gaining, holding down hot spots, noticing and working at edges, noticing and holding down a temporary resolution, identifying roles and ghost roles.
- Deepen interactions through various methods, such as amplification, personal sharing, sentient work, etc.
- Unfold roles including: reaching into the sentient experience behind the role, noticing edges in roles, noticing when roles become personal, double signals in roles, edges in roles.
- Be aware of their rank in their role as facilitator.
- Notice and follow the group's feedback.
- Handle criticism and attack.

Working on Your own Relationship Conflict

Overview

Please bring a person with whom you have a conflict and work with them on the conflict in front of your competency evaluator. While you need not necessarily resolve the conflict, you are responsible for creating a learning situation for you and your partner.

Students will be assessed on their ability to:

- Bring forth a conflict or issue, and invite the other to work on it.
- Facilitate the conflict from within the conflict, without becoming a therapist to their partner
- Take responsibility for the outcome of the relationship.
- Track and unfold their own signals.
- Track their partner's signals and support him or her to unfold them.
- See their opponent as an aspect of themselves.
- Demonstrate awareness of various levels of relationship and levels of experience,

- Drop out of the consensus reality level, pick up unusual experiences or signals and use them to deepen the experience.
- Be aware of rank dynamics in the relationship.
- Show curiosity about their opponent's process in the midst of conflict.
- Help in negotiating both own and other's edges.

Inner work

Overview

In this competency evaluation, you will work on yourself in front of your competency evaluators using Process Work innerwork techniques. After that time you will be asked about the structure and dynamics of your experience. You will be given a chance to focus on any unfinished aspects of the innerwork. Together with the competency evaluators, you will discuss your experience and your abilities.

Students will be assessed on their ability to:

- Sort experiences into those that are closer to and further from their identity
- Focus on more secondary material.
- Find a significant edge and explore it.
- Follow experiences in the channels in which they present themselves.
- Discuss their process with competency evaluators.

Long Term Case Study

Overview

This competency evaluation is to demonstrate your work with a long-term client's process. For the purpose of this competency evaluation we consider "long term" as eight or more sessions with a current client, or a past client with whom you have worked over a period of at least nine months. Please find a client who is not a fellow student. Make sure your client agrees to being videotaped. Obtain and bring to the competency evaluation written permission to show the tape.

For this competency evaluation you will need to prepare a written case study of the long term process of your client, including a video tape excerpt from a piece of work that you did with your client. The paper should be 2500-5000 words. The case study should address the following questions:

- What is the client's process over time, as seen in the childhood dream, chronic symptoms, relationship issues, world issues, current dreams, body and movement experiences, personal history and family of origin?

- How does the therapeutic relationship relate to, or reflect the client's long-term process?
- Describe some of the interventions and methods you used for working with both short term, and also the client's long term, chronic edges.
- Give an example of a momentary dynamic that reflects your client's long-term process.

The paper has to be submitted at least one week before the competency evaluation sessions. Please come to the competency evaluation prepared to discuss the paper, and with a video excerpt that shows some of the dynamics described in the essay.

Students will be assessed on their ability to:

- Identify and work with patterns over time, i.e., to see the same processes occur in different channels (relationship, symptoms, dreams, etc.).
- Understand a long-term therapeutic relationship and its connection to the client's long-term process.
- Discuss the client's process, and self-reflect on their own role in the client's process, and their therapeutic work.
- Address comprehensively the questions in the essay.
- Prepare a video excerpt that accurately relates to the issues outlined in the paper.

Extreme and Altered States

Overview

The Extreme and Altered States competency evaluation focuses on your work with people who have a long term process with states that have disturbed them and/or the people around them, and who are traditionally treated by a mental health professional, psychiatrist or medical professional. The extreme or altered state may be due to a medical condition, severe addiction, trauma and abuse, or unknown factors, but have in common one or more of the following features:

- a tendency to go into persistently altered or unusual states of consciousness around edges.
- difficulty reconciling or relating to an internal polarity, for instance, alternating rapidly or without relationship from one state to another.
- lack of interest in other states while in any particular state.
- behavioral patterns that seriously disturb the person's functioning in relationships and in the world, particularly those about which the person does not acknowledge feedback.

Since these kinds of states are affected easily by the environment and additional people in the room, you are requested to present this competency evaluation based on a video recording.

Please bring an unedited but transcribed video recording of a session with your client, making sure that both you and your client are visible to the viewer. This competency evaluation is meant as the culmination of a long term study of a client or clients with extreme and/or altered states. You should have been working on, studying, and supervising your work with extreme and altered states prior to presenting this case.

Students will be assessed on their ability to:

- Demonstrate an understanding of the continuum of states of consciousness, ranging from consensus reality to extreme state.
- Demonstrate comfort with a variety of states of consciousness in yourself and others, by being able to relate to, befriend, enter into, join with the person in a variety of states of consciousness.
- Demonstrate various methods for attempting to unfold an extreme and/or altered state, or a vestige of an earlier extreme and/or altered state.
- Think symbolically about and discuss how the person's extreme and/or altered state fits into his or her life situation and life myth.
- Work on the edge to the extreme or altered state.
- Make the extreme and/or altered state meaningful to the client.

Conduct, Grievance and Dispute Resolution Policies

The purpose of the Process Work Institute's conduct, grievance and dispute resolution policies and procedures is to ensure that all members of the Institute community including staff, students and faculty, are able to work and study in a safe and positive environment.

There are two core principles to be upheld in all policies and practices:

- All members of the community should be able to raise concerns without fear of reprisal.
- No-one shall be subjected to adverse treatment for participating in any part of a grievance or dispute resolution process.

The Process Work Institute (PWI) expects all community members, including students, faculty and staff, to abide by the code of conduct and to utilize the PWI Dispute Resolution Procedures to constructively resolve complaints or relationship difficulties.

Disagreements, conflicts or complaints by a student can be brought to their study committee who can help the student settle the complaint, mediate the conflict, or give her or him advice on how to settle the complaint. When the complaint cannot be brought to the study committee, it may be brought up to the SGD Program Coordinator, or to the PWI Student Ombudsperson.

Participation in the SGD learning pathway automatically binds the student to follow the Process Work Institute conduct policies and procedures. Infringement of these policies may lead to disciplinary action including behavioral change requirements for the student, or in the case of serious or repeat offenses, removal of the student from the program.

Please refer to the Process Work Institute website for more details:

Prohibited Conduct

The following conduct is not permitted:

Abuse and Endangerment

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

Harassment and Discrimination

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

Falsification of Information

- Plagiarism
- Falsification of requirements and records

We recognize that some so-called antisocial or deviant behaviors may be potential instruments of social change. We place high expectations on the offender's ability to transform his or her disturbance into useful social change. All review procedures, therefore, acknowledge this principle and make use of community process and mediation between parties.

Extreme and repeated violation, however, will be dealt with by expulsion of the offending parties, subject to the rules of due process in discipline as outlined below.

Confidentiality

Due to the personal and experiential nature of Processwork learning, confidentiality is of high importance to create a safe learning environment for all involved. Notes taken during class, as well as handouts and course materials, are for personal use and can be distributed to fellow participants but may not be distributed to non-participants unless the instructor gives explicit permission. Audio and video taping is allowed only with permission from the instructor and

class/group participants. Audio and video tapes cannot be distributed to non-class participants without the permission of the teacher. No audio or video taping of an individual's personal work is allowed; this includes work of either a personal or professional nature, i.e., case supervision, unless the person who is working explicitly requests that his or her work be taped for his or her personal use. No names or personal details of participant's experiences working in dyads or in the large group shall be shared with people outside the class. In case consultation classes, participants will take measures to ensure the confidentiality of their clients; no names or identifying descriptions can be used and, in all cases, the client, individual or group must remain anonymous. Participants are asked not to share the case details with participants outside the class.

Disciplinary Procedure and Appeals

Any student who has violated the published conduct policy and become liable for expulsion or suspension is to be formally notified of this possibility and of a meeting at which the disciplinary procedure will be discussed. Their rights include the following

- Advance written notice of the meeting
- Opportunity to inspect relevant documents
- Right to bring a supportive third party of their choice
- Right to represent his or her own position
- Right to question accusers, unless the accuser feels that the accused poses a threat to their own personal safety
- Right to a determination based solely on information disclosed in or before the hearing;
- Right to appeal on the grounds of bias or conflict of interest, disproportionate sanction, or new evidence.