

Welcome !

There are many schools of Process Work in different countries

This booklet gives information about Process Work Training in the UK, the information is up to date as of April 2008.

We welcome all enquiries and questions, please contact us if there is anything you want further information about or if anything here is unclear.

You can get further information on the website at www.rspopuk.com

Or from contacting Pat Black, Student Coordinator on +44 (0) 131 347 1334 or email pat.black.k@googlemail.com

Here are International website details for some of the Process work organisations:

Australia- www.processworkaustralia.org.au

Denmark- www.processwork.dk

Greece- www.processwork.gr

India- www.processworkindia.tripod.com

Ireland- www.popireland.org

Israel- www.processwork.co.il

Japan- www.jpwc.jp

Netherlands- www.pop-nl.nl

New Zealand- www.processworkkaotearoa.org.nz

Poland- www.proces.xtr.pl & www.pracazprocesem.org

United States – www.processwork.org



INFORMATION ABOUT TRAINING

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ABOUT PROCESS ORIENTED PSYCHOLOGY

Process Oriented Psychology is a cross-disciplinary approach to individual and collective change. With its roots in Jungian psychology, Taoism and physics, Process Work discovers potential patterns for change within the experiences that disturb us: Dreams, physical symptoms, addictions, family and relationship problems, group conflicts and social tensions. Even the most difficult and seemingly chaotic processes, when approached with curiosity and respect, reveal an inner order and coherence that can bring new information vital for our personal or collective growth.

Process Work was developed by Dr Arnold Mindell, a physicist and Jungian analyst then based in Zurich. In 1969 he realized that body experiences and symptoms mirror dreams and are meaningful expressions of the unconscious. He used the term 'dreambody' to identify the underlying process that expresses itself through both dreams and the body. Together with his colleagues and students, Arny Mindell has gone on to study the 'dreaming' process as it arises in altered states, relationship and family interaction, social processes in large groups and communities, and in creativity.

Process Work is the application of this perspective. In practice, it requires Process Workers to work with the understanding that they are participants and co-creators as well as observers or facilitators of any process. They know that the whole process, the familiar parts and the unknown, the manifest and the non-manifest, can be found in themselves as well as in the outer situation. Accordingly, they use Process Work's theoretical framework and rich assortment of methods as a practical means through which to connect to themselves and others with greater awareness and creativity.

A central attitude informing Process Work concerns valuing people as they are and helping them become even more themselves, rather than unconsciously siding only with cultural conventions. The unique structure of each process is accurately observed and supported while carefully following the goals and needs of those involved. Accordingly, the work has many appearances. Accurately following a process may at one moment call for movement and so look like dance. At other times, the work may look like verbal psychotherapy, family therapy, psychodrama, group work, a business meeting, a political forum or art. Process Work avoids interpretation and specific programmes. Its method is to bring awareness to the underlying patterns within us as individuals and communities, since when we become aware of all parts of our interactions, we can participate consciously and creatively in the forces shaping us. Process Work is now applied in many areas and welcomes your interest whether personal or professional.

Process Work is used as a method of psychotherapy, both in private practice and within systems, for personal growth and for working with life crises; as a means of meditation on one's own process; for working with symptoms and illness; with people in altered and extreme states of consciousness related to psychiatric diagnoses, as well as extreme states such as comatose or near death states; with relationship and family interactions. As the field of Process Work grows, it moves beyond the parameters of traditional psychotherapy, extending its work into such areas as conflict resolution with groups, institutions and communities, addressing social issues and ethnic and national conflict; organisational development in business; educational work with children in schools; creativity and the arts, (theatre, music, visual/tactile arts, writing); the environment and spirituality. Its creative orientation and application to working in many situations and cultures world-wide places Process Work beyond the usual definitions of psychology.

STUDYING PROCESS WORK

Our aim in this introduction is to tell you as clearly as we can about what is involved in studying Process Work, or Process Oriented Psychology.

You are probably reading this because you have become interested in Process Work and are now wondering how to develop your interest further, be it for personal and/or professional reasons. You may be interested in methods of supporting your own and other's personal growth, dealing with relationship issues and conflicts or social dynamics in our society around dominant and marginalised groups. Or maybe you are attracted to Process Work because something in it has awakened or rekindled a sense of your life spirit. Or you may wish to become professionally trained as a Psychotherapist using the methods of Process Work.

Often, after attending one or two Process Work seminars, people ask for information about our training programme. You may want to know whether you can carry on studying informally, attending seminars and combining your learning with your own personal and professional experiences. Or you may be wondering what formal study and professional training would entail.

You can study Process Work at a number of different levels. We set out here some of the considerations involved in determining whether and how you want to study Process Work. These concern the spirit of studying Process Work and the deep life challenges and joys you are likely to experience, as well as practical questions of time and financial commitment, professional applications and actual training requirements.

THE SPIRIT OF STUDYING PROCESS WORK

Choosing to study Process Work is always a deeply personal step. You may be drawn to study Process Work because you have been touched by it, and met in your most deeply held personal or spiritual feelings. You may like the way that Process Work can connect personal and professional paths and links an interest in your inner life with an interest in relationship and community. Whether you are just beginning your career or you are an experienced professional, interested in a new training that matches your own values and concerns, you may want a rigorous training in Process Work in order to practice psychotherapy, and/or you

may be interested in the application of Process Work to conflict resolution, organisational development, environmental work, body work or the arts.

You may be particularly interested in the way that Process Work discovers something meaningful and creative within apparent crisis, illness and body symptoms and within experiences that receive diagnoses of mental illness. You may be interested especially in how Process Work methods are applied to artistic expression, accessing creativity, bringing awareness to altered states, working with blocks, and contributing at the growing edges of the culture.

Whatever your reason, you can expect to be fully involved, touched and challenged by your training. Studying Process Work is can be personal, intimate, sometimes difficult, as you work with your own personal growth, relationship issues and connection to community. At times it can even seem impossible as you are disturbed and challenged by what lies unknown beyond your familiar world as you meet belief systems at the edge of your usual identity. And then it can be incredibly refreshing, surprising, fulfilling, relieving, funny and joyous as you find yourself growing in directions that you might never have imagined.

Process Work is not just a theory and a set of methods or techniques that you can learn and then apply professionally. The paradigm that informs Process Work requires you to involve yourself fully in the work. So the theory and set of methods are applied first to yourself and your own perception, awareness and identity. Developing fluidity in your own awareness allows you to explore the mysteries of parts of yourself that are usually disregarded, getting to know yourself, as you grow in ability to facilitate others.

For example, if you want to work with a group in conflict, one of Process Work's governing concepts is deep democracy, the idea that a group will discover its own wisdom if all parts of itself, including those normally excluded, can be represented. Helping a group to enter its conflict directly, rather than trying to avoid it, and expressing the depth of feeling involved may lead to a deepening of understanding or transformation. If you are to facilitate such an interaction, you need tools to discover how to support the different sides of yourself. You need an attitude of deep democracy towards your inner life. Where you oppose a certain quality in yourself, you won't be able to support others in this quality. It's a big challenge as well as a joy to experience that you are deeply connected with others, and that self-awareness helps you to facilitate others.

This approach is very responsive to your particular needs and creativity. It also requires you to take considerable individual responsibility for your own learning and is very rigorous. It may not be suitable for everyone. If you are interested in studying Process Work, you probably have been involved in a personal and professional journey that has brought you to your current interest in. In addition to reading books on Process Work and attending seminars, we suggest that you talk to the Coordinator of Training, and to students and practitioners of Process Work. Before deciding to study Process Work formally, you will discuss in depth with a certified Process Worker or teacher your dreams, your personal learning patterns and life situation to ascertain whether this path is for you.

INVOLVEMENT WITH PROCESS WORK

In 1981 Arnold Mindell and colleagues founded the Research Society for Process Oriented Psychology, (RSPOP), in Zurich, Switzerland, as a base for research and training. Since then an international Process Work community of students, certified Process Workers and teachers has developed, with Process Work centres in Zurich, Portland USA, Poland, the UK and Australia. Training is now widely available throughout the world, including Japan, India, Slovakia, Greece and many other countries. An International Training Network supports the development of individual training centres along with discussing and setting common values and requirements between centres, of which RSPOPUK is an active member.

Training in Process Work has been available in the UK since 1988, when RSPOPUK established an independent UK Process Work centre. Currently, RSPOPUK is administered and coordinated by the RSPOPUK Committee, and offers:

- Foundation Year, for those wanting to 'taste' the training, and as a first year laying the foundation for the Diploma.
- Diploma in Process Oriented Psychology, leading to being an accredited psychotherapist.
- Mentoring System for people who wish to develop a structured course of study, but do not wish to enter a certified training.
- People are also welcome to attend RSPOPUK Training Seminars, without registering as a formal student, for their professional and personal interest. Many Process Work training seminars and classes are open and welcome anyone interested in the work.
- General membership. You can also be involved in Process Work by becoming a member of RSPOPUK.

As well as coordinating training, RSPOPUK is a registered Charity that supports research projects in community and statutory agencies and acts as a network, keeping those interested in touch with what is happening here. RSPOPUK is linked to a network of international trainers and registered diplomates of Process Oriented Psychology. To become a member of RSPOPUK or to obtain more information about Process Work in the UK, contact the RSPOPUK General Enquiries (details at the end of this pamphlet).

TRAINING IN PROCESS WORK - ENTRY REQUIREMENTS

Many people are interested in Process Work, yet the full Diploma Training does not meet everyone's professional and developmental path. Some people will want to have a Mentored Project, whereby you find a supportive structure within which to approach a particular project. Some applicants will approach the Foundation Year wanting a taste of Process Work in a more formal way, to begin to go deeply into their studies, but not wanting to commit (at least for the moment) to the full Diploma training. Others will embark on the Foundation Year as the first step towards joining the Diploma Training. Either way, the Foundation Course provides an opportunity for people to experience fully the Process Work paradigm, to immerse themselves in their own process, and to connect with the discipline of meeting certain training requirements.

RSPOPUK has a clearly defined equal opportunities policy, and a clear understanding of the dynamics of rank, privilege and marginalisation. RSPOPUK is profoundly influenced by Dr. Mindell's concepts of deep democracy and the Big U, which are fundamentally supporting equal opportunities in all levels of experience. It endeavours to ensure that applicants are not discriminated against on the grounds of race, gender, age, sexual preference, class, disability or ethnic, religious or cultural preference.

Entry onto the Foundation Year

There is one entry point in January each year. The Admissions Panel meets in late autumn, and the dates are published in the annual programme and on the web. Prospective candidates need to register their applications with the Student Coordinator at least six weeks prior to the date of the Admissions Panel. The Foundation Year has been developed specifically for that student group, so as from January 2009 if there is not a minimum of six students, entry will be carried over till the following January.

Students who complete the Foundation Year will receive a written confirmation of attendance, which will not be license to work as a Process Oriented Psychotherapist or Process Worker; rather, it is to confirm a body of knowledge, experience and skill that can be added to your current portfolio.

All applicants need to go through the following procedure:

1. The prospective student attends at least one Process Work seminar and discusses with a Process Work practitioner his or her interest in entering the Foundation Year.
2. The Process Work practitioner and the prospective student work together thoroughly, for a minimum of one session. They explore the prospective student's personal and professional interests, practical situation, and the impulse to learn about Process Work.
3. The student will then write a summary of the session, which the facilitator signs. (The prospective student should also save a copy marking the beginning of his/her Process Work study journal for the Foundation Year.)
4. The Candidate is then required to fill in the attached application form stating why they are interested in Process Work and a few questions around their past educational and

professional experience, and to include a write up of the session. The application includes the names of two referees who may or may not be contacted.

5. The Student Coordinator will pass on the application form to the Admissions Panel, which meets in the spring and autumn of each year. The applicant will be sent details of where and when to attend.
6. Applicants to the Foundation Year who are not wishing to continue in the Diploma Training need not have their academic and professional experience assessed by the Admissions Panel. However, this step is highly recommended, since at the end of the Foundation Year, should you then change your mind and wish to continue with the Diploma Training, you may need to wait before starting because extra areas of study still need to be fulfilled in order to meet a post-graduate level of training or the equivalent.
7. Upon completion of the Admissions Panel meeting, the committee will notify in writing, within 10 days, the Student Coordinator and the student of his or her acceptance onto the Foundation Year. If the applicant is not accepted, the reasons will be clearly communicated, with opportunity for discussion, and the applicant will receive a 50% refund of the fee.
8. After acceptance onto the Foundation Year, the Co-ordinator of Training will send the student a Training Handbook, which also includes final registration forms. These need to be completed and returned to the Student Coordinator. You will be welcomed as a new student at the next RSPOPUK Committee Meeting and on the Students/Diplomates e-mail string.

Entry onto the Diploma Course

Applicants to the Diploma Programme will need to show the capacity and commitment to develop the qualities that will make them suitable to become Process Oriented Psychologists. These include a lively and enquiring mind; a capacity for critical reflection and self-directed learning; an ability to listen and respond with compassion and respect; awareness of prejudice and the ability to respond openly to issues of race, gender, age, sexual preference, class, disability, ethnic, spiritual / religious and cultural difference; diversity awareness and sensitivity in relation to the political, socio-cultural and religious / spiritual contexts of people's lives; in-depth self-reflection; self-awareness and commitment to self-development.

Training and working as a psychotherapist is demanding and requires emotional competence and internal resources. Where possible, candidates should have relevant experience of working with people in a responsible role. (Training organisations should be able to substantiate the relevance of a candidate's experience.)

After completing the Foundation Year, and considering the qualities outlined above, students may wish to apply to the Diploma Programme. Several steps are outlined below to support the student, Mentor, and Admissions Panel in reviewing and reflecting on the student's experience in the Foundation Year, and to consider the application to the Diploma Programme.

1. The Foundation Year student and his or her Mentor, should discuss and review the student's experience in the Foundation Year. They should also review together all evaluations from faculty concerning the Foundation Year, and the student's readiness to enter the Diploma Programme in Process Work.
2. The student meets with a faculty member for a minimum of three sessions to carefully and thoroughly explore his or her process around entering the Diploma Programme in Process Work. This includes looking at the student's interests, gifts, and any pertinent concerns, as well as the underlying dreaming process. They will also work together on a night time dream. Working on the dream with the help of the facilitator will demonstrate the person's understanding of the dream and its relation to their path of learning and personal and professional goals.
3. The student will then write up the dream and a summary of the dream work. The facilitator will sign the write-up of the dream work. (The prospective student should also save a copy marking the beginning of his/her Process Work study journal for the Diploma training.)
4. The Process Work facilitator also informs the International Process Work facilitators about the prospective student's interest in joining the Diploma Programme in the UK. This is done at least one month prior to the interview date with the Admissions Panel. Any responses to this notification are shared and processed with the prospective student as well as with the members of the panel.
5. The prospective student is also asked to reflect in writing on the following
 - How he/she has experienced his/her personal growth during the Foundation Year, demonstrating an understanding of the interplay between personal growth and professional development.
 - When considering the 'enemies' of power, old age, clarity, and fear, reflect on how one or more of these themes represents both a difficult and positive challenge for their personal and professional development.
 - Though you do not yet need to know what your final project or dissertation will be, what ideas do you have at this point? As an exercise, you might consider – "If I were to start this project today, I would....." Describe the theme and a couple of possible research questions in a few words.
6. The prospective student sends 4 copies of the signed write-up of the dream work to the, Student Coordinator, together with the reflections above, completed form attached, and fees. Copies of the write-up, reflection, completed record of hours form for the Foundation Year and forms at the end of this document are sent to the members of the Admissions Panel.
7. The prospective student attends an interview with the Admissions Panel, to review and discuss the write-up, to explore further his or her personal path, and previous qualifications and professional interest in studying Process Work. Other topics will include the ability to be self-directed in a course of study, as well as practical issues concerning this commitment. There will also be opportunities for the applicant to ask questions or clarify any concerns about the Diploma Programme in Process Work.

8. Upon completion of the Admissions Panel meeting, the committee will notify in writing, within 10 days, the Student Coordinator and the student of his or her acceptance into the Diploma Programme. If the applicant is not accepted, the reasons will be clearly communicated, with opportunity for discussion, and the applicant will receive a 50% refund of the fee. (See qualities and competencies outlined at the beginning of this 'Entry onto the RSPOPUK Diploma' section.)
9. Upon acceptance onto the Diploma Course, the Student Coordinator will send the student a Training Handbook, which also includes final registration forms and other useful information about the training. The registration forms need to be completed and returned to the Student Coordinator. You will be formally welcomed as a new student at the next RSPOPUK Committee Meeting and on the Students/Diplomates e-mail string.

Entry into the professional Diploma training is at a "post-graduate" level, or the equivalent (to a psychology or applied social sciences degree), and therefore investigation into the applicant's previous education and experience is required to fulfil this component. Wherever possible, credit will be given to previous appropriate professional & personal experience in relevant and non-academic fields. RSPOPUK makes appropriate considerations for APEL (Assessment of Prior Experiential Learning), CATS (Credit Accumulation Transfer System), and similar systems' claims where relevant.

TRAINING IN PROCESS WORK – DESCRIPTION OF COURSE CONTENT

MENTORED PROJECTS

The mentoring system is open to students, non-students and certified Process Workers. It does not lead to a qualification. Rather, it provides an opportunity for you to create a supportive structure together with a chosen mentor or advisor (a certified Process Worker) enabling you to apply Process Work to a project in order to develop some special interest. Your mentor will work with you on your dreams, ideas and goals to develop a time-limited course of study and final project.

The Mentored Project starts when the individual approaches a practising Process Work facilitator - someone you feel drawn to because of a sense that that individual could support your inspiration. Together you can determine a structure and timetable for the project. You are encouraged to share and celebrate your project with the wider Process Work community at one of their annual meetings. Some people may prefer to contact the Coordinator of Training beforehand, to discuss the project and to help them to begin.

FOUNDATION YEAR

Students are required to complete a Foundation Year prior to the Diploma Training. The Foundation Year is also for those interested in tasting the training, but who may not be interested in committing to the full Diploma course.

On acceptance onto the Foundation Year, the student will:

1. Be allocated a Mentor who will be a guide throughout the year. The student is required to have a recommended minimum of 6 hours with the mentor a year.
2. Choose a therapist, with whom he/she has a minimum of 40 hours of personal therapy.
3. Determine his/her particular choice of seminars (a minimum of 12 seminar days in the year) which will be based around the core seminars identified each year in the annual programme.
4. Together with his/her Mentor, determine areas of focus for reading and study. These will be influenced by the student's previous experience, interests, current life path, and any extra studies identified at the Admissions Panel as requirements prior to entering the Diploma training in psychotherapy.
5. Join a peer group and meet at least 3 hours a month
6. Keep a student journal and share extracts with his/her Mentor.
7. Attend the annual students and diplomates meeting.
8. Attend the Gateway Course for Foundation year students.

The Foundation Year follows a similar pattern to the Diploma Course, concentrating on the strands of personal growth, theoretical understanding and practical application. Participants may find that by reading the rest of this document (about the Diploma Training) they gain a deeper sense of Process Work paradigm and the two courses.

At the end of the year, the student will meet with his/her Mentor to celebrate the completion of the Foundation Year. Students who complete the Foundation Year will receive a written confirmation of attendance, which will not be a license to work as a Process Oriented Psychotherapist or Process Worker; rather, it is to confirm a body of knowledge, experience and skill that can be added to your current portfolio.

For those who wish to proceed onto the Diploma Course, the student and Mentor will review his/her studies, and discuss this potential next step together. The student will also need to

show that he/she has completed any additional study requirements identified during the Admissions Panel prior to the Foundation Year. Those wishing to make the transition to the Diploma course also need to explore this with their personal therapist. (See 'Entry Requirements' above, and also the Admissions Procedure leaflet for further details.)

DIPLOMA IN PROCESS ORIENTED PSYCHOLOGY

The international Diploma programme is a rigorous course of study of at least four and usually five year's duration, involving theoretical and practical examinations that lead to a Diploma in Process Work. It is designed to challenge you to gain a deep understanding of the philosophy, theory, metaskills and methods of Process Work and their connections with other schools of thought, while following your professional psychotherapy training, and also developing your unique abilities as indicated by your individuation process.

Integral to the training is the understanding that we cannot just learn about Process Work, but must necessarily learn in a process oriented way. Helped by your chosen Study Committee, you are required to tackle your studies with a spirit of learning, taking responsibility for the detailed planning of your course of study and, throughout the training, ensuring that you are meeting training requirements. The Diploma programme requires you to make a sizeable commitment, not only practically in terms of time, money and effort, but most of all, to bringing awareness to the challenges of your learning path. You will do this as part of a national and international learning community.

In order to become a professional Process Worker, and practice as a registered psychotherapist in the UK, it is necessary to fulfil certain standards and requirements. This diploma training involves interplay between three main strands of learning: personal therapy, theoretical understanding, and the experiential and practical application of Process Work.

In psychotherapy training, personal growth is seen as a fundamental part of your learning. Through your personal therapy work and your commitment to pursuing your path of individuation, through working with what disturbs you and venturing into the unknown within you, you become able to work with these disturbances and tensions in others. This is a core part of the training. Therefore students need to be in personal therapy with a certified Process Worker continuously throughout their training.

The second area of focus is theoretical understanding, learning to grasp and use the Process Work paradigm, as well as the broader context of its relationship with other schools of psychological thought, comparative medicine, movement work and body work, systems thinking, and social and cultural factors. This involves extensive reading. There is a core reading list, which, together with your Study Committee, you can expand to meet your particular needs.

The final strand of the training is experiential and practical, learning to apply the Process Work paradigm in practice. You will learn to practice Process Work through a variety of ways. You will participate in seminars facilitated by a broad range of Process Work teachers. Seminars on all required themes are offered in the UK.

Students also:

- i. Attend at least one international worldwork conference during their studies
- ii. Learn through practice among peers and involvement in a learning community,

- group supervision, (where students practice Process Work with each other), case supervision and theory classes
- iii. Learn by studying videotape of your and others' work
 - iv. Undertake placements and gain experience by working with clients
 - v. Learn about the practical aspects of running a practice in various environments
 - vi. Are encouraged to offer courses and seminars to the public
 - vii. Continue to research and apply Process Work in various fields.

The Process Work paradigm can be applied to a wide range of human experience:

- Dream work
- Body work, physical symptoms, movement
- Relationship
- Altered and extreme states, mental ill-health problems, psycho-social crises, addictions
- Worldwork, conflict resolution, environment
- Innerwork
- Creativity and the arts.

These themes are essentially interconnected. If a main focus is conflict resolution work, training in innerwork and extreme states is as essential to this as is knowledge of systems, relationship dynamics and worldwork. Similarly, an understanding of collective and social dynamics of conflict and oppression is necessary where your focus is on individual psychotherapy.

The Diploma training aims to prepare you to work as precisely and fluidly as possible with a broad range of human experience. Studying is, however, regarded as a lifetime's work and is expected to continue beyond the formal training; in fact, your diploma will be offered in this spirit, and on-going license to practice is dependent on the practitioner's engagement in continuous professional development.

The Study Committee

After being accepted by the Admissions Panel, you have up to three months in which to select three people to form your Study Committee. Your committee will consist of at least two certified Process Workers. The third member may be a Phase II Process Work student. A fourth member can be from a different discipline.

The Study Committee will accompany, support and challenge you throughout your studies. The Training Handbook includes a set of comprehensive Study Committee Guidelines describing how to work with the Study Committee.

Learning Community

You will also be introduced to and welcomed into the Learning Community, consisting of the students, faculty and diploma holders. You will meet students and teachers at seminars and interact with fellow students and teachers according to your areas of interest and study. You will also attend annual meetings that include the whole learning community.

Structure of the Diploma training

The diploma involves two levels or phases. During Phase I of your studies, the focus is on understanding, cognitively and experientially, the Process Work paradigm and its application in various areas, including the basic theory and knowledge needed for professional

psychotherapy practice. This involves becoming able to communicate about it to others and being able to compare and contrast it with other approaches.

Phase II studies focus on your learning spirit and the experiential and practical application of Process Work, on your ability to work with others, to discuss your work and to work fluidly with your own process. It will also include practical work with clients and a practicum or placement component in a mental health setting.

At the end of each phase of study there are exams. These exams are also important points of transition as you wrestle with inner critics and personal edges, as you step into new identities, as you are able to articulate and then practice within the Process Work paradigm. Exams are also an opportunity to celebrate your progress. They can be difficult and challenging, but also exciting learning experiences. The Phase I exams concern your grasp of the paradigm, theory and concepts of Process Work and your ability to articulate it in comparison to other fields of thought. The Phase II exams mark your ability to practice facilitation from a Process Work orientation and a spirit of ongoing learning.

Phase I

After 9-12 months, the whole Study Committee should meet together, in order to focus on you, find out how your studies are developing, and support you in connecting with your unique learning process, to the learning community and Study Committee.

The committee will also look at the various strands of your studies, including personal therapy, seminar attendance, contact with your study committee, and work in peer groups. The committee will determine that there have been sufficient hours (40 minimum) of personal therapy completed, as well as seminars attended, and consistent contact with the Study Committee and peer group. It is also a time to make sure that you have a basic familiarity with the Process Work paradigm.

At this meeting you will present a written resume of your personal process, experiences and dreams and proposed fields of study and research. This meeting is pivotal to determining if and how you proceed with your course of study. Exceptions to the guidelines stated above should be carefully discussed and processed with your Study committee.

After a minimum of 12 months, when you are ready and upon written recommendation of your Study Committee, you may take your first two Phase I exams, 'History and Philosophy' and 'Theory'. The other Phase I exams may be taken 6 months later, i.e. after a minimum of 18 months' of study. You need to sign up for exams approximately 3 months in advance. At the time of exams, you should have completed a minimum of 40 hours of personal therapy and attended a minimum of 12 seminar days per year of studentship. Because of the way in which the different themes interconnect and the usefulness of 'cooking' them together, once started, the Phase I exams must all be taken within a 13-month period. You will be examined on the areas of study listed below, in ten oral exams. Written notes and/or a video will be made by the examiners about your answers in order to provide a record of your progress.

Phase I Areas of Study:

Substantial reading is required as well as seminar attendance to gain a strong foundation of knowledge. In each of the main areas of study you will be learning about the nature of process and the role of awareness. You will study the process of change and development within

systems, whether intrapsychic (in individuation), interpersonal (in relationship), collective or transpersonal. In the seminars you will find the current philosophy and theory central to Process Work. This includes the concepts and basic methods of how to study process structure and to access and unfold processes in the various channels. Together with the training days and specific classes, you will have opportunities for personal supervision of your skills and practice.

You will also be studying different psychological theories, understanding where their roots and theories are similar to and different from a process oriented approach.

Exam 1. History and philosophy of process thought:

The foundations and development of process thought, drawing on Taoism, alchemy, mythology, physics and the psychology of Jung, developing an understanding of how these have influenced Process theory and practice.

Exam 2. Process theory:

An understanding of the Process Work paradigm, the various elements of Process theory, (primary and secondary processes, edge, signals, roles, channels, sentience, field, rank and privilege, etc.) and how this structure is used to inform assessment and interventions.

Exam 3. Comparative psychotherapy models:

An understanding of the principles of various models of contemporary psychotherapy, including analytical psychology, psychodynamic theory, person-centred counselling, Gestalt and cognitive behavioural approaches. Students will acquire a critical consideration of the value system, theory of the person and underlying philosophy of these approaches and how they relate to Process Oriented Psychology.

Exam 4. Working in the visual channel:

Process-oriented theory and practice in the visual channel, including interventions in the visual channel and process oriented dream work. Knowledge of the dream work of other paradigms, including Jung, Freud, Gestalt, Moreno and transpersonal psychology.

Study of the developmental aspects of dreamwork, including the early childhood dream and personal myths.

Study of the patterning in dreams in relation to processes of change as experienced in nightmares, trauma, flashbacks, trance, hallucinations, frozen states etc.

Ability to work with myths, fairy tales and legends, and visual symbols; knowledge of art therapy.

Exam 5. Working in the proprioceptive channel:

Methods of working with the proprioceptive channel, including process oriented bodywork, working with symptoms, illness and coma.

Developing the relationship between innerwork and sensory grounded information.

Knowledge of other approaches to body work, comparative medical systems and foundations of psychosomatic medicine.

Study of the developmental aspects of proprioception in the growing person.

Study of the processes of edge work and change in proprioception, particularly in relation to altered and extreme states, trance, crises, pre-verbal states etc.

Exam 6. Working in the kinaesthetic channel:

Process-oriented movement work, including interventions in the movement channel; Process

–oriented application to symptoms that affect the movement channel such as physical disability, Tourette’s syndrome, hyperactivity etc.

Study of the foundations of movement in dance, ritual, and shamanic practice, the martial arts, dance and other movement therapies.

Exam 7. Working in the auditory channel:

Process-oriented approach to discovering the process structure within music, sound and language, including semantics, syntax and paralinguistic information; Process Work interventions in the auditory channel.

Study of the approaches to symptoms in the auditory channel such as deafness, auditory hallucinations, stammering etc.

Study of foundations in the fields of linguistics, information theory, cognitive theory, and music therapy.

Study of processes of development and human change, and their relationship to awareness, edge figures and belief systems, inner critics; the role of edge work and feedback in processes of change.

Exam 8. Relationship work:

Process-oriented relationship concepts and interventions, including joint edges, dreaming up and projections.

Study of the therapeutic relationship, the role of dreaming up, transference and counter-transference; the role of awareness in relationship as an instrument of development and change.

Process-oriented theory of rank and privilege; the relationship of these social and cultural issues to an individual’s and couple’s psychology; how these influence processes of development and change.

Process-oriented theory and interventions with myths and dreaming in relationship.

Facilitation of conflict

Foundations of systems theory and other approaches to relationship work, couple and family therapy, including intergenerational and systemic aspects of human development.

Exam 9. Working in the world channel:

Group process dynamics, including sorting, consensus, roles and ghost roles, polarisation, hot spots etc.

Facilitation of groups and conflict.

Study of the types of social rank- including gender, sexual orientation, ethnicity, education etc., psychological rank and spiritual rank and their effects on human development and change. Skills and metaskills in intervening in these dynamics.

An understanding of social and political issues from a Process Work perspective, especially the dynamics of oppression, dominance and marginalisation

An understanding of Process-oriented approach to environmental issues.

Knowledge of other theories of group dynamics, systems and field theories, the collective unconscious, the I Ching.

Exam 10. Working with altered and extreme states:

Process-oriented work with altered and extreme states of consciousness.

Process-oriented approaches to mental illness and psychopathology.

Differentiating between shock, trauma, bereavement, spiritual crisis and severe mental ill

health.

Process-oriented theory on the relationship between extreme states and consensus reality; the 'identified patient' as an aspect of the whole system and as an instrument of potential change for the whole system.

Process-oriented approaches to working with addictions and trance states (including comatose and near-death states).

(see also the Gateway Courses)

Exam 11. Working on yourself alone:

Process-oriented methods of Innerwork.

Understanding the application of Innerwork in practice as the basic tool for development of awareness and instrument of change.

Understanding and practising the application of innerwork as a facilitator. Knowledge of other systems of inner work and meditation, such as yoga, eastern and western spiritual practices, and Jung's active imagination.

Gateway to Practice Courses

There are 5 Process Work "Gateway to Practice" courses which equip the new Phase II student with skills essential to working as a practitioner, including awareness of current appropriate national regulations concerning professional practice:

- Professional Practice
- Professional Ethics
- Diversity and World Work Issues
- Symptom Awareness
- Research and Development

Each Gateway to Practice course is followed by a practical task which students are asked to fulfil, showing their understanding and application of the principles involved. Written confirmation on completion of the task will be sent to the Student and their Study Committee members, ensuring that functional competencies of practicing as a psychotherapist have been met, such as record keeping, ethical considerations, referral criteria, rank awareness, etc.

Phase II

On passing the Phase I exams and attending the five "Gateway to Practice" courses you become a Phase II student. You can now work with clients, calling yourself a trainee of Process Work, provided you meet supervision requirements (i.e. one hour of supervision per 5 client hours). You will continue to develop the strands of the training: personal psychotherapy, attending seminars on each of the different themes, developing professional competencies, supervision, meeting in peer groups, and participating in video study and group supervision. You will be working towards an advanced level of skills and metaskills, a theoretical and practical understanding of individual and systemic processes, and ability to process fluidly inner and outer tensions and life difficulties with a spirit of creativity.

Together with your Study Committee, you will determine your readiness to take the final Phase II exams. This will be at least two and a half years, (the minimum period) and possibly three years or more, after successfully completing your Phase I exams. While we regard studying Process Work as a lifelong activity, these final exams are an important stage in this process, reflecting a high level of skill and commitment on your part and are, invariably, a rich learning experience. They are also necessary to provide "entry points" into the profession of

psychotherapy and a point of accreditation.

Before taking the exams, you must have met the following practical requirements:

1. Written recommendation from each member of your Study Committee
2. Written confirmation of total of a minimum of 200 therapy hours of which 50 may be credited from therapy received prior to starting the Diploma. (These were recorded and sent to the Co-ordinator of Training after the Admissions Procedure)
3. Written confirmation of hours of Client Supervision (minimum of 90 hours) and Personal Supervision (minimum of 160 hours including at least 15 using video tape)
4. Written confirmation of practicum/placement
5. Written confirmation of having conducted a course
6. Copy of dissertation or Diploma project, together with written confirmation of its acceptance by your Study Committee
7. Payment of Registration Fee

The examinations will include oral questions and written work about the student's ability to work on his/her own personal process in the form of:

- Inner work
- Working with a person with whom you have a conflict.

And the ability to:

- Work with an individual on an unspecified issue
- Work with an individual on a symptom or physical illness
- Work with an individual in an extreme state of consciousness
- Work with relationship with a couple or family
- Work with a group

As well as cognitive skills in:

- Analysis of a videotaped session which the examiners provide
- Practical and ethical issues for individual, relationship and group work

Examinations

All exams are with examiners from the Process Work international training centres. None of the examiners are members of the student's Study Group, or their main trainers and supervisors. There is also an External Examiner who oversees the examination process.

PROFESSIONAL STANDARDS

RSPOPUK has an Ethics & Complaints Committee with a rotating membership. The committee promotes ongoing discussion and awareness about ethics within the learning community of Process Workers. In the case of conflict it mediates with an aim of supporting all viewpoints to be processed. It makes decisions as to appropriate action where there has been a violation of ethics.

PROFESSIONAL DEVELOPMENT AND RESPONSIBILITY

All Process Work practitioners are expected to:

- 1 Commit to a minimum of 15 sessions of supervision per year, and to ensure that they receive appropriate supervision when working in new areas, with new client groups or at times of personal difficulty
- 2 Attend one meeting of UK Diplomates per year
- 3 Demonstrate that they are up-to-date with developing theory of Process Work and the wider field within which they are practicing

- 4 Attend a minimum of one Process Work seminar a year
- 5 Attend the International Diploma meetings on a regular basis
- 6 Actively contribute to the teaching and/or research into the application of Process Work

Guidelines for Continuing Professional Development are set and updated by the UK Process Work Diploma Holders, and the International Training Network.

COSTS

See attached sheet.

CONTACTS

RSPOPUK GENERAL ENQUIRIES - UK 08704 295296 - Contact@rspopuk.com

STUDENT CO-ORDINATOR – UK 0131 347 1334 - pat.black.k@goolemail.com

RSPOPUK WEBSITE – www.rspopuk.com

APPENDIX I

RSPOPUK DIPLOMA PROGRAMME AND FOUNDATION YEAR SUMMARY OF COURSE REQUIREMENTS

FOUNDATION YEAR

Mentor	Meet with Mentor for a minimum of 6 sessions during the year. Determine annual plan, including any additional training requirements that may be required prior to starting the Diploma Course.
Community meetings	Joint students' and diplomates' meetings (attendance at 1 required per year).
Peer groups	Establish and maintain regular contact of at least 3 hours per month with peer group.
Training seminars	Minimum requirement of 12 seminar days per year, excluding supervision seminars. Highly recommended that this includes the core seminars, each of which is also followed by a training day.
Gateway Course	Attend the Foundation Year Gateway Course, and complete task.
Personal therapy	Minimum requirement of 40 hours of personal therapy per year.
Study and reading	Begin study in the areas covered in the seminars attended, and areas relevant to any additional training requirements there may be.
End of year meeting with peers and mentors	Acknowledge completion of Foundation Course and any additional study requirements.

By the end of the Foundation Year, students will have met the following requirements:

Theory and personal supervision of skills and practice:

A minimum of 12 seminar days per year x 6 hours per day = 72 hours

Students will also attend a variety of none-core training seminars on top of the annual minimum of 12 seminar days (such as those taught by Drs. A&A Mindell) averaging 3 seminar days x 6 hours 18 hours

1 Gateway Course = 3 days x 6 hours = 18 hours

6 mentor hours (minimum) = 6 hours

Groups and classes - a minimum of 3 days x 6 hours = 18 hours

Total minimum = 150 hours

Personal therapy = A minimum of 40 hours

Peer groups and self-supervision = 3 hours per month =

36 hours

Attend faculty and students weekend.

TRANSITION FROM FOUNDATION YEAR TO DIPLOMA COURSE

The student has 3 sessions processing his/her path at this juncture. The student writes this up, and it is signed by the therapist. It is sent together with other entry requirements to the Student Co-ordinator (see Admissions Procedure).

DIPLOMA PROGRAMME

Study committee

Form committee within 3 months of registration onto training programme.

Phase I Studies – Course Requirements

Study Committee	One joint Study Committee meeting per year – annual plan. Contact with one Study Committee member 6 times per year. Contact with the other Study Committee members 3 times per year.
Community meetings	Joint students' and diplomates' meetings (attendance at 1 obligatory per year).
Peer groups	Establish and maintain regular contact of at least 3 hours per month with peer group.
Training seminars	Minimum requirement of 12 seminar days per year, excluding supervision seminars. Highly recommended that this includes the core seminars, each of which is also followed by a training day.
Personal therapy	Minimum requirement of 40 hours of personal therapy per year.
Study and reading	Extensive study in all the areas covered in the Phase I exams.

End of first year

Joint Study Committee meeting to review training and confirm path on Diploma Training.
Make annual plan.

Phase I exams Registration: 3 months prior to exam date

Written permission from all Study Committee members sent to Co-ordinator of Training, stating student has met training requirements.

After 12 months' training: Exams 1 and 2 only

After 18 months' training: any number may be taken.

All exams to be completed within 13 months of starting, with at least 3 examiners.

Gateway to Practice Courses.

Attend all 5 courses, and complete tasks.

Phase II studies

Personal therapy
Attendance at training seminars
Study committee contact, including formation of annual plan
Peer group work
Community meetings
Acquisition of skills and metaskills as a practitioner
Regular client practice
Client supervision
Personal supervision
Placement/practicum
Dissertation

Registration for Phase II exams - Stage 1 : Final 18 months

Occurs after determined 'ready' by the Study Committee for final 18 months pre-exam preparation.

Factors determining readiness:

Study Committee receives some samples of specific types of practical work on video, plus write-ups.

Outline plus 5,000 words of the dissertation.

Review of relevant portions of the journal.

Candidate is achieving certain skills and metaskills

Candidate then joins a peer group of exam candidates.

Registration for Phase II exams – Stage 2 : Final 3 months

Written confirmation of the following by each member of your Study Committee needs to be received by the Student Co-ordinator:

Theory and personal supervision of skills and practice: minimum 907 hours

- A minimum of 12 seminar days per year x 6 hours per day x 4 years = 228 hours
- Students will also attend a variety of none-core training seminars on top of the annual minimum of 12 seminar days (such as those taught by Drs. A&A Mindell) over the four year period, averaging 3 days x 6 hours x 6 seminars over 4 years = 108 hours
- A minimum of 3 training days per year x 6 hours x 4 years = 72 hours
- A minimum of 5 Gateway Courses = 12 days x 6 hours = 72 hours
- A minimum of 12 Study Committee hours x 3 years = 36 hours
- A minimum of 15 Study Committee hours in final year = 15 hours
- A minimum of two student intensives = 8 days x 2 x 8 hours = 128 hours
- Groups and classes = 200 hours
- A minimum of 1 worldwork course = 6 days x 8 hours = 48 hours

Personal therapy = A minimum of 200 hours

Peer groups and self-supervision =

3 hours per month x 12 months x 4 years = 144 hours

Client hours = minimum of 450 hours

Client supervision = a minimum of 90 hours (ratio of 1 hour supervision: 5 client hours)

Attend faculty and students weekends annually.

Practicum/placement completed

Case Study accepted

A course developed and conducted

Copy of completed Dissertation – minimum 10,000 – maximum 20,000 words; or Project plus 6,000 words

APPENDIX II

RSPOPUK 4 YEAR DIPLOMA TRAINING

This is the minimum time scale possible for completion of the Diploma Training. However, participants are not obliged to complete the course in 4 years, but rather to determine their pace with their Study Committee. In the event of taking longer than 4 years, annual requirements of therapy hours, seminar days, etc., must still be met.

YEAR 1 –

Phase I

Form Study Committee

Make annual plan

Meet course requirements – See Appendix I.

YEAR 2

9-12 months – Register for Phase I exams numbers 1 and 2.

Make annual plan

18 months – Register for remaining Phase I exams

Complete all exams within 13 months of starting.

Start Phase II.

Complete Gateway Courses

YEAR 3

24 months – Meet Phase II course requirements – See Appendix I.

Make annual plan

32 months – Register for Phase II exams – Stage 1

YEAR 4

36 months – Continue to meet Phase II course requirements

Make annual plan

45 months – Register for Phase II exams – Stage 2

48 months – Finals.

APPENDIX III

COST OF TRAINING 2007

The following is an approximation of the costs that students are likely to incur during the training. Any calculation would need to include, over and above the following, an individual's travel and accommodation costs, telephone bills, etc. A lot of communication during the training occurs on email strings, so a student needs to have regular access to a computer. Please note that each therapist sets their own fee level and fees currently range between £75 – 45. All costs will increase with inflation during the period of training.

FOUNDATION YEAR

Single payments

Admissions fee: £130

Annual payments

Annual fee: £372

Attendance at 1 Gateway Course £150

Minimum of 12 seminar days averaging at £72 per day: £864

Minimum of 3 training days averaging at £72 per day £216

Minimum of 40 hours of personal therapy averaging at £50 per hour: £2000

Minimum of 6 Hours with mentor averaging at £50 per hour: £300

Total annual payments £4032

DIPLOMA PROGRAMME – PHASE I

Single payments

Admissions fee: £ 130

Exit study committee fee (Paid on entry to the Diploma Programme): £ 120

11 Phase I exams at £65 per exam: £ 715

Total single payments: £ 965

Annual payments

Annual fee: £ 372

Gateway seminar (2 a year for 2 years): £ 340

Minimum of 12 seminar days averaging at £72 per day: £ 864

Minimum of 3 training days averaging at £72 per day	£216
Minimum of 40 hours of personal therapy averaging at £50 per hour:	£2000
Min. 12 hours with study committee members averaging at £50 per hour:	<u>£ 600</u>
Total annual payments:	£4392

DIPLOMA PROGRAMME – PHASE II

Single payments

9 Phase II exams at £160 per exam:	£1440
Minimum of 90 hours client supervision averaging at £50 per hour	<u>£4500</u>
Total:	£5940

Annual payments

Annual fee:	£372
Minimum of 12 seminar days averaging at £72 per day:	£864
Minimum of 40 hours of personal therapy averaging at £50 per hour:	£2000
Min. 12 hours with study committee members averaging at £50 per hour:	<u>£600</u>
Total annual payments:	£3836