



## **STUDENT JOURNAL GUIDELINES**

The Student Journal is intended as an opportunity for the student to record her understanding of the Process Work paradigm, as well as the process of reflection and grappling with the different areas of study and application of Process Work during Phase I and Phase II studies. The Student Journal will include the student's thinking, making connections, and co-ordination of her work in the following areas:

dreams,  
inner work,  
private sessions,  
collecting the volumes of notes on skills and knowledge acquired in seminars,  
course reading,  
reflecting upon learning from interactions with the Study Committee and learning community  
notes on and learning from practice and supervision.

The Student Journal provides support to and evidence of the student's learning. It is important that the student starts to use the Journal as soon as she is admitted onto the training programme, as the content of the Journal is critical to the first joint Study Committee meeting at the end of the first year of studies. (See Study Committee Guidelines for further details.)

It is possible for a wide range of formats to be used. This could include use of audiotape, videotape, drawings, etc. The following is a suggested format, using a ring binder or series of ring binders, and making divisions as follows:

### **I. Dreams**

1. Your initial dream and aspirations that brought you into the Process Work training programme. This should include a page write-up of the work you did as part of the Admissions Procedure.
2. Record other major dreams and/or inspirations that are of importance to your study process.
3. Personal process – An on-going record of the dreams and events in one's life, which reveal one's ever- evolving nature. Wherever one begins, whether with one's early childhood dream, peak experiences, life myths, life crises, or experiences at the edge, patterns begin to emerge which express one's dreaming nature.

### **II. Personal and Professional Path – Past, Present and Future**

You may wish to write about some of the major experiences, both personal and professional, that have been important to you before you began your Process Work studies. This might include areas of training, areas of special interests, and experiences that have shaped you. You may want to reflect on how your Process Work studies connect with your past learning and practice, how Process Work skills you are learning mix with your awareness and skills, and also look at what differentiates your Process Work studies. You might want to include any awareness of changing belief systems, patterns and attitudes, and to record information or ideas about your personal and professional goals.

### **III. Areas of Study**

Different areas of study are the focus of Phase I. On-going theoretical learning and its application continues to be of importance during Phase II. For those on a Foundation Year, discussions in your Admission Procedure may have highlighted what additional areas you may need to complete to satisfy this requirement. For those students, make additional sections for your studies to those outlined below.

A section for each area of Process Work study:

- |                            |                                |                   |
|----------------------------|--------------------------------|-------------------|
| 1. History and Philosophy. | 5. Proprioceptive Channel      | 9. World channel. |
| 2. Process Work Theory.    | 6. Kinaesthetic Channel.       | 10. Inner work.   |
| 3. Visual Channel.         | 7. Extreme and altered states. |                   |
| 4. Auditory Channel.       | 8. Relationship channel.       |                   |

In each area include:

- Theories and concepts in Process Work
- Books read, with summaries, notes etc. Books you want to read
- Theoretical learning from seminars on these themes (1 - 10 above)
- Practical learning and experience in these areas (1 – 10 above)
- Basic concepts and theories in other systems, and comparisons with Process Work. For more detail about what these areas should include, see the Training Handbook
- Questions you might ask if you were the examiner, comparing Process Concepts with concepts from other disciplines

#### **IV. Gateway to Practice Courses**

Process Work “Gateway to Practice” courses equip the student with professional awareness and skills essential to being a practitioner, such as awareness of professional behaviour skills, transactions, ethics, and current appropriate national regulations concerning the professional practice of psychotherapy. Make a section for each of the following:

1. Professional Practice.
2. Professional Ethics.
3. Diversity and Worldwork issues in Professional Practice.
4. Symptoms Awareness.
5. Research and Development.

You will receive work packs prior to the Gateway to Practice Courses on registration to attend, and a task to complete after attending.

#### **V. The Areas of Process Work Application**

Areas of application are the focus of Phase II, but it is important during Phase I to also record learning in the practical aspects of one’s training.

- |  |                              |
|--|------------------------------|
| 1. Work with an individual – unspecified.                | 5. Work with extreme states. |
| 2. Work with symptom or illness.                         | 6. Group work/world work.    |
| 3. Work with two people on their relationship issues.    | 7. Inner work.               |
| 4. Facilitate work on conflict between self and another. | 8. Creativity and the arts.  |
|  | 9. Video analysis.           |
|  | 10. Ethics and practice.     |

In each area include:

- Skills, metaskills and interventions. For example, around a list of interventions in group work, or a list of crisis interventions
- Experiences and projects. For example, in world work, experiences in facilitating complex group dynamics. Or experiences and learning around ethnicity, sexual orientation, etc.
- Transcripts and write-ups of sessions or experiences. For example, a detailed write-up of a facilitation of one’s own conflict with another
- Supervision notes (feedback of your work)

## **VI. Seminars attended**

1. List seminar title, date, teacher, area of study and application.
2. Reflect on learning in relation to theory, application and one's personal process.

Typical questions could include:

- What theory or knowledge was acquired in respect to a given subject or area of application?
- What skills were learned?
- What skills were practised and what experiences gained? How can I apply them in my work?
- What personal growth experiences or learning at personal edges have I had?

## **VII. Peer Group and Peer Practice**

Write up and reflect upon your practice. Include areas that were of particular interest, what was fun, surprising, sticky, learning edges, relationship issues, and how you experimented with processing these. Experiment with using 'maps' to record process structure, roles, polarisations, etc.

## **VIII. Feedback and Self-evaluation**

- Reflect on feedback from Study Committee members, faculty and peers
- Experiment with self-evaluation, particularly before Joint Study Committee meetings
- What experiences have been particularly important to your learning?
- How easily can you shift point of view, and take all sides in an inner conflict, a relationship conflict, or a group /community process?
- What are your gifts and skills? Take time to explore and articulate the areas of your development and expertise
- What areas are most difficult for you, or where do you feel you have holes in awareness? Describe your learning in these areas
- What might need to be addressed in the balance of skills and difficult areas for you to be practising competently as a psychotherapist in due course?
- How do you ask for and receive feedback for your learning?

## **IX. Client Supervision**

All trainees need to have completed at least 2 ½ years of supervised practice in order to qualify.

1. Case control guidelines.
2. Case control samples.
3. Notes on how to deal with complex situations; dual diagnoses; referrals to and liaisons with other professionals; and what to do in crisis situations.
4. Writing up client formulations, keeping case notes and client records, security and confidentiality issues.
5. Client supervision requirements and issues.

Specify precisely (in the form of a log) the number of client sessions (substituting client names with reference letters or numbers) and the incidence of work with that client and the type of client / session (adult, couple, group, etc.), and the log also indicating supervision sessions (length and who with).

Thus: 17<sup>th</sup> May: (1) Client A621 (adult) 7<sup>th</sup> session:  
(2) Couple B3 (2-hr) 3<sup>rd</sup> session:  
(3) Group from Company XYZ (15 adults): 2<sup>nd</sup> session:  
(4) Supervision (3-hr) with J... S.....

## **X. Personal Supervision**

Record your work as facilitator in exercises and in supervision seminars, along with feedback you received and learning experiences that were important to you. Reflect on how your own style, individuation

process and edges emerge in your work with clients. Keep a log of all supervision seminars and sessions attended, date, with whom and what occurred.

**XI. Practicum/Placement**

Include ideas, resources and contacts, a detailed journal of your placement experience (including dates, venue, clients seen), supervision notes, new experiences, difficulties and differences, etc.

**XII. Dissertation or Diploma Project**

1. Journal notes, exploring ideas for your dissertation or diploma project, and including brainstorms and beginnings when you have chosen your theme.
2. Research notes.
3. Current outline.

**XIII. Inner Gossip, Brainstorms**

**XIV. Record of hours**

It may also be useful to keep a log of hours together in one section as well as in the individual sections described. The logs should include date, what, with whom and for how long. For precise information about details to be logged, see the relevant section above.

1. Personal Therapy.
2. Theoretical Component: seminars, training days, intensives, etc.
3. Client supervision. (See section above for detailed log.)
4. Personal Supervision.
5. Placement.