



THE STUDY COMMITTEE GUIDELINES

AN INTRODUCTION FOR STUDENTS AND STUDY COMMITTEE MEMBERS

The following guidelines are meant to support you, the student, together with your Study Committee to find your unique way of following your own dreaming, learning patterns and projects, while doing what is needed to learn the skills and metaskills of Process Work and acquire a professional training in psychotherapy.

The guidelines are therefore intended to enhance your interactions as a Study Committee throughout the student's journey. As a student of Process Work, you are on an intense and demanding path. As a Study Committee member, you are a mentor, someone who supports, and challenges, the student through their learning of knowledge and practical skills, as well as accompanying the student in their experiences of spiritual and personal growth, with all the pains, joy, beauty and humour involved.

As a Study Committee member you are required to ensure, as far as possible, that the student successfully completes the professional psychotherapy training that s/he has committed to and invested in by meeting the various requirements along the way.

It is the student's dedication to gaining awareness of his or her own internal process and relationship to the world that underpins the study programme and all the skills of Process Work. The structures of our training programme that support the student in this process are the Study Committee, the private sessions, seminars, practice and case supervision, and the learning community. The Study Committee is a core structure of the study programme, because each student's learning process is so highly personal.

The structure of our training programme is not a set course of classes and seminars that the student simply attends and then earns a diploma. Therefore, the feeling of responsibility and devotion to learning in each student and Study Committee member is critical to the student's progress.

On enrolling as a student, the Co-ordinator of Training will give the new student and members of his/her Study Committee these guidelines. After reading them, the student will gather his/her Committee and they will begin the journey together. The guidelines are a starting point for discussion, to support the student in discovering his or her unique learning process.

These guidelines reflect a living learning community and will be continually revisited and revised. If you have additional guidelines you would like to suggest, or ones you would like to see changed, please contribute these by writing to the RSPOPUK Committee. If any of these guidelines are inappropriate for a student's specific situation, it is important that they are neither simply followed, nor simply abandoned. Rather, they should be thoroughly discussed and processed, so that substitute guidelines can be formulated, to which the whole Study Committee agrees.

Have a good journey together!

I. THE STUDY COMMITTEE – WHO, WHAT, WHEN

A. The Study Committee

The Study Committee is at the core of the training programme. The Study Committee is made up of the student and at least three committee members. The student together with his/her Study Committee members is encouraged to, and responsible for, developing an individualised learning plan – a plan that assures the learning of all core areas of Process Work, as well as one that supports the student's dreams, special gifts, and includes areas of interest for further research into the application of Process Work.

The student's goal is to complete a professional psychotherapy training in Process Oriented Psychology that is nationally and internationally accepted. To this end, the student's course of study is steered by his or her dreams, involvement in the world, and individuation path that together the student and the Study Committee follow, discuss, shape, and review. The student's journey is supported not only by the Study Committee but also by RSPOPUK and the national and international communities of Process Work.

Comment: Suggestion that all study committee members have access to email as a prerequisite. Or that student takes responsibility to communicate non email members

B. Who is on the Study Committee?

The Study Committee members bring expertise, experience, wisdom and friendship, and accompany the student as mentors. Because of the role of the Study Committee in following and evaluating the student's readiness to take exams in the process paradigm, at least two of the committee members need to be qualified Process Work Practitioners. Often all three Study Committee members are Process Work practitioners, or the third person could be a fellow student. A fourth, additional member could be a mentor from outside the Process Work paradigm, who supports the student's particular area of interest in application of Process Work. It is a requirement that the student's main therapist is not a member of the Study Committee.

Comment:

Comment: Suggest that all members of the committee be Process Work diplomates or one phase II student. And that at least one be a visiting teacher.

C. Student is head of the Committee

As a student, you are head of the Study Committee and select the other Study Committee members. At the time of inviting a member onto your committee, it is important to make sure that the committee member understands the role, and that he or she gets a copy of these guidelines as well as a copy of the Training Handbook.

You are also responsible for making a plan with each committee member, arranging regular contact as well as annual meetings in which the whole committee is present on phone or in person. As a student, you are also responsible for discussing with committee members why you have invited them onto your committee, and what kind of support and challenge you hope they will offer - such as, particular skills, areas of research interest, personal qualities, or a sense of a shared path. Some ways in which you will be keeping the Study Committee in touch with your studies and personal situation over the course of Phase I and Phase II studies are discussed below.

D. Commitment of the Study Committee members

As a Study Committee member, you will be involved typically for a period of four to five years or more, from the beginning to the end of a long, challenging and exciting path of study. To be a good Study Committee member, it takes various proportions of long-term awareness, patience, perseverance, tenacity, goodwill, toughness, insistence, and love. It is a big commitment on both sides. The relationships between the student and Study Committee members are essential to the Diploma Programme.

Members of Study Committees are strongly recommended to be in email contact and need to take responsibility to communicate effectively.

E. Frequency of Meetings

The whole committee should meet together once a year. Ideally this should be a face-to-face meeting, though phone (conference call) contact from one or more members of the Committee is possible. This is a significant part of the annual plan referred to above.

In addition, there is ongoing, more continuous contact with at least one committee member. A minimum of 6 contacts per year is recommended.

There is regular (at least three times a year) contact with the each other committee member.

The Study Committee should set up a schedule or plan for when they will meet. The student is responsible for initiating this. If a student has not initiated such a plan, or not followed up with an agreement, each committee member has a responsibility to find out why not. In a world in which everyone is busy, both student and committee members should take responsibility to make sure that contact is regular, supportive and useful to the student on his/her journey.

F. Annual Plan

In the three months after becoming a student and forming the Study Committee (or within 6 weeks if on the Foundation Year), and during the month of January of each year thereafter, students should discuss with their Committee members their respective needs and expectations. During the annual meeting the student and Committee create a plan that includes learning goals, areas of focus, research, and plans to attend seminars and courses. A copy of this plan should be sent to all Study Committee members for future reference.

After first 3 months

Draw up a plan together, outlining the points above. If someone on a Foundation Year has extra study to do to meet entry requirements, take care to determine how these will be met in the next 9 months.

End of first year

At the end of one year (9 – 12 months), you will meet together with your whole Study Committee to discuss and review your studies. During this meeting, you and your committee members have the opportunity to review and confirm whether or not this training in Process Work and professional psychotherapy training is the right path for you, and that you can meet the training standards required for the following minimum 3 years.

You and the Study Committee will determine your progress in the following ways:

1. Reviewing the minimum of 12 seminar days attended that year, including a 2 – 3 page write-up of the seminar and learning in the Journal.
2. Reviewing the write-ups of previous Study Committee sessions, conclusions, learning outcomes, how they have been developed in terms of acquisition of skills, the development of your training, and how they relate to your individual process.
3. Review of the write-up of peer based learning and groups.

In order to facilitate this process, you will send each Study Committee member a copy of the Journal at least two weeks before the scheduled meeting, and the outcome of any conditional studies.

Together with your Study Committee, you will evaluate whether you, as a student, have:

1. Sufficient maturity.
2. Adequate interpersonal skills.
3. The capacity and interest to reflect upon your learning both verbally and in writing.
4. The ability to formulate and begin applying new skills.
5. The capacity to do all the necessary work to complete the professional training, as well as reconnecting with the impulse that brought you into the training.

After this evaluation, there are three possible outcomes:

1. That the student does not continue in the Diploma programme, but is welcomed to remain connected with the larger community of people interested in PW.
2. The student continues in the Diploma programme training towards professional psychotherapy qualifications.
3. The whole Study Committee has a further review in three months, to determine whether the student has responded to the feedback and adjusted his/her study and practice sufficiently to be able to continue on the Diploma Training.

Having determined that it is right for you to continue your studies, this meeting is also a time to discuss plans for the coming year, taking into consideration your - the student's - learning passions, the professional training requirements, as well as areas that need special attention.

Foundation Year

The same procedure needs to occur with a student who has completed a Foundation Year, namely reviewing all study goals, and that any extra study requirements that were a condition of entry onto the Diploma Programme have been met. For those students wishing to move onto the Diploma Programme, it is important that the Study Committee thoroughly review this decision with the student, determining whether it is the potential student's path. To this end the student will:

1. Have 3 sessions with his/her therapist processing his/her path at this juncture
2. Send the write-up of these sessions to the Co-ordinator of Training and Study Committee Members
3. Meet together with the Study Committee and Co-ordinator of Training to evaluate the student's year of study and confirm completion of requirements, to review the write-up of the dreaming process and to determine whether or not to progress onto the Diploma Training.

G. Dealing with Problems on the Committee

Conflict with a Study Committee member

Occasionally it may be necessary for a Study Committee member to leave the committee. It is important however, that this is not done just to avoid a hot spot or situation of tension or conflict. Conflicts may come up around important learning edges, and issues of rank and (possibly even) multiple roles, though normally these should be avoided. Before just stepping back or replacing a committee member, it is really important first to process the conflict thoroughly. If a third party is needed to help in facilitating this, the people involved should try to find a mutually trusted party, or ask the RSPOPUK Committee for help in finding someone. After processing this carefully, any change regarding members on the Study Committee should have agreement from the whole Study Committee in writing and must be acceptable to the student.

Comment: And should be written formally to the Coordinator of Training following the Study Committees agreement

Study Requirements

When the Co-ordinator of Training is aware of a student not fulfilling requirements, whether general studies or frequency of meetings with the Study Committee, etc., the issue will be raised with the specific student by letter, asking her/him to process and resolve, with their Study Committee, all pertinent issues within a maximum of 2 months. A copy of this letter will be sent to the Study Committee members at the same time.

The student and the Study Committee will take to heart the responsibility to meet and process issues associated thoroughly in a way that is useful to the student, and clear up all practical requirements. The written outcome of the processing will be sent to the Co-ordinator.

If, after 2 months there is no feedback, the Co-ordinator of Training will send a further letter to the student saying that unless we have heard from you within one month we will assume you have terminated your studies.

Exit Meetings

Whenever it appears to be a student's path to leave the Diploma Programme (the student having thoroughly processed it with his/her therapist and Study Committee members beforehand) it is recommended that the student meet with his/her whole Study Committee in the form of an 'Exit Meeting' in order to process the transition.

I. Finances

Fees are paid directly to Study Committee members for individual sessions.

II. WHAT TO DO IN STUDY COMMITTEE MEETINGS

A. The Student's Journey

The student discusses with Committee members his/her relationship to the journey of studying Process Work. The committee offers support, experience, expertise and skills, helping the student discover and follow his/her personal path.

In the first year the student is required to have 40 hours of personal therapy, to participate in a minimum of 12 seminar days a year, and to have consistent contact with his/her peer group. Other requirements at different stages are also outlined in the Training Handbook.

B. Seminars and Courses

There are discussions and decisions about which seminars and courses students take each year. These should match their research and personal interest as well as cover all the core areas of learning needed to complete the professional training. It is a good idea to do this in January of each year, when the new annual study programme has been published and the annual plan is being made with the whole Study Committee. By the time the student is completing the Phase 1 exams, all the core subjects will need to have been covered.

C. Practical Matters in the Life of a Student

It is also important to talk about practical issues in studying Process Work. A major issue is time commitment. Another major practical issue for most people is how to manage finances for attending courses, seminars, private sessions and client supervision over several years. Students are encouraged to discuss their study commitment with the significant people in their lives before entering the study programme, and at various points along the way.

Currently RSPOPUK has a small bursary fund, with occasional facility to reduce costs for students beyond the normal advertised discounts. Training grants may be available from local authorities, professional secondments, and other sources. Students are encouraged to explore these possibilities.

D. Multiple Roles, Diversity Issues, and Rank Dynamics

It is important that the student and all committee members take responsibility to actively address issues of diversity, including ethnicity, culture, sexual orientation, physical ability, economics, age, education, etc., and associated dynamics of privilege and rank which may be involved in the study process. Issues of rank and multiple roles should also be discussed in relation to one another on the committee. It is important not to wait for these issues to come up before they are addressed.

E. Review of Learning

Review each seminar or course attended, in relation to each of the study themes and areas of application, making use of a Journal of Studies. (See the Journal Guidelines.)

The review would look at the following questions:

1. What theory or knowledge was acquired in respect to a given subject or area of application? E.g in a seminar on extreme or altered states, what was the Process Work perspective, how does it relate to other theories and methods of psychotherapy?
2. What professional skills were learned?
3. What skills were practised and what experiences gained? This should include all areas of application, for example writing up how one facilitated a conflict one was in, an intervention made in community, or a description of Innerwork.
4. What kind of personal growth experiences did you have, or learn at your personal edges?

F. Phase I

It is useful to explore the following areas during Phase I studies:

1. Personal therapy sessions.
2. Connection with a peer group for practice.

3. Experiences in the learning community of Process Work.
4. Experiences in one's larger community, world, working situation, and family situation
5. Reading list: select books, adding to or revising it to create a book list that follows enthusiasm, as well as jumping into each subject area.

The content of the 5 Gateway to Practice Courses provide students with practical information and skills pertaining to professional practice. The Study Committee is a good place to explore these issues with a student.

1. Professional Practice and Professional Ethics Gateway Courses: developing an understanding of professional practice issues, ethics, parameters & guidelines, and limitations.
2. Diversity Gateway Course: Attention to experiences and learning around issues of diversity concerning cultural or ethnic issues, sexual orientation, disability, age, or issues of personal history concerning class, education, sexism, etc.
3. Symptoms Gateway Course: reflecting on acquisition of theory, knowledge and experience in the field of psychotherapy, general symptom awareness, the aetiology of pathologies, comparative medical systems, etc.
4. Research and Development Gateway Course: areas of interest, giving space to dream and explore, and find areas of research connected to a student's personal path and focus of work, and addressing edges and limitations.

The Study Committee can also address issues around taking Phase I exams, including modelling patterns for preparation and study, processing inner critics, issues of authority, learning to believe and follow one's joy of learning, and determining readiness to take exams.

G. Phase II

It is necessary to discuss how the student is meeting the following during Phase II studies:

1. Personal therapy sessions – 200 hours
2. Supervision sessions : client supervision – 90 hours, personal supervision - 160 hours.
3. Peer group meetings
4. Practicum plans and placement experiences
5. Research and dissertation progress
6. Videos of work with clients in the various areas of application which will be examined in the final exams
7. Inner work practice and skills
8. World Work knowledge and skills

H. Student Journal

The journal is a collection of the inner work, reflection, and grappling by the student with all the areas of study (Phase I), and application (Phase II), and includes his or her involvement in personal work, supervision, world work, practicum, and research.

Portions of the Student Journal can be shared with the Study Committee members. This invites the committee members deeper into the student's learning process, and keeps them better informed about the student's work and progress. The student will need feedback from the committee members, which should include anchoring and appreciating the learning gifts and style of the student, as well as pointing out holes and hotspots that need attention. (See Journal Guidelines.)

I. Feedback and Self-evaluation

Study Committee meetings are an opportunity for a continual process of feedback regarding the student's learning. It's also useful for students to give feedback to the Study Committee members. It is helpful if students ask for feedback and for support to process this feedback in Study Committee meetings. Particularly before the annual Study Committee meetings, it is useful for the student to do a self-evaluation and discuss it with the committee. Some questions include:

- What experiences have been particularly important to your learning?
- How able are you to shift point of view, and to 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
- ‘Who’ is evaluating you? Experiment with other parts of yourself offering feedback
- How able are you to ask for and receive feedback for your learning?

J. Exams

The Study Committee is responsible for evaluating together with the student his/her readiness to take exams. Written recommendation from each Study Committee member should be sent to the Co-ordinator of Training. The Study Committee should also follow up with the student after the exams, celebrating and staying involved around any difficulties that come up at the exams, including the need to retake any exams.

1. Phase I exams

Refer to the Co-ordinator of Training and the Training Handbook for the guidelines for applying to take exams, the requirements and the current exam schedule.

2. Phase II exams

The trainee needs to register 18 months in advance of the Phase II exams. This is with the written permission of each member of the Study Committee to the Co-ordinator of Training. The Study Committee together with the trainee determines that they believe the trainee can be ready in 18 months. It is not helping the trainee if s/he is recommended before being ready. The final registration is three months in advance of the exams.

In order to determine readiness – bearing in mind that post-exams a trainee would be qualified to practice as a psychotherapist, the following is recommended:

- The trainee gives the committee some samples of practical work on video
- This should include at least two complete sessions of working as a Process Worker with others, plus a session of working on oneself alone
- It should also include samples, sections of work from each of the exam areas, and/or write-ups of these processes
- Additionally, an outline plus 5,000 words of the dissertation should be completed, and given to the Study Committee members
- All of this is reviewed alongside relevant portions of the Student Journal

After reviewing these materials, the committee members make a decision about whether to recommend the trainee to enter the final 18 months’ phase, along with providing thorough feedback to the trainee.

The trainee’s involvement in an exam-taking peer group, i.e. not necessarily the peer group they have been practising in up to this point, is an essential ingredient as they prepare – supporting, challenging and “cooking” together.

During the final 18 months, the trainee and Study Committee should work intensively together. It is especially important that feedback, criticism and relationship issues are brought out directly and processed thoroughly, paying close attention to multiple roles and rank issues that may arise. The committee members should serve as coaches as the exams approach, helping the trainee to work on past ghosts around exams and transitions, relationship issues, inner critics and authorities. This is all part of the exam process.

No member of the student’s Study Committee may take part in, or be involved in, that particular trainee’s examinations in any way.

K. The Dissertation or Diploma Project

The Study Committee should support the trainee at all phases of this process, by means of checking in, following up, working closely with the trainee around research interests, choosing a topic for the dissertation, research methods, writing and creative blocks, and giving feedback. (See the Training Handbook for information about the dissertation or Diploma Project.)

L. Celebration

It is also the Study Committee's role to celebrate milestones with the trainee and to celebrate the trainee even and especially in tough times. A bit of champagne is often what is needed, before just launching into the next phase of work. A toast also to the Study Committee for all your help in this process!