



## THE INTERNATIONAL DIPLOMA

The **international Diploma** is currently taught in various regions of the world, including six countries in Europe. It meets criteria set by IAPOP and graduate diplomats who work and teach in a wide variety of settings and applications. See [www.iapop.com](http://www.iapop.com)

It is a dynamic, challenging and rigorous programme of at least 5 years of duration.

You will engage in experiential and theoretical studies of the philosophy, theory, attitudes (meta-skills), methods and applications of Processwork. It is for practicing professionals and for those exploring a new direction, path or career. Together with a mentor you will plan your own course of study taking into consideration the training requirements, as well as your own interests, goals and inner direction. **The challenge and opportunity of learning Processwork** comes from developing an on-going practice of awareness that shifts our perception and makes it possible to facilitate complex situations in a wide range of areas.

### **Basic structure of the training**

There are two possible choices for trainees entering the training. The first choice is to join and complete Foundation Year. The second choice is to complete Foundation Year and after that join the Diploma program.



Foundation Year is an introduction training to Processwork and for those who decide to continue it is the first year of the Diploma Program.

The Diploma program is a training that develops awareness, skills and attitudes that allow trainees to become facilitators of themselves, other individuals, couples and groups.

The Diploma Program has 3 phases:

- Foundation Year (described above).
- Phase I - where the focus of the study is on gaining a theoretical understanding of what

Processwork is and starting to acquire skills and practice.

- Phase II - where the focus of the study is on the practical application of Processwork in different areas.

### **Certification**

The program is recognized nationally by the Instituto de Trabajo de Procesos y Democracia Profunda and internationally by the International Association of Process Oriented Psychology (IAPOP). The School meets requirements set by IAPOP.



## **Awareness training**

Processwork is an awareness training. This means that a person starting this training needs to commit to the spirit of learning and be willing to work on himself/herself and on his or her relationships, including any conflicts that might emerge. Each trainee has the support of a mentoring team, who along with the trainee helps unfold and develop the trainee's learning path, taking into consideration her or his background, talents, wishes and direction.

A person starting this training needs to engage with her or his mentoring team, peers and learning community.

## **BASIC CHARACTERISTICS OF THE TRAINING**

The training has a structure that allows the trainee to combine theoretical learning, practice, and personal development. This includes participation in seminars, training days and live supervision seminars, personal facilitation, peer group work and engagement with tutors via mentoring (Foundation Year) and Study Committee (Diploma Program).

### **Classes and Seminars**

#### **Seminars**

An annual program of seminars is offered each year. All areas of Processwork study are represented in the program over four years. Together with your Mentor (Foundation Year) or Study Committee (Diploma Program), you will make a plan

of the seminars that you will attend each year, making sure you focus on each training area as well as focusing on those areas which interest you the most.

Trainees can consider and are encouraged to participate in a seminar at least every two years in another accredited Diploma Program in any country in Europe or around the world.

Course requirements:

- Foundation Year and Phase I = 12 days of seminars a year
- Phase II = 9 days of seminar a year
- Training days

Each seminar is followed by two training days solely for trainees. The training days are opportunities for in-depth study of the theme of the seminar both theoretically and also through live supervised practice. During the Foundation Year and Phase I the trainee can attend training days only when she/he has attended the seminar before the training days. Supervision seminars can be also counted as training days.

Course requirements:

- Foundation Year and Phase I = 6 days a year
- Phase II = 9 days a year



## **Live supervision sessions and seminars**

Live supervision sessions and seminars are mainly focused on practice. The trainees have opportunities to work in front of the supervisors and get live-feedback, that allows the trainees to gain awareness around the skills and metaskills that they already have, as well as the ones that they need to focus on.

Course requirement: 160 hours in total during Phase II

## **Personal development and growth**

Personal development is seen as a fundamental part of the learning. A practicing facilitator needs to maintain her awareness of both internal and external dynamics in order to both recognize and intervene in the processes she is engaging in with her clients. Personal facilitation work and a commitment to pursuing the path of personal growth (individuation) and engagement in relationship and community, involves working with what disturbs you and venturing into the unknown. Through this process, trainees can become able to work with disturbances and tensions in themselves and others, developing the eldership to facilitate the interactions of all parts rather than identifying only with one.

An ongoing commitment to personal development in the form of Processwork facilitation is considered an essential part of both the Foundation Year and the Diploma program.



#### Course requirements:

- A minimum 30 hours of personal facilitation a year
- A minimum of 20 hours during the Foundation Year
- A minimum of 150 hours by the end of the Diploma program
- A further minimum of 15 hours per year if the requirement of 150 hours has been
- accumulated.
- (Maximum of 35 hours can be done with Phase 2 Training facilitator approved by
- Faculty.)
- (Maximum of 30 hours of individual therapy of any modality from before entering
- the training can be accepted to overall number.)

#### **Peer groups**

Peer groups provide the opportunity for regular practice of skills and discussions about theory and application, as well as learning in relationship with a small group.

Peer groups are usually formed locally, although sometimes a trainee may need to arrange Skype conferencing, either joining an existing peer group or setting up a new one.

Once a year, peer groups have supervision from some teacher or advanced trainee.



Course requirement:

Establish and maintain regular contact of at least 1.5 hours per month with the peer group throughout the training. Having a working peer group with regular meetings is one of the requirements. It is the trainee's responsibility to ask for support when needed.

### **Engagement with mentors or study committee**

This feature of the training has three core components, Study Committees help steer the trainees learning, bring awareness to different processes, roles and parts in the trainee and act as a checkpoint or decision making processes for helping the trainee transition through different levels of the programme.

Trainees communicate regularly with their mentor or committee members, in face to face meetings and through their study journal which summarizes their learning and links that to their own personal development and awareness of their own processes and edges to learning too.

Course requirement:

- Foundation Year - 6 sessions with mentor (3 individual + 3 group sessions),
- Phase 1, Phase 2 - 12 hours of contact with the Study Committee. It means 3 joint meetings with all Study Committee members and 6 hours either 6 individual meetings or 3 joint meetings – to be decided with support of SC



Contributing to the development and theory of Processwork and its applications.

In the second phase of their Diploma programme training, trainees identify an area for research (see section on Phase II for more information). This can take the form of a theoretical dissertation or project that is more interactive but it must expand the knowledge and theory of Processwork practice and its applications.

### **Placements and practice**

As well as developing their own practice with individual client, couples and groups, Phase II, trainees after consultation with their study committee, will identify up to three different types of placement, depending on the trainees' background and previous experience. e.g. Choosing a place or group with which the trainee is not familiar.

These could include:

- placement with an agency or public body working with people who are in extreme or altered states,
- a placement with a worldwork theme (i.e. working with groups that are identified as marginalized in society) and
- counselling or facilitation agency placement with particular client groups.



## Assessment

Throughout the whole training, two fundamental levels are being reviewed:

- How the training is related to the individual's personal myth (life pattern and unique process of personal growth) because all assessment and support concerns the trainee's relationship to, and engagement with, his/her own process as well as the deep awareness and feeling based nature of the Processwork paradigm.

- The skills the trainee acquires and the assessment of their ability to apply those skills to practice in the different areas. Assessment therefore is continuous and takes place at both these levels. There is an understanding that the various assessment moments and exams are transition points on an overall learning journey; indeed, one that does not end with the final exams! One of the learnings of this learning path is that a Processwork practitioner needs continual engagement with life processes and skills development.

Assessment happens in a variety of ways: feedback from mentors, supervisors, trainers, and placements; accompanying written tasks; video analysis; the Phase I and Phase II exams; the case study and the dissertation. Assessment also happens naturally through feedback from peer groups and clients; and most importantly, through self-assessment. All exams and written tasks have clearly defined assessment criteria. Details of the knowledge and skill base, and how they are assessed, can be found at the relevant sections of the Training Handbook.



The metaskills (or feeling-based attitudes) towards the study and application of Processwork as well as a trainee's own process, are also central. Training in Processwork is not a matter of merely meeting requirements outlined by a hierarchical structure; but rather the trainee will, with the guidance from elders, ensure that she/he covers all the elements of the training in a way that achieves ownership and mastery of her/his skills.

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