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IAPOP TRAINING COUNCIL

Best Practice for Diploma of Process Oriented Psychology Programs and Establishing New Diploma Programs

Introduction

These guidelines are put forth to the international community (IAPOP membership) **in the spirit of** a continuous process of **co-creation**, which entails an on-going feedback process around what works and what doesn't, resulting in reviews and changes as needed.

They are put forth with awareness that “established” and “new” training programs **are also shared roles**. We all “new” –as process is about change- constantly evolving, transforming, mysterious, and at the same time we are all “old” – with depths of wisdom and insight that defy age or years of experience involved.

The emphasis is on relationship; communicating and working out difficulties (by working with signals, seeking help from a third party as soon as possible, or practicing communing), remembering that even with long term problems, we are still connected - “like the other”- even a tiny bit.

These guidelines are also in support of new Training Programs being established with an atmosphere of respectful relationship between peers and colleagues between programs and to maximizing quality outcomes for students. Part of the guidelines are folders with the best practice examples, ethics, procedures used by some of existing schools in order to give enough support and inspiration for all schools to rely on the guidelines.

Mode

The mode **is self-compliance** of all training programs – established and new – together with **community building** and **presence**.

The process of emergence of these guidelines

Representatives of the diploma training programs currently in existence or dreaming to come into existence were invited to gather in Tallinn in June 2016 to develop a consensus on training standards and levels of proficiency for the diploma in process work. They established the IAPOP Training Council as the umbrella body representing all diploma training programs and provide an metacomunication on the international development of POP diploma programs.

All training programs responded to the call and were in support of the meeting and the work that was to be done there though not all were able to be present.

Present at the meeting: Japan Process Work Center, The Institute for Process Work (Institut für Prozessarbeit IPA), Instytut Psychologii Procesu Poland, Studium Psychoterapii i Psychologii Procesu, POPI Slovakia - Institute of Process Oriented Psychology Slovakia, Process Work Ireland, RSPOPUK - Processwork UK; Institut Procesově Orientované Práce - IPOP, Australia and New Zealand Process Oriented Psychology - ANZPOP, Graduate Training in Process Oriented Psychotherapy – Learning to Follow the Transformational Flow of Dreaming , Processwork Hub Greece, Spanish Processwork school - El Trabajo de Procesos, PWI - The Process Work Institute, IAPOP

Not present (and in support): International School of Processwork in Honor of Arnold Mindell Poland, International School of Process Work Russia, Deep Democracy Institute

The guidelines presented in this document emerged out of a process of developing consensus on training standards and levels of proficiency after processing the tensions that was present in the atmosphere between participants (more about the process you can find at the end of the document).

A central polarity processed was between the one involved in an established training program wanting to care for the work already done, in relation to an independent spirit wanting to be free to innovate and follow her path. In the process, awareness of the power of the one and the power of the other was raised – awareness of the centrality of the established training program and unconscious marginalization of the smaller one, and awareness of the power of the new program over the established one.

A basic value that emerged from our interactions was that **of being in relationship**, both as a guiding value, and as the principle out of which good leadership emerges, our **collective leadership** included.

Additionally we realized how important it is for all of us as members to pick up the rank of the body (IAPOP) that can **hold the standards of the trainings and support**

relationship among us. WE are that body (IAPOP). Otherwise - if it is not done consciously and transparently - it might bring implicit painful dynamics between training programs and also mistrust to the umbrella organization. After that realization we were able to move forward with finding consensus on standards of training and levels of proficiency.

Intention & Aim

The intention behind their creation is to support established training programs and the development of new ones, encouraging and forwarding the connection between programs while supporting the autonomy of each.

The world has a large need for Processwork training and there is so much work to be done as individuals and as a community that co-operation and all types of relationship will support us better both internally and as a community together.

Best Practice for Diploma of Process Oriented Psychology Programs and Establishing New Diploma Programs :

Prerequisites:

1. A **“Notice of Intent”** to establish a Diploma level training program is to be submitted to the IAPOP Board and the Training Council for their information. This **“Notice of Intent”** will be submitted at least 12 months before establishment and will trigger a mentoring process from the Training Council and the associated best practice guidelines for establishing a new training program and faculty. If the 3 diplomates **choose to consult** the Training Council on the development of the new diploma training program, a **Mentoring Working Group** will be formed by the Training Council to take on this task. Mentoring process is suggested for all to have external feedback loop and resource person who understand international development of IAPOP diploma training programs and shared curriculum
 - The Faculty of the new program will consist of at least **3 diplomates** with shared responsibility for curriculum development, teaching and training in skill development and examination/evaluation of skills/competencies of the students. These faculty members are to have close connection with the program by being physically available to students across the training year and joint responsibility in the teaching and training of students.
 - **Level of proficiency:** The 3 diplomates **need to have** the levels of proficiency listed in the guidelines to fulfil the different roles entailed in the training program – faculty, teacher, training therapist, supervisor, study committee member, examiner and research

supervisor. **Clear definition** is required to ensure clarity of roles, confidentiality, accountability and duty of care.

2. The 3 diplomates holding the responsibility and accountability for the Diploma training program will **uphold the standards** of the diploma training, as these have been explicated by IAPOP in the competencies and levels of proficiency of the diploma training, and the **ethical guidelines** established under IAPOP.

New diploma training programs need to be **affiliated and in relationship to existing local diploma programs**, and the **greater process work international community**.

The new program contacts existing local diploma program and both programs are mutually responsible for further communication and relationship. This relationship connection is to ensure the development of respect and support is reciprocal.

3. Each Diploma training program is to nominate an **external senior PW trainer** as an elder/ mentor/supervisor/ethics coach. This elderful person will provide ongoing and regular faculty support and supervision and also provide an independent perspective on the quality and potential development for the faculty and program. The external senior PW trainer has no vested interests – is not part of the faculty of the training programs and does not serve in any of the roles involved in the training. The external senior PW trainer has the level of proficiency listed in the guidelines to fulfil this role. The external senior PW trainer is invited by the leadership of the school/or training program to fulfil this role.
4. Representatives from each Diploma training faculty will be asked to **become part of the Training Council**. This Council is part of the International community (IAPOP) and will function as a sub-committee of IAPOP. Regular and ongoing attendance at meeting is important with recommended participation at all meetings or at least once in any 3 years period.

STEPS TO THE CREATION OF THE NEW DIPLOMA TRAINING PROGRAM:

1. **Step 1: Notice of Intent:** The 3 diplomates wishing to create a new diploma training program **send a Notice of Intent to the IAPOP Board**, which then sends it to the Training Council. This Notice of Intent flags a **1 year minimum period of a developmental process**.
2. **Step 2: Self- Accountability:** At the end of the 1 year minimum period, or later, the 3 diplomates send a **Self-Accountability Report to the IAPOP Board**, which is a **self-check list in connection with the Guidelines - Best Practice for Diploma of Process Oriented Psychology Programs and Establishing New Diploma Programs**.
3. **Step 3: Joining the Training Council:** The IAPOP Board notifies the Training Council and representatives of the new training program join it as members. From that moment the new training program can be added to the IAPOP Council Diploma training programs webpage and use IAPOP logo.

Procedure of Compliance

1. **Self-compliance:** Each training program checks itself in terms of compliance with the guidelines – Best Practice for Diploma of Process Oriented Psychology Programs and Establishing New Diploma Programs.
2. **Communication between new diploma training program and existing local diploma training programs:** Programs are responsible for mutual communication and relationship. If an issue arises involving the creation of a new diploma training program, the two parties try to address it together and work on it, in the communication between them.
3. **IAPOP Training Council:** If the issue is not resolved or cannot be worked on to the satisfaction of both parties involved, in the communication between them, they ask together for the assistance of the IAPOP Training Council by sending an email to the Coordinators at iapoptrainingcouncil@yahoogroups.com describing the issue, and the current position of each party, as these has been clarified in the communication between them. Even if two parties are not able to relate together at that moment, they can rely to external facilitators and the community to get support in the situation.
4. **Compliance Working Group:**
 - The Training Council forms a **Compliance Working Group** consisting of 3 of its members, **attending to conflicts of interest** arising from dual roles and multiple relationships. The **members of a Compliance Working Group** need to be Training Council members who are **running existing diploma training programs**.
 - The Compliance Working Group **will always be newly created** - depending on sides involved in the concrete process of compliance. Then team can be really independent and would get trust from all sides involved.
 - The Compliance Working Group does an **external review** of the whole situation and gives recommendations.
 - The **function** of the review is threefold: **compliance** to the guidelines – best practice, **mentoring** of new training program for the development of the training if needed, **facilitation** of relationship of the two parties involved. The facilitation of the relationship is done **in the spirit** of the concept of **communing** (I know the other is a feeling that I've had. The other is me, and I need to get along with that person) and of awareness of **each person's way**, however impossible, as something **needed**, in some small way, for the larger way.
5. The **recommendations** of the Compliance Working Group are **final** and **both parties** are subject to its findings
6. All parties involved **remain in relationship** and **open communication** with the Council for the **enactment** of the recommendations.

These guidelines were developed in Tallinn in June 2016 by representatives from International Diploma training programs and have since been revised by this group. Submitted to the IAPOP Board in Sept 2016 and circulated to the IAPOP meeting 1&2 Oct 2016.

These guidelines will be further developed and reviewed in April 2017 at the IAPOP Council Meeting in Porto Heli.