

 POPI-Slovakia (The Institute of Processoriented Psychology - www.processwork.sk) announces, that at end of 2012 starts the



Diploma training in processoriented psychology (POP)

Processoriented psychology (or processwork, POP) is a phenomenological and experiential approach developed in 70' in Switzerland by Arnold Mindell and his colleagues. The training will include intensive work on yourself and give space for deep understanding of theory and philosophy of processwork and development of skills and metaskills for working with diverse target groups and broad spectrum of human experiences.

The garants and main teachers of the training are international POP diplomates (Ivan Verny, Clare Hill, Conor McKenna, Charleen Agostini, Mark O'Conell), and other invited POP diplomates. The training fulfills the criteria of IAPOP (International Association of Processoriented Psychology) and on national level is accredited by IVPS (Institute of education in psychotherapy) as a postgraduate study enabling to get also the European certificate in psychotherapy.

The standard training study lasts 5 years. The training will be residential, 4 intensive meetings (5 days) per year mainly in western Slovakia, the language will be English with Slovak translation.

The training includes 740 basic hours:

120 h theoretical study
480 h methodology and experience
140 h training supervision

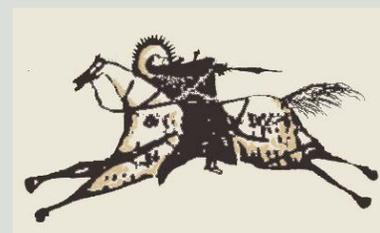
Further requirement is completion of:

60 hours of individual supervision
150 hours of individual therapy

Goals of the program

Participants of the program will acquire specific skills for:

- working with individuals
- working with couples and families
- working with groups
- working with altered and extreme states of consciousness
- working with the body and psycho-somatic



The figure of trickster Heyoke in stories of Native Americans rides on the horse backwards instead of riding it as everyone. Processwork also goes backwards- notices and appreciates unusual and marginalized aspects which we tend to ignore and sees them as potential sources of meaningful experiences and solutions for our problems..

- processes
- working on yourself alone (innerwork)
- conflict resolution and dealing with rank, privilege and authority

Upon completing the program, students will further be able to:

1. Demonstrate a thorough understanding of the Process Work approach to human experience
2. Recognize, appreciate, and explore all aspects of experience – conscious or consensual, unconscious or dream-like, and subtle or ineffable
3. Use self-awareness techniques to work with one's own difficult states, moods, biases, and emotions
4. Understand, appreciate, and relate to the client's social, cultural, and historical context and to see one's work in the context of larger systems
5. Engage with the client's less known, ambiguous or marginalized experiences, and make that knowledge available as a resource or intervention
6. Recognize, follow, and engage with a client's feedback, both verbal and non-verbal
7. Recognize the inherent wisdom of the client's experience as the foundation of the counseling and facilitation process
8. Value all cultural and communication styles and points of view, regardless of the facilitator's, group's, or predominant cultural values
9. View conflict, personal difficulties, and social challenges as resources for personal growth and change
10. Guide the client in both cognitive and experiential dimensions of his or her process through a variety of modalities including visual, auditory, proprioceptive, and movement methods
11. Demonstrate awareness of ethical, professional conduct.
12. Demonstrate awareness of principles of deep democracy and the ability to recognize and deal with roles, rank and privileges in interpersonal or group dynamics.

Content of the training

The first two years cover the basic areas of process-oriented psychology in form of an intensive experiential learning and practice of basic principles and skills:

- a) the concept of the dreambody, which involves work with body processes and symptoms, dreams and visual images, auditive and verbal processes, movement and nonverbal processes.
- b) working with relationships, which involves working with couples, families, conflicts and interpersonal dynamics
- c) working with groups, which involves group facilitation, conflict resolution and understanding of various socio-cultural and organizational contexts
- d) working with altered and extreme states of consciousness, which involves understanding of various altered states, psychiatric conditions, addictions, traumas, coma and near-death states.

From third year on continues deepening and practicing of basic and advanced skills and metaskills (feeling attitudes) for working with individuals, couples, families and groups through practice laboratories, case studies, life supervision and video analysis. Fourth and fifth year is focused on developing the individual therapeutic and facilitation style, skills and metaskills, professional growth and preparing for final exams.

The graduates of the training will get the Diploma of process-oriented psychology recognized by IAPOP.

Fee: around 6 Eur /1 training hour. (4440 Eur for whole basic training) In basic price are not included fees for intermediate and final exams, individual therapy and supervision and study committee meetings. In price are also not included costs for accommodation and food.

Continuous assessment:

The training has two phases. The first phase ends with intermediate exams (after 2 years) from basic areas of POP and a reflection of personal and therapeutic development. On passing the intermediate exams you continue with the second phase of developing therapeutic/facilitation skills in work with clients under supervision.

A specific of the program is the study committee. Its function is to accompany, support and challenge the student, help develop his/her talents and criticize when necessary. The student together with his/her study committee members is encouraged to, and responsible for, developing an individualized learning plan, that assures the learning of all core training and exam areas, 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 students work out as part of the continuous assessment case studies, video recordings of work with clients, reflections of personal and therapeutic development, attend peer study group, work with literature and attend regularly individual and group supervision and therapy. During the last year in the program, each student creates an independent research project or diploma thesis. This is an opportunity for the student to transform his or her learning and training into a creative and scholarly project which contributes to the general body of knowledge in Process Work.

Final exams:

The Phase II exam period will consist of two phases during 4 a 5 year and it's an opportunity for you to demonstrate the knowledge that you have acquired through the program. The first phase will consist of special supervised meetings in 5 exam areas: (1. Innerwork, 2. Working on a personal conflict with another person, 3. Work with an individual in an extreme state of consciousness, 4. Working with an individual of high/low rank 5. Case study of long-term therapy and video analysis).

The second phase will consist of live exams in 4 areas: (1. Work with an individual on an unspecified issue, 2. Work with an individual on a symptom or physical illness, 3. Work with relationship with a couple or family, 4. Work with a group)

Basic criteria for admission to training:

1. Finished university degree or studying MA degree.
2. Possibility to work with clients during training.
3. Experience with POP (at least 2 weekend seminars)
4. Completion of the admission process (see below).

The admission process:

1. Attendance of the half-day *Introduction to POP training* (see dates)
2. Individual session with POP diploma therapist on the topic motivation and initiation dream around POP training (you will get further info's)
3. After sending official application the individual interview (applicants will get further info's)

The official application should be sent both in electronic and paper form and it needs to include:

1. Personal c.v. (3-5 pages) written on PC.
2. Professional c.v. (1-2 pages) written on PC
3. Motivation essay based on the session with POP therapist
4. Copy of University degree/confirmation of study and copy of 2 certificates of attendance on POP seminars (min. 2) (if you by deadline don't have yet 2 seminars, you can send the application also with a declaration that you will complete them till end of September).

Deadline for sending the application: 16. July 2012

You can already register to the ***Introduction to POP seminar in Bratislava, 20.4.2012*** per email at vycvikpop@gmail.com. You will get also further info's for preparing the official application. After sending the application you will be invited for personal interview (possible also through internet videoconference).

You can find info about various events also on www.processwork.sk/en

The first meeting of the training is scheduled for 19-23.october 2012

The official application to the training with documents send in electronic and paper form to: vycvikpop@gmail.com, POPI-Slovensko, Vrbovská 16, 921 01 Piestany, Slovakia

You can ask any questions on vycvikpop@gmail.com or +421 907 460 058

Main teachers and garants:



Ivan Verný, MD Dipl POP Ivan is a psychiatrist, process oriented psychotherapist & art oriented supervisor with 25 years of private practice in Zürich, Switzerland. He has been teaching processwork and system constellation work since 1989 and has lead many seminars about awareness, creativity and self in Czechoslovakia, Germany, Switzerland, Italy, Greece & USA. He has experience in body psychotherapy, dance and martial arts. He is interested in finding multiple meanings in signs and things, music, poetry, communication, relationships and riding icelandic ponies. With his wife he is finding new paths as their two daughters are leaving the nest.



Mark O'Connell, Dipl POP - I practice Process Oriented Psychotherapy within the NHS and in my private practice. I work with CAHMS (Child and Adolescent Mental Health Service) as a Team Leader and Senior Practitioner in the South-East of England. I am developing process-oriented approaches to working with children, families, teachers and schools. My work is mostly around children from the age of -9 months to 19 years of age. I am also an experienced adoptive parent, and have trained with Family Futures Consortium for several years around working with Looked After Children.



Charleen Agostini, Dipl POP - Charleen lives and works in Bristol where she runs a practice for individual clients. Other areas of interest and practice are to do with community forums that facilitate interaction that furthers sustainable and creative community, especially in the area of cultural diversity. A new research area for Charleen is to do with the relationship between child and parent focussing on the creative potential for both parent and child. She is also part of the faculty of Process Work in the UK, as well as playing an active part in the running of the organisation. At the heart of Process Work for Charleen it is the deep dreaming level that continues to sustain and enliven her life and practice.



Conor McKenna Dip. POP - Conor has been interested in mysticism and transcendent states following a transformative experience in his early 20s. A student of Process Work since 1987 and graduating in 1996, he was a founding member of RSPOPUK (1989) and has held many roles in that organisation, including being a member of faculty between 1996 – 2009. Conor together with his partner, Clare, are currently members of faculty of the Moscow Institute of Process Work and Consulting. Conor and Clare run seminars throughout Europe and in Central America. Conor is Irish by birth and has 3 grown children and many grandchildren. The simple transforming process of shape-shifting has held a fascination throughout his life.



Clare Hill Dip. POP, Dip SLT. - Clare graduated as a speech and language therapist from University College London in 1972, fascinated by what so-called 'disorders' were actually trying to communicate. The journey to support and unravel signals rather than just to make people's communication styles 'normal' took her on a journey which led her to Process Work, or Process Oriented Psychology in 1988. Clare has worked

extensively in a variety of contexts, including managing the speech and language therapy department in the Mental Health Unit of NHS Lothians from 1989- 1991, and being part of Dundee University's White Top Centre, a research-based centre of excellence for people with complex learning difficulties.

She has been a member of faculty of the Research Society for Process Oriented Psychology UK from 1996 – 2009, and spear-headed the team developing the training to meet accreditation by UKCP. Clare is also co-president of IAPOP (International Association of Process Oriented Psychology). Together with her partner, Conor, they teach in the UK and other parts of the world. Conor and Clare are currently members of faculty of the Moscow Institute of Process Work and Consulting. Clare has a private practice in Edinburgh and lives in a deeply rural part of the Scottish Borders.