



Australia New Zealand Process Oriented Psychology

Two-Year Professional Training in
Process Oriented Counselling and
Facilitation

Student Handbook



Australia New Zealand Process Oriented Psychology Training

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ANZPOP Inc., in affiliation with the International Association of Process Oriented Psychology (IAPOP) offer a training program that welcomes diversity, particularly in areas of race, national origin, cultural background, class, disability, gender, age, sexual and spiritual orientation.

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Welcome

Studying Process Oriented Psychology is life changing.

For many, it gives a language and structure to something they already intuitively knew about the world.

Formal study enables them to deepen this knowledge and bring more awareness and clarity to their intuitive wisdom; and how to use it in service for the benefit of all.

For others it represents a strong alignment with their own deeply held values of inclusion, equality, accountability, compassion and nonviolence.

Undertaking the ANZPOP Two-Year Professional Training in Process Oriented Counselling and Facilitation is not only an invitation to earn an accredited qualification, but an invitation into a community where awareness, integrity, authenticity and self-responsibility are valued.

It is also an invitation to learn more about yourself. At the heart of learning Process Oriented Psychology is studying, growing, healing, and loving oneself, and as such, you will be supported and challenged in your studies to grow in yourself as you build the skills to work with others.

If that sounds like your cup of tea, we welcome you to the tea party!

Warmly

Silvia

Silvia Camastral
Course Coordinator



Jane

Jane Martin
Director of Training



ANZPOP

Australia New Zealand Process Oriented Psychology Inc. (ANZPOP Inc.) is an educational institution dedicated to the highest standards of psychological and educational practice.

As a member of the International Association of Process Oriented Psychology (IAPOP) training network, ANZPOP's program is affiliated with centres in the USA, Canada, Denmark, Eastern Europe, England, Greece, Ireland, India, Japan, the UK and several other centres around the world.

All our trainers are qualified Process Workers (Diplomates) and members of IAPOP and PACFA, guaranteeing you're learning Process Work from those qualified to teach it.

They are also highly experienced practitioners in their fields, with diverse experience in clinical services, private practice, organisational consulting, vocational education, coaching, and facilitation.

We offer the Two-Year Professional Training in Process Oriented Counselling and Facilitation not only as a PACFA accredited course enabling entry level into the counselling and facilitation professions, but also as an introductory pathway to further studies in Process Work in the Diplomat Pathway Training Program, as ANZPOP is the only institution in Australia and New Zealand recognised by the International Association of Process Oriented Psychology (IAPOP) to deliver Diplomat training.



Introduction

The two-year Professional Training in Process Oriented Counselling and Facilitation prepares students for entry level to the field of Counselling, Psychotherapy and Facilitation.

Process Oriented Psychology is an integrative approach to psychotherapy and facilitation that both studies and works with the dynamics of human experience. It has many applications, particularly in working with individuals, couples, families, groups and organisations.

The two-year program is based on the principles of Process Oriented Psychology and broad spectrum counselling and communication theory. It is also designed to create a learning program in which students can discover more about themselves; self-knowledge and insight being a crucial element in the characteristics of an effective counsellor and facilitator.

Over the two years, the supportive and rigorous nature of the course equips students for a professional counselling role. The course format brings theory and practice together to give graduates an entry level of competence to undertake a career in counselling and facilitation.

The program is modelled on the standards of the Australian Qualification Framework. Graduates are required to practice according to industry standards of ethical practice for counsellors and to have an understanding of Australian Indigenous culture and history, as well as an understanding of issues pertaining to communities where English may be a second language.



SECTION I

Professional Training Learning Program

The learning program consists of:

- A mixed mode of theoretical and experientially based learning seminars and supervised client contact hours. These provide practice opportunities to develop the skills required in direct counselling work with clients.
- Depending on prior practice experience and qualifications students may be required to complete a Counselling practicum such as the Lifeline training course.

The Professional Training Course includes intensive training for assessing the need for referral to specialist Mental Health Services: seminars on working with mental health issues, trauma and addiction work comprise part of the training. The course modules on mental health provide training in mental health assessment, crisis mental health intervention, relevant social and legislative policy, process oriented work with extreme and altered mental health states, mental health research developments and knowledge of best practice in the field of mental health.

Course Structure

The course consists of twenty-eight training days in total, comprising 200 hours of face-to-face tuition.

In Year 1 there are three training seminars and in Year 2 there are four, all of four days duration. Each seminar contains two modules of two days duration, a total of fourteen training modules.

Separate to the training seminars, you are required to complete forty client counselling sessions over the duration of the two-year course. You are required to attend one supervision session for every four client counselling sessions, totalling ten supervision sessions.

You are also required to undertake ten personal therapy sessions. This may vary depending on your previous undertaking of Process Work therapy. Please discuss your therapy requirements with the Director of Training.

Online group sessions are conducted between seminars on a monthly basis.



Course Assessments

In line with contemporary adult education best practice, course assessments are in a variety of formats and allow students to build competence over time.

Effective counselling requires the application of knowledge, skills, and attitudes and thus all are assessed throughout the program as follows:

1. A **Reading Reflection** (essentially a book review) from both a theoretical and personal perspective (1,000 to 1,200 words), due seven days prior to each seminar. This assessment task is non-graded but students must Achieve Competency (AC) or will be assessed as Not Yet Competent (NYC) and will be required to incorporate feedback and resubmit their work.
2. A **Theoretical Essay**: (1,500 to 2,000 words) Due three weeks after the end of each seminar, the essay requires students to link the relevant theory pertaining to the module with their counselling practice. Students must Achieve Competency (AC) or will be assessed as Not Yet Competent (NYC) and will be required to incorporate feedback and resubmit their work.
3. Four **Videos Demonstrating Counselling Skills** are required; one at the end of the first year and the other three over the course of the second year. They will be graded and receive a mark. Students must Achieve Competency (AC) or will be assessed as Not Yet Competent (NYC) and will be required to incorporate feedback and resubmit their work.
4. **Client Counselling** and **Supervision Hours**: Each student is required to complete 40 client contact hours over the two-year course and have a minimum of ten hours of supervision for these sessions.
5. A **Learning Journal** is to be kept from a Process Oriented Psychology perspective: marking criteria will be provided and discussed in class. Students must Achieve Competency (AC) or will be assessed as Not Yet Competent (NYC) and will be required to incorporate feedback and resubmit their work.
6. **Training Therapy**: Students are encouraged to complete a minimum of ten hours counselling with a Process Oriented Diplomat over the duration of the course.

The Assessment Marking Criteria will be given for each assessment item.



Course Outcomes

The Course is competency based and practice focused. It provides graduates with:

- A broad range of competencies, as outlined in the Handbook and the Assessment Guide that enable graduates to be employed in a variety of counselling, psychotherapy and facilitation roles.
- A general understanding of the types of counselling practice involved in working with a range of clients and client groups.
- Specific knowledge about Process Oriented Counselling: how to follow the structure of a person's process and facilitate awareness in areas of difficulty. This is described as working at the 'edge' between the client's more known and less known aspects of self and the world.
- Awareness of the philosophical principles and practice of counselling and process oriented 'Deep Democracy' counselling. Skills in how to apply this method in working with individuals, couples, families and groups.
- The ability to analyse and understand groups and individuals from the perspective of deep democracy and role theory and to know how to implement this understanding in facilitating individual and group awareness.
- The knowledge, skills and capacity for the level of self-reflection required for work in the variety of contexts where counselling, psychotherapy and facilitation roles are employed.
- The ability to critically analyse historical, social, developmental and cultural factors so as to understand the position of clients within these contexts and empathise with those who have been negatively impacted by various factors.
- Specific skills in areas of specialist communication such as assessment and referral, building the therapeutic relationship, best practice principles in mental health care, policies, procedures and research relevant to counselling and psychotherapy efficacy.
- Skills for working with individuals, groups, couples and families in a diversity of contexts. This includes the counselling profession's requirements for record keeping, organisational information management and clinical management as key competencies essential for effective counselling, psychotherapy and facilitation practice.
- Skills for working with individuals and groups in a diversity of contexts, including referral, liaison and networking with other professionals, crisis intervention skills and conflict management skills.
- Personal and professional counselling competence based on the ability to reflect on one's own and others belief systems, values and attitudes.



- The ability to facilitate personal and social change in a way that empowers clients, promotes their participation, increases their self-determination and ability to take responsibility for personal development and change.
- The attitudes, knowledge and research tools needed to understand and act on the complexities of counselling practice.
- An understanding and commitment to pursue personal and professional development as an ongoing process aimed at continual improvement of the practitioner.
- The knowledge, attitudes and practical skills needed to foster and maintain a safe and healthy working environment that promotes relationships based on respect and safety.
- A knowledge and understanding of the rights and responsibilities of the counsellor, psychotherapist and facilitator and the rights and responsibilities of the client within counselling and organisational practice.
- Knowledge and understanding of the development and implementation of policy and legislation relevant to counselling and facilitation practice from a national, state and local perspective and to apply this understanding with respect to the rights of the individual, particularly in working with vulnerable individuals and groups.
- A working knowledge of the ethical principles and practice required of a counsellor, psychotherapist and facilitator, in accord with the profession's standards and the ANZPOP and IAPOP Codes of ethical and professional conduct for students, graduate practitioners and supervisors.



Course Resources

Students will be given a login to the ANZPOP Student Only area on the ANZPOP website where where electronic readings and other course material will be filed for student use.

Core texts that will need to be purchased by the student:

- Corsini, R and Wedding, D (2014) Current Psychotherapies, 10th Edition, Brooks Cole.
- Dr Julie Diamond and Lee Spark Jones (2005) A Path Made by Walking, Lao Tse Press.

Additional Recommended Reading:

- Dr Arnold Mindell, Rivers Way, (1989) Penguin.

Please note that ANZPOP reserves the right to vary any course content according to changes in local industry and international practice. ANZPOP may make minor changes to improve the course syllabus, the teaching objectives, course methodology and assessment criteria in response to feedback and as appropriate to developments in the field. Student feedback about the course is encouraged and welcomed. Students will be asked for written feedback at the end of each training event.

Venue, Accommodation and Travel

The Training Modules are delivered in Randwick, Sydney (full details will be supplied upon acceptance into the program).

Students travelling from outside Sydney will need to organise and pay for their own travel and accommodation.

Each training day runs from 9am to 4pm and attendance at each full day is mandatory.

ANZPOP provides morning and afternoon teas with students organising their own lunches. There is a fridge at the venue to store lunches, plus an assortment of cafes and food court vendors in walking distance from the venue.



SECTION II

TRAINING MODULES - SUMMARY

Year One

First Training Modules:

1. Transpersonal Counselling: Process Oriented Psychology a Post Jungian approach.
2. Understanding our Psychotherapy Practice through Inner Work and Mindfulness: Introduction to Process Oriented Psychology Skills and Integration with Understanding our Psychotherapy Practice.

Second Training Modules:

3. The Psychodynamic Tradition: Similarities and differences to Process Oriented Psychology
4. Process Oriented Psychology Skills Integration

Third Training Modules:

5. The Third Wave: Narrative Therapy, Gestalt Therapy and the Rogerian Person Centred Approach – comparisons with Process Oriented Psychology
6. Process Oriented Psychology Skills (metaskills, dreams) Integration

Year Two

Fourth Training Modules:

7. Working with families and relationships (comparative)
8. Process Oriented Psychology Skills (Relationships, levels, rank privilege and conflict work) and Integration

Fifth Training Modules:

9. Best Practice Working with Trauma and Abuse
10. Process Oriented Psychology Skills (process oriented abuse work, inner abuse, inner conflict work) and Integration

Sixth Training Modules:

11. Optimal Approaches to Mental Health and Addiction
12. Process Oriented Psychology Skills (altered and extreme states and addiction work) and Integration.

Seventh Training Modules:

13. Process Oriented Facilitation in Groups – Diversity and Conflict, how to work with facilitator leadership attack, internalised criticism or abuse, issues of rank and privilege.
14. Process Oriented Skills – group work facilitation using inner work and the integration of theory into practice.



TRAINING MODULES - DETAILED

Training Seminar 1

Module 1: Transpersonal Counselling: POP post Jungian Transpersonal Counselling

Process Oriented Psychology has direct roots in Jungian and Psychodynamic Psychotherapy. Process Oriented Psychology further developed and expanded the application of the theoretical thinking initiated by Jung. Aspects and further developments in the field of transpersonal counselling and Process Oriented Psychology will be explored and compared in theoretical and experiential ways.

Module 2: Inner work and Mindfulness: Skills Integration

Day 3 will introduce Process Oriented Inner work; find similarities and differences to Mindfulness approaches.

Day 4 will focus on deepening and integration of the previous material taught and anchoring the learning experiences in Process Oriented ways.

Rationale

Process Oriented Psychology is a unifying model of psychotherapy and counselling. This teaching block focuses on the similarities and differences of transpersonal counselling and how they compare to Process Oriented Psychology. Mindfulness and a range of inner work approaches will be taught, explored and practiced under supervision. The student will learn how to apply basic process oriented methods to review and improve their counselling practice.

Module 1 and 2 Aims

This seminar aims to develop your skills in experiential methods of Process Oriented Inner work and mindfulness techniques, self-awareness and reflection, specific skills of process oriented inner work that can be applied to the therapeutic process of self and work with clients.

Learning Outcomes

On successful completion of this unit, you should be able to:

1. Be familiar with basic knowledge of Transpersonal Development arising from Jung's work.
2. Be familiar with basic methods of Process Oriented Inner work.



3. Learn about the differences and similarities of Mindfulness techniques and Process Oriented inner work techniques
4. Raise self awareness of your own process; get a deeper understanding of yourself through the methods used.

Training Seminar 2

Module 3: The Psychodynamic Tradition: Similarities and differences to Process Oriented Psychology

Freud's development of theories relating to human psychological functioning to this day remains the basis of Western Psychotherapy. Paradigms of therapeutic practice have either, embraced his ideas, developed his ideas further or reacted to his ideas and developed other concepts and understanding of the human psyche and social interaction.

These two days of training will outline Freud's original work, the development of Psychoanalysis and how these ideas have contributed to the development of Process Oriented Psychology theory and therapeutic skills. This module will outline how Freud contributed a unique understanding to the following:

- Structure of Consciousness
- Tripartite Dynamics within Human Consciousness functioning
- Parent-Child Relationships - Early-life experiences and Stages of Development
- The Therapeutic Relationship - Transference and Counter transference
- Defence Mechanisms
- Psychic determinism – patterns within consciousness
- Free association
- Talking Cure
- Dream Analysis

Rationale

Process Work is a unifying model of psychotherapy and counselling. This teaching block focuses on the similarities and differences of Psychodynamic Psychology and how they compare to Process Oriented Psychology. The contribution of these Psychodynamic concepts will be explored in depth, both in how they contribute to theory of Process Oriented Psychology and how the practice of Process Oriented Psychology has developed from these areas.



Aim

This unit aims to compare the psychodynamic model to the Process Oriented model and explore the origins of our understanding of psychological development. Together we will then look at how they might apply or have influenced the process oriented model. In order to deepen and practically apply the theoretical knowledge relevant skills will be practiced in dyads and small group exercises.

Module 4: Process Work Skills 1, Basic theory and Working with Body Symptoms

The third day of this workshop will focus on the basic theory of Process Oriented Psychology. The fourth day will focus on how the basic theory is applied to working with body symptoms and physical processes. Through theory input and practical exercises we will train to notice and use the practical application of process work tools:

- The primary process – how to notice and use it
- The Edge – how to notice and use it
- The secondary process – how to notice it and make use of it with the client
- Signals and channels
- Feedback awareness – how to be guided by feedback
- Amplification methods
- Edge figures
- Dreamfigures
- Body symptoms as processes
- Amplification methods with body symptoms
- Different ways of working with acute and chronic body symptoms
- Feedback awareness when exploring physical processes
- Ethical and medical guidelines when working with physical experiences

Aim

In Module 4, we aim to:

1. Develop theoretical understanding of the Process Oriented Model
2. Develop signals awareness in noticing primary process, secondary process and edges.
3. Develop channel awareness
4. Practice process oriented skills and general counselling skills
5. Reflect on self and therapist's growing edges and development
6. Discuss and explore Ethical considerations of the therapeutic process
7. Integrate learning through journaling, self reflection and discussions



8. Get to know the basic theory of working with body symptoms and physical experiences
9. Learn about amplification methods with body symptoms
10. Learn the different ways of working with acute and chronic body symptoms
11. Train feedback awareness when exploring physical processes
12. Discuss and learn about ethical and medical guidelines when working with physical experiences
13. Learn and practice unfolding techniques of body symptom experience
14. Journal: learning from reflection and understanding the challenges in this process

Training Seminar 3

Module 5: Rogerian, Gestalt and Narrative Therapy

This module will give an overview and practical exploration of what Rogerian, Gestalt and Narrative therapy contribute to the field of psychotherapy and to Process oriented psychology:

- Contributions of Rogerian therapy
- Person centred skills
- The therapeutic relationship: the importance of Empathy Genuineness and unconditional positive regard
- Skills and metaskills of Gestalt therapy
- Bringing things into the “here and now”
- What is the idea of “Gestalt”
- Metaskills of Gestalt therapy
- Narrative therapy (Michael White and David Epston)
- Deconstructing problems, deconstructing narratives
- Similarities and differences to Process Work.

Rationale

Process Work as a unifying model of psychotherapy and counselling has integrated many skills from various models in a process oriented way. This teaching block focuses on the similarities, differences and developments of the above models to Process Oriented Psychology.

Aim

This module aims to discuss and reflect on psychotherapeutic models and gain an understanding of the commonalities and unique contribution that can be



drawn from each model. We will also elicit and tease out how the process oriented model has developed new skills and methods built upon these traditions.

Learning Outcomes

1. Develop familiarity with the basics and the background thinking behind Gestalt Therapy
2. Explore the skills and metaskills of Gestalt therapy
3. Learn about the basics of Narrative Therapy
4. Explore similarities and differences of the above models to Process Oriented Psychology
5. Learn the basics of Rogerian Therapy
6. Learn person centred skills and metaskills
7. Discuss, explore and get to know what skills Process Work has adapted from the above models and how they are utilised in a process oriented way.

Module 6: Process Oriented Skills, Metaskills and Working with Dreams

The first day will focus on “Skills and Metaskills” of Process Oriented Psychology. Through theory input and practical exercises we will train to notice and use the practical application of process work skills as well as the feeling attitudes (Metaskills: coined by Amy Mindell) to use the skills with. Metaskills are background feeling attitudes towards therapy in general as well as specific to the client's process.

The second day will focus on Process oriented Dreamwork. Process oriented dreamwork was developed by Dr Arnold Mindell early on, when he discovered that dreams mirror many of our life experiences on an experiential level. The term Dreambody was coined by him when he discovered that body symptoms and dreams mirror each other.

We will also focus on the use of videotaping a session. We will practice this as time allows. A tip sheet will be available. There will be time to ask and answer questions about practical “how to”, use of triads and questions about assignments, etc. (If you have equipment to video, please bring it on the second day).

Learning Outcomes

1. Get familiar with Process Oriented Metaskills
2. Explore and apply Metaskills in practical exercises
3. Get familiar with process Oriented Dreamwork
4. Learn to use the practical skills of process oriented Dreamwork



5. Practice videotaping and viewing a short session
6. Integrate practical and theoretical learning of the Module.

Training Seminar 4

Module 7: Working with Relationships and Families (Comparative Models)

This module will introduce students to the field of Relationship and family therapy and compare some models with the process oriented approaches.

The course will synthesise such theories with the Process oriented perspective of a 'Dreaming Field' where individuals are constantly affected by the pattern creating imprint of the couple or family group system. Such an effect complements each person's own 'dreaming' nature in surprising ways.

Rationale

Process Work uses many of the ideas and various approaches to couple and family therapy but has itself a unique orientation in the concept of an underlying pattern creating force within individuals and groups. This patterning, operating at intra-personal, inter- and trans-personal levels, can be discerned and moderated by a skilled practitioner to the benefit of individuals, couples and family groups. These modules lead the student towards a basic awareness of such patterning, and a beginning capacity to work with it.

Aim

The aim of these modules is to introduce Process Work theory and methods for working with couples and family groups at a beginning level, as well as an introduction and comparison with other well recognised approaches to Family and Couple work.

Learning Outcomes

On successful completion of this unit, you should be able to:

1. Understand some models and theories of Family and Couple Therapeutic Frameworks
2. Be familiar with the similarities and difference between models and Process oriented approaches to Family and Couple therapy.
3. Know the main theoretical aspects of Process oriented relationship work
4. Practice some of the fundamental techniques of POP Couple and Family therapy approaches.



5. Be familiar with the similarities and difference between mainstream and POP approaches to Family and Couple therapy.
6. Know the main theoretical aspects of POP Family and Couple Therapy.

Module 8: Process Oriented Relationship Work - Levels, Rank, Diversity, Conflict Integration

This module introduces the Process Oriented theory and skills of working with relationships and families. We will be focusing on the theory of the various levels of relationship and couple work. We will be focusing on conflict resolution skills and touch on diversity awareness and rank awareness and the impact on relationships.

In dyads and triads students will be practicing basic Process Oriented Family and Couple work based on the learning of this module.

Learning Outcomes

On successful completion of this unit, you should be able to:

1. Learn the theory of Process oriented couple work (relationship levels)
2. Learn to recognise the relationship levels and make suitable interventions
3. Get familiar with the conflict resolution model
4. Learn about rank and privilege and the impact on relationships
5. Understand role theory and how it operates in relationships and families
6. Learn about diversity in relationships
7. Be able to practice, at a beginning level, some of the fundamental techniques of POP Couple and Family therapy approaches.

Training Seminar 5

Module 9 Best Practice for Working with Trauma and Abuse

This module will give an introduction to the literature of Trauma work and some insight into recent Brain research that has been developed over the past twenty or so years. We will focus on both theoretical understanding and practical application of the topic of Trauma work.

We will focus on the following areas:

- Introduction into the literature about Trauma
- What is Trauma?
- Basic understanding of Trauma impact on the brain.
- Signs of Trauma



- What sort of experiences can be traumatic
- Effects of Trauma in a person's life in general
- Effects of Trauma in relationships
- Therapeutic skills of working with Trauma
- "do's and don'ts of trauma work
- Mindfulness and the usefulness with Trauma
- Effects on trauma work on the counsellor – vicarious traumatisation

Rationale

This training block focuses on teaching and training in the current knowledge of psychological trauma and the effect on the brain. There will be experiential explorations around process oriented methods to working with abuse and inner abuse and conflict work.

Aim

This unit aims to teach and explore issues around trauma abuse and conflict work. Students will practice applying the theory in small group and dyad exercises.

Learning Outcomes

1. Get familiar with some literature about Trauma
2. Get familiar with the basic understanding of Trauma and the impact on the brain
3. Get familiar with signs and severity of trauma signs
4. Get familiar with Effects of trauma on a person's life
5. Understand the impacts of trauma on relationships
6. Learn and practice therapeutic skills of Trauma work
7. Learn about the usefulness of Mindfulness with Trauma
8. Learn about and explore signs of Vicarious traumatisation of the counsellor

Module 10: Process Oriented Approach to Working with Trauma, Inner Abuse and Conflict: Integration

When working with traumatic experiences and their impacts, Metaskills are particularly important in this sensitive area of therapeutic work. Creating and a trusting therapeutic relationship is very important and thus feedback awareness is paramount. In order to work with people who have been hurt it is important that therapists explored their own history of possible hurt and abuse in order to better and deeper understand their clients as well as minimise blind spots. Through practical exercises we will explore our own abuse and internalised abuse. Through learning and exploring our own difficult and /or traumatic



experience and learn what could help with some clients. We will focus on ethical issues related to counselling traumatised clients.

Learning Outcomes

1. Deepening the understanding of Metaskills in relation to working with trauma
2. Get familiar with the process oriented way of working with Trauma
3. Explore our own experience of hurt and abuse
4. Explore inner abuse (how internalised abuse can persist)
5. Understanding own difficult or traumatic experience and develops skills and metaskills from that
6. Understand and practice pacing the client – deepen metaskills
7. Explore possible vicarious traumatisation
8. Learn about self care in the therapeutic /counselling profession
9. Learn about ethics and boundaries with Trauma work

Training Seminar 6

Module 11: Best Practice for Working with Mental Health Issues and Addiction

This module will compare mainstream psychotherapeutic approaches to psychiatric level disturbances, with the idea of 'extreme states' in POP and consequent methods for approaching such difficulties.

We will also be addressing underlying drivers of addictive behaviour and further comparing PW approaches with commonly used methods for dealing with destructive addictive behaviours and 'tendencies'.

The ethics involved and the risk management of such situations will be a primary consideration.

Module 12: Process Oriented Skills (Working with Extreme states and Addiction; Integration)

Students will be practicing basic PW approaches to 'extreme state' situations as well as role playing possible interventions around addictions and addictive tendencies based on the learning of the previous module. The second half of the last day will be dedicated to an integration of the earlier learning experiences.

Rationale

Psychiatric level disturbances are a common presentation to doctors, therapists and counsellors, and generally involve specialised mental health services. The

ethics and safety issues are frequently of concern for practitioners, consumers and their families. This module will address how Process Work manages the multiple levels of difficulty inherent in the experience of significant mental disturbance. We will also be addressing the specifics of addiction and its underlying processes, outlining comparisons with common approaches and PW's unique orientation to this ubiquitous challenge.

Aim

The aim is to allow students to grasp a new perspective of mental health disturbance and addictions and give them the beginning capacity to approach both these challenging areas with greater confidence and safety using the methods of POP.

Learning Outcomes

On successful completion of this unit, you should be able to:

1. Be familiar with mainstream psychiatric approaches to mental health disturbance including fundamental ethical and safety issues
2. Understand the similarities and differences between POP and common approaches to dealing with addiction and addictive tendencies.
3. Have a beginning grasp of techniques to allow you to work with addictions and addictive tendencies
4. Start to practice basic PW approaches to 'extreme states' through role play and recognise the responsibilities inherent in working with people who are suffering from major mental health difficulties.

Training Seminar 7

Module 13: Process Oriented Facilitation in Groups: Diversity and Conflict, Rank and Privilege

This module gives an introduction to Process Oriented work with groups. We will introduce the theory of Process oriented group work. This includes the conflict resolution model, role-theory, rank awareness, and diversity. Practical application of these theoretical aspects will be explored through inner work, in dyads and in small groups.

We will focus on the following areas:

- Introduction process oriented group work
- Deep democracy
- Role theory



- Ghost roles, disturber role
- Hot spots
- Facilitation skills : sorting, creating roles, switching roles, deepening roles
- Awareness of rank
- High rank – low rank
- Rank and privilege
- Facilitators inner work
- Diversity

Rationale

Working with groups requires a high level of awareness of group dynamics. Process Work has developed an effective model to working with diversity in groups that is based on Deep Democracy (Mindell).

Aim

The two modules aim at theoretically teach the substantial theory of deep democracy with its many aspects, as practically applying skills of process oriented group work.

Learning Outcomes

1. Get familiar with Deep Democracy theory and attitude
2. Learn and practice with Role theory
3. Learn and practice the conflict resolution model
4. Learn about Rank and the different ranks
5. Learn and experience where we have rank and what kind
6. Learn about Low rank and high rank (signs and signals)
7. Learn about our own awareness in groups
8. Learn to switch roles
9. Practice facilitation skills in small groups
10. Get feedback from group members
11. Learn and practice “the facilitators inner work”
12. Learn about diversity.

Module 14: Process Oriented Facilitation in Groups – Facilitators Inner work and Integration

This module will focus on advanced uses of “Skills and Metaskills” in the area of process oriented facilitation. We will focus on inner work aspects of group work facilitation.

We will focus on ethical implications of group work for the group members and facilitators. Students will practice facilitating a group as well as practicing “inner



work on personal triggers and conflicts. There will be time to reflect, discuss and integrate the learning of the two year course through group processing the issues and apply inner work skills.

Learning outcomes

1. Practice facilitators inner work (working on abuse or triggers)
2. Practicing switching roles – becoming fluid in taking sides
3. Facilitating a group and evaluating self
4. Practicing Inner work on a hotspot
5. Exploring inner diversity



SECTION III

COURSE POLICIES AND SUPPORT PROCESSES

Language, literacy and study support

The Professional Training Program Co-ordinator and ANZPOP's Director of Training are the main faculty staff who will assist you with guidance in gaining language literacy and study support. Please feel free to discuss your needs.

Occupational health and safety

One important occupational health and safety issue under federal and state anti-discrimination legislation is the provision of a safe learning environment. Harassment is against the law. Harassment is any behaviour that a student finds unwelcome, unacceptable or threatening. If harassment occurs, or you are concerned about any related issue, please discuss the matter with the Director of Training. In terms of occupational health and safety it is the responsibility ANZPOP to ensure that the environment is safe for all students and guest trainers.

Student Rights and responsibilities

The ANZPOP faculty are committed to the following student rights. The right to

1. Pursue their educational goals in a supportive and encouraging environment
2. Be informed of all assessment procedures and assessment criteria
3. Have access to a library
4. Be treated with respect and fairness and
5. Learn in an environment free of discrimination and harassment, including freedom from sexist, racist and any other language or behaviour that would be considered offensive by general community standards.

As a student it is your responsibility to

- Treat other people with fairness and respect
- Be punctual in attending workshops and other events
- Behave in a safe manner in the training environment
- Follow safety instructions given by faculty members
- Submit necessary assessment items on time
- Pay attention to the rule of non-plagiarism
- Behave in a respectful way, in keeping with industry standards
- Please turn off mobile phones in the training room, workshops and in supervision and therapy sessions.



Insurance

For students who do not already have indemnity insurance as part of another professional affiliation, it is a program requirement to organise insurance before beginning to work with fellow students as clients, or directly with clients who are not members of the student body.

Student process oriented practitioners and qualified practitioners must have professional indemnity insurance to provide cover in the event of a legal claim, or other claims that might be made against them, or the owners of premises in which they work. Practitioners are advised to check policy documents for any clauses that may invalidate professional indemnity insurance. Please check that professional insurance covers the full range of professional activities, including some provision for legal costs incurred in the event of a claim.

Library

The library is located at the Sydney Training Centre where each of the modules is taught and you are encouraged to loan relevant books. Please check with the Program Co-ordinator for access details.

Equal opportunity policy: Disabilities and abilities

Non-discrimination policy

Process Oriented Psychology continually works to provide an atmosphere and practice of 'deep democracy', where people feel able to participate, express themselves and be heard. ANZPOP welcomes and appreciates diversity among people with respect to race, gender, colour, religion, physical ability, national or ethnic origin, social status, age and sexual and spiritual orientation.

ANZPOP has a policy of equal opportunity applicable to all program participants, including enrolled students, anyone working for ANZPOP and any member of the public who participates in public seminars, classes and groups. Process Oriented Psychology is committed to diversity in training opportunities. To ensure that this policy operates effectively, prospective students may be asked about their background, gender and ability. In all its endeavours, ANZPOP aims to reflect the composition of the wider community and ensure that the professional standards and values of the industry are upheld. Students are asked to indicate any needs that they may have in relation to study. As far as possible, student needs will be considered to ensure equal and fair access to training that recognises student ability and disability needs.



Registration

This course is accredited with the Psychotherapy and Counsellors Federation of Australia.

General Policy on Training as a Non Therapeutic Activity

Please note that workshops, seminars, student training days and supervision offered as part of the Professional Training Program are designed and conducted as learning events to promote education. Please note that these events are not intended and do not qualify as physical or psychological treatment.

Dealing with Difficulties

Difficulties that arise at any stage of training are to be dealt with by the student in consultation with the Course Co-ordinator. Every attempt should be made by the student to address issues as they arise.

At any stage of training, if issues remain unresolved, the student may make a written submission to the Course Co-ordinator, or ANZPOP Training Committee. If the matter remains unresolved, the Coordinator or Training Committee may appoint a sub group of the faculty, who will address the issue and respond in writing within a minimum period of another six-weeks. The response will address whether there needs to be further facilitation between the student and others and/or whether there is a training issue. The latter will be raised and processed at the next ANZPOP faculty meeting.

Any student, at any time can raise any issue at an ANZPOP faculty meeting through their student representative. If the student is not satisfied by the process and outcome of the submission, or if s/he feels that there are other issues that are not being dealt with, a further approach can be made in writing to either the full ANZPOP Ethics Committee, or a person agreed to by the student and Ethics Committee, who will be appointed for this purpose. Please see the Code of Ethics, Code of Conduct and Complaints Procedure in section five of this Handbook.

Leave of Absence from the Program

A student may defer their Professional Training studies for one year without penalty. Following an absence of more than one year, the student may be required to re-apply to enrol. Depending on the currency of their practice and other factors contributing to evidence of competency, students in this situation may risk the loss of any hours previously accumulated toward the Professional Training. Students should discuss and process any issue requiring leave of absence with the Course Co-ordinator. The possibility of taking a break from



studies for either personal or professional reasons will be considered. However, if possible, unless there is good reason supported by a medical certificate, students should limit their absence to one leave of absence from their studies, for a specified period of not more than one year. Students are advised to check in at six-monthly intervals to renew contact with the Course Co-ordinator during the break.



SECTION IV

CODE OF ETHICS AND PROFESSIONAL CONDUCT PROCEDURES

ANZPOP would like to thank IAPOP (International Association of Process Oriented Psychology), particularly PWI (Process Work Institute of Portland) and RSPOPUK (Research Society Process Oriented Psychology UK) from whom the following Codes of Ethics and Professional Conduct Procedures have been drawn. All members of Australia and New Zealand Process Oriented Psychology are required to abide by these Codes of Ethics and Professional Conduct procedures as outlined in this section of this Handbook.

Specifically all students, graduates, supervisors, faculty and faculty in training who are registered members of ANZPOP are required to uphold these Codes. In order to uphold them, all members are required to read and familiarise themselves with the ANZPOP Codes of Ethics and Professional Conduct and their procedures. Students are required to read this section of the Handbook in conjunction with their course in Ethics and Professional Practice. Any complaint alleging a breach of the Codes of Ethics and Professional Conduct will require the enactment of the Codes of Ethics and Professional Conduct procedures as outlined in the following pages.

ANZPOP is a member of IAPOP and considers it and the Process Work Institute of Portland (PWI) as elder organisations. As such, it has drawn from and undertakes to abide by their Codes of Ethics and Professional Conduct. Because ANZPOP is a member of IAPOP and considers it and PWI as an elder, all ANZPOP graduates, students, faculty, faculty in training and supervisors are not only subject to the ANZPOP Codes, but are also subject to the Ethical Guidelines of PWI. If a complaint were made about ANZPOP members, or the organisation (ANZPOP) that could not be resolved by reference to the ANZPOP Ethics Committee and Codes of Ethics and Professional Conduct procedures, members will be subject to the PWI Complaints Procedure.

The terms Process Worker and Process Oriented Psychologist are used interchangeably and refer to process oriented practitioners and students with responsibility for the provision of counselling, psychotherapy, training, education, supervision and or research. This includes those students and graduates of the Professional Training in Process Oriented Psychology. The term client refers to recipients of any of these services. The client may be an individual, family, couple, or other relationship, group or community.



The following Code of Ethics and Code of Professional Conduct for ANZPOP practitioners are intended to support ethical practice. For ANZPOP members, ethical practice involves more than a set of rules. Ethics are reliant on the reflective practice of inner work and the development of the awareness needed to work accurately with client feedback. Ethical practice involves the recognition of the Process Oriented Psychologist's potential influence on the client and on her or his process. It necessitates an interest in and dedication to ongoing learning and supervision.

Ethical practice in Process Oriented Psychology is based on an orientation that respects the wisdom of the client (individual, relationship, family, group or community). Unless there is a risk of harm to the client or the community, the Process Oriented Psychologist must uphold the direction in which the client wishes to proceed. The Process Oriented Psychologist must also hold an awareness of the boundaries and requirements that are implicit in the contractual client-practitioner relationship. This includes awareness of issues that are relevant to the therapeutic relationship, such as the contextual and social rank that the therapist has relative to the client.

In summary, following feedback and interacting with all aspects of the client's process will provide the direction for the therapeutic work. Process Oriented Psychologists are expected to reflect upon and wrestle with ethical practice issues that may emerge in this work and engage with the relevant ethical principles in supervision. Rather than adopting a static set of ethical rules imposed by an outside authority, this means using supervision to reflect upon and wrestle with issues, as required by the Diploma's supervision requirements.

As noted by RSPOP UK, a decision, or course of action does not necessarily become unethical because it is contentious, or because others may have acted differently. Rather, a process-oriented practitioner is required to develop an ethical approach and stance, based on reflection about the situation in relationship with others, including peers, teachers and supervisors. This reflection must be conducted as comprehensively and as carefully as possible. Process oriented psychologists are accountable for the decisions and actions that ensue from this process.

Process Oriented Psychology considers the concept of process as central to its practice. Process is seen as a continuing potential for change. The Process Work paradigm is an evolving body of knowledge and as such, this guidance will change as new research expands theory and practice. Similarly, these guidelines should not be considered to be fully inclusive, exclusive or definitive of what may or may not constitute professional good conduct or poor conduct across the board. Instead they should be considered as an expression of ethical



principles that are meant for use in relationship, as a guide for reflection on practice.

The Role of the Ethics Committee

The Ethics Committee is comprised of a subgroup of ANZPOP faculty members in affiliation with IAPOP and PWI. It is a rotating body of practitioners, elected from the training faculty because of their expertise, experience, demonstrated good character and representation of community perspectives and standards. The Ethics Committee is responsible for facilitating discussion of ethical issues pertaining to training and practice of Process Oriented Psychology in Australia and New Zealand and for dealing with any complaints pertaining to the Diploma training program: therapy, supervision training interactions between ANZPOP members and therapeutic interaction between practitioners and the public.

The work of the Committee is open to community review. Confidentiality is granted to the client (where client is defined as an individual, family, couple, or other relationship, group, or community) who has complained that their rights have been violated. Confidentiality is also granted to the person who allegedly violated ethical standards, unless this would create further harm to individuals, or the wider community.

The Process Oriented Psychology community has a continuing commitment and responsibility to foster a context and atmosphere that supports the well being of all its members, the training group and community as a whole. The role of the Ethics Committee is to work with conflict, ethical debate, complaints and grievance.

The committee has identified the following tasks as a description of its role and purpose:

1. To initiate community wide discussions on ethical issues and to provide support and intervention in ethical matters that may arise among ANZPOP members and ANZPOP members and clients.
2. To maintain and develop courses which include training in ethics that are in keeping with ANZPOP, IAPOP and PWI standards.
3. To administer the ANZPOP Complaints Procedure, that is to receive, process and address specific complaints within a reasonable time frame, as indicated in the IAPOP and PWI Code of Ethics policy on complaint and the ANZPOP Ethical Complaints Procedure.
4. To offer counsel on ethical matters for those faced with difficult decisions in a training or practice context and to initiate further training and



supervision requirements in situations where ethical standards have been breached.

5. In light of guidelines issued by relevant professional bodies and changes in industry standards and practice, to periodically review and suggest revisions to the ANZPOP Codes of Ethics and Professional Conduct.
6. Where a member has severely violated the ethical standards of the international Process Oriented Psychology training community and community of practice, it is the role of the Committee to recommend a course of action such as a period of intense supervision, suspension from the program, or from the role of practitioner, or expulsion from the program and the revocation of a previously granted studentship or Diploma.
7. It is the Committee's role to ensure that training is provided to ensure that the rights of vulnerable clients are upheld and protected. In keeping with this, the mandatory reporting of child sexual abuse and the risk of harm protocols as prescribed by New Zealand and Australian Child Protection legislation are covered in the Two Year Professional Training.
8. It is the Committee's role to ensure the following guidelines: that at any one time, each student has one therapist. The Committee acknowledges that in the context of the Professional Training Course, therapy is both therapeutic and educational and the therapist may meet her client in other contexts, for instance at the annual meeting of the faculty and Student Association. However, whilst this is acknowledged, the Committee must ensure that the therapist refrains from any role that has a training or evaluative function whilst in the role of therapist.
9. It is also the Committee's role to ensure the program requirements regarding therapists and supervisors: a student cannot have the same person as both supervisor and therapist, and that neither a supervisor nor a therapist may be involved in training or evaluation.

Further details about the constitution of the Committee and its work include:

- i. The ANZPOP Ethics Committee shall usually be composed of not less than four registered ANZPOP Diploma graduates.
- ii. The Ethics Committee has the right to co-opt other individuals onto the Ethics Committee and to seek advice from other individuals, both within and beyond ANZPOP, from the international Process Work community and or from outside the organisation.
- iii. The Committee includes any additional person appointed by the Co-ordinator of the Ethics Committee to serve the Committee, specifically any one engaged by the Co-ordinator to discharge functions required by the Committee.



- iv. The Ethics Committee is accountable to the ANZPOP faculty who hold overall responsibility for ethical and professional matters.
- v. The Ethics Committee will report in writing to the ANZPOP faculty, removing identities where appropriate, but including the nature of the various complaints that it is dealing with and the progress of these complaints.
- vi. The ANZPOP training faculty is responsible for ensuring fair grievance procedures in cases of student complaint about any aspect of training, Study Committee complaint, or related matters, or any client complaint pertaining to practice.
- vii. For the purposes of the Ethics Committee and the implementation of the ethical complaint and grievance procedure, the term ANZPOP 'member' refers to a student, training faculty member or faculty member in training, supervisor or practicing Diploma graduate who is a member of ANZPOP. The following set of complaint and grievance procedures provides a guide for examining and processing complaints about alleged breaches of the ANZPOP Code of Ethics or Professional Conduct by an ANZPOP member.
- viii. The Ethics Committee is to be guided by the ANZPOP Code of Ethics, and Professional Conduct. The codes outline the structure and process available in case of grievance or professional misconduct involving an ANZPOP member. ANZPOP members are subject to the terms and conditions laid down in its Codes of Ethics and Professional Conduct. It is expected that members will at all times abide by these Codes. These procedures should be read in conjunction with the relevant Code upon which any consideration and action in regard to misconduct would be based. Please note that the Member complained about must have been a Member of ANZPOP at the time of the alleged breach in the Code(s) of Ethics and or Professional Conduct.
- ix. The Ethics Committee will only receive complaints from a client consumer of an ANZPOP member service in their role as therapist, training faculty member or trainee training faculty member, or supervisor. An exception will be when the attention of the Ethics Committee has been drawn to a sanction imposed by another professional body, or legal body in the form of criminal charges. In this case, it is not the Committee's role to re-investigate the conduct of the sanctioned member, but to invite the member to provide reason why the Committee should not impose a similar sanction.
- x. Complaints to the Ethics Committee should be made as near as possible to the time of original breach or difficulty. Complaints concerning events that occurred more than three years prior to the first contact with the Ethics Committee Coordinator will not be accepted, unless a conjoint team comprised of at least two PWI and ANZPOP faculty members consider that this would cause harm to a client or clients.



- xi. The Ethics Committee does not accept complaints made by third parties, except in circumstances with the explicit permission of a conjoint team of at least two PWI and ANZPOP faculty members. All complaints made by third parties will automatically go to these members, who will determine whether or not the ANZPOP member will be held to account in regard to the complaint.
- xii. The Ethics Committee Coordinator will refer legal, statutory, or commercial matters to the relevant statutory, commercial or legal body.
- xiii. In the event that an alleged serious professional misconduct and or serious criminal offence is either self-reported, or reported by another, the Ethics Committee will enact the Complaints Procedure from the relevant part of the procedure.
- xiv. The Coordinator of the Ethics Committee may seek legal advice concerning a complaint on behalf of ANZPOP. The Coordinator of the Ethics Committee reserves the right to suspend its proceedings from the relevant part of the procedure onwards, while any civil or legal proceedings are pending, underway, or are likely to be implemented in the near future.
- xv. The ANZPOP faculty and the Ethics Committee will not be responsible for any expenses incurred by either the complainant or the accused involved in a complaint, although a recommendation for ex-gratia payment may be made at the discretion of the Ethics Committee.
- xvi. The Coordinator of the Ethics Committee will assist the complainant initiate the complaints procedure by appointing an advocate for the complainant. The complainant may specify this person to be someone completely independent of ANZPOP. In consultation with the complainant, the Coordinator will choose an independent advocate if the complainant has not already chosen someone, or does not know whom to choose.
- xvii. The advocate's role is to support the complainant and fully take their side of the dispute, as well as helping them to clarify the issues with reference to specific sections in the relevant Code of Ethics and or Code of Professional Conduct. A clear statement of the behaviour in question, the relevant facts and substantiating evidence about the alleged breach is to be formulated by the complainant with the assistance of the advocate. The advocate will help the complainant decide whether to request the enactment of the complaints procedure, or make a request for advice, support or facilitation.
- xviii. Formal complaints to the Ethics Committee must be made in writing. To enact the complaints procedure, the complaint must be addressed to the Coordinator of the Ethics Committee, marked 'Private and Confidential' and sent to the ANZPOP Student Administrator by registered mail. A format for outlining a complaint is available on request to the Student Administrator.



- xix. Complaints must be settled within nine months of receipt of the written complaint.
- xx. Confidentiality about the complaint, complainant and person(s) alleged to have breached ethical standards is to be maintained at all times, except when to do so would cause harm to individuals, or the community. The Ethics Committee Coordinator, or the whole Committee may seek supervision and whatever other help is deemed necessary to resolve the complaint, whilst keeping confidentiality, except when to do so would cause harm, or potentially cause harm.
- xxi. The Ethics Committee Coordinator must contact the complainant within fourteen days of the receipt of a complaint.
- xxii. If not already specified on the complaint form, the Ethics Committee Coordinator may ask the complainant to specify their goals and wishes for resolution. This may involve having the matter investigated and arbitrated, or facilitated by a person agreed to by the complainant and respondent.
- xxiii. To enact an investigation of formal complaint, the Ethics Committee requires that the complainant sign a consent form to release a summary of the charges made by the complainant, which will be given to the respondent within thirty days of the complainant lodging their grievance to the Ethics Committee. For the investigation of formal complaints to proceed, it is essential that the Committee have the complainant's permission to provide the respondent with the complainant's name and a summary of the allegations, or charges.
- xxiv. Step one involves the Ethics Committee Coordinator asking the complainant to sign a consent form to release the summary of charges. The Ethics Committee Coordinator will contact the complainant in writing, informing them that to proceed formally, they will be required to sign a release form, so that the complainant's name and the charges against them can be conveyed to the respondent.
- xxv. The complainant and respondent will be instructed by the Committee that the matter is to be treated with strict confidentiality by all parties involved, the respondent and complainant included. The Coordinator will instruct the respondent in writing that they are not to contact the complainant in any way and that they are required to maintain confidentiality. A breach of confidentiality itself constitutes a serious ethical issue liable to disciplinary penalties.
- xxvi. It is the Committee's responsibility to take every possible measure to ensure that complainant privacy is respected. All matters pertaining to the complaint are to be facilitated by the Committee in consultation with the complainant.

- xxvii. In consultation with the complainant and their advocate, the letter of complaint will be summarized by the Ethics Committee Coordinator and sent to the respondent for their comment and reply to the allegations.
- xxviii. If the complainant requests that the matter be investigated, the Ethics Committee informs the complainant and respondent of a specific date, within a reasonable period of time, when the results will be made known to both parties. The complainant will also be informed of the status of the investigation at appropriate nominated time intervals. The respondent can access information pertaining to the status of the investigation by contacting the Coordinator of the Ethics Committee.
- xxix. A suitable and reasonable time will be provided to the respondent to make their formal reply to the committee in writing. The respondent will be advised to access whatever help may be needed to address the complaint in the form of therapy, supervision, or legal advice if required.
- xxx. On receipt of the respondent's formal reply and depending on the seriousness of the issue, the Ethics Committee will set up separate meetings with both parties, either face to face, or by conference call.
- xxxi. In the event of an investigation, contact with both parties by the Committee Coordinator will proceed as is required by the particular circumstances.
- xxxii. In the situation where the complainant requests arbitration or facilitation, arrangements will be set up by the Committee Coordinator in consultation with the complainant.
- xxxiii. The respondent must establish and prove that the ethical issues in the complaint have been addressed to the satisfaction of the Committee and the complainant. This may require the respondent to engage in particular activities such as supervision, training, or disciplinary action that requires the practitioner to suspend their practice, either temporarily, or permanently. Where such arrangements are indicated, the requirements will be communicated to the respondent in writing by the Committee Coordinator and will be negotiated and agreed upon by both the Committee and respondent in writing. The outcome of the complaints procedure will be communicated to the complainant through a written summary of the proceedings and outcomes. This document will contain a statement of signed consent to close the complaint proceedings. The document will be countersigned by the Ethics Committee, filed by them and held for seven years as a record of the transaction.



What should I do if I have an ethical concern or complaint?

1. Approach the Ethics Committee Coordinator, or an ANZPOP faculty member who will put you in touch with the Coordinator of the Ethics Committee.
2. In consultation with you, the Coordinator will appoint an independent advocate if you have not already chosen someone, or don't know whom to choose.
3. The advocate's role is to support the complainant and fully take their side of the dispute as well as helping them to clarify the issues, with reference to specific sections in the relevant Codes of Ethics and or Code of Professional Conduct. A clear statement of the behaviour in question, the relevant facts and substantiating evidence about the alleged breach is to be formulated by the complainant with the assistance of the advocate. The advocate will help you decide whether you think this is a complaint, or a request for advice, support, or facilitation.
4. If you decide to formalise your complaint, it must be made in writing and addressed to the Coordinator of the Ethics Committee, marked 'Private and Confidential' and sent to the ANZPOP Student Administration office by registered mail.
5. The Coordinator will acknowledge receiving this document within two weeks of receipt, not counting usual holiday periods. With the written permission of the complainant the charges will be summarised by the Coordinator and sent to the member involved in the concern or complaint.
6. The member will be required to provide a written response. The response must be provided promptly within a six-week period. The response will be copied by the Coordinator of the Ethics Committee and sent to the complainant.

What are the procedures?

The Ethics Committee will meet to consider the matter. This will normally be within four weeks of receipt of the above response. The Ethics Committee may decide that (i) there may be a case to answer, (ii) there is no case to answer and or (iii) the matter is not within the scope of the role of the Ethics Committee.

The complainant and the member complained about will be informed of the decision and the suggested course of action made by the Ethics Committee.

When there is a case to answer, the Ethics Committee will enact one of the following:

1. Conciliation: In principle, grievances are best resolved as they occur. If appropriate to the degree of seriousness of the alleged grievance, the



best intervention method for conflict resolution is conciliation. Hopefully, the matter can be directly resolved between the parties concerned, through the use of outside facilitation, where those concerned consider that this may be helpful or necessary.

2. **Grievance Procedure:** In the case of an unresolved dispute following informal facilitation, the grievance procedure will be implemented as outlined in the following pages.
3. **Professional Misconduct:** This involves professional practice that falls short of the standard expected of a practitioner, or a violation of ethical principles, or conduct that brings ANZPOP or the profession into disrepute.
4. In these cases, conciliation and conflict resolution is not relevant until the alleged misconduct has been investigated and addressed. In matters of professional misconduct, the issue may be initially addressed internally. If there is sufficient evidence to suggest that it must be addressed externally, it will be referred to PWI and other relevant authorities as appropriate.

A. Grievance Procedures

Student grievance with another student(s)

- If appropriate, the two student parties should attempt to resolve the matter themselves.
- If this is not possible, or successful, a meeting comprised of both members and the Co-ordinator of the Two Year Professional Training program will be convened who will facilitate the issue. Students are expected to make a clear attempt to process and resolve differences with support of the co-ordinator.
- If resolution is not achieved through these efforts, the complainant or both parties make a formal complaint by outlining the situation in writing. Where possible, the complainant's understanding of their part in the conflict should be included. A copy should be sent to the Co-ordinator of the Ethics Committee for deliberation and consultation with the Committee regarding the course of action to be followed.

Student grievance procedures concerning a faculty member

- The faculty member is required to take the matter to supervision to gain an understanding of the dynamics, particularly rank dynamics, prior to the meeting with the student. Where appropriate, the two parties should meet and attempt to resolve the matter with particular respect to rank dynamics.
- If this is not successful, a meeting should be convened with the Coordinator of the Ethics Committee, or another member of the faculty



as nominated by the student to facilitate the issue. The accused faculty member is expected to have ongoing supervision on the issue, with the idea this may help him or her to find a way forward with the dynamics of the situation.

- Where the matter fails to resolve, the grievance should be formalised in writing and sent to the faculty member and the Coordinator of the Ethics Committee for further deliberation, advice and or action.

Faculty member to faculty member grievance procedures

- Each faculty member is expected to take the matter to supervision. The faculty members concerned should then meet to resolve the matter.
- If this is not successful faculty members should notify the Coordinator of the Ethics Committee who will convene a meeting and facilitate the issue. The Coordinator of the Ethics Committee, in consultation with the members may also appoint an alternate faculty member to conduct the facilitation.
- If this fails to resolve the matter, the issue is likely relevant to the whole faculty as a potential learning and the Ethics Committee may decide that a meeting of the whole faculty is required. The matter should be formalised in writing with copies provided first to the Coordinator of the Ethics Committee who will distribute it to all faculty members prior to the meeting. In the event that the faculty cannot resolve the situation, the matter will be heard by at least three members of the Ethics Committee, who will invite both members to a meeting. In the improbable event that it still cannot be resolved, the Ethics Committee will be the final arbiters on the matter as to how it should, or should not be further processed.

Complaints against an ethics committee member

Any grievance concerning an Ethics Committee member should initially be taken up with the member concerned. If the matter is not resolved it will be referred to the Coordinator of the Committee. If so deemed by the Coordinator it may be referred to the whole of faculty who will make a final decision on the issue concerned.



B. Professional Misconduct Procedures

Only in the case of minor allegations will the client, with the support of the Ethics Coordinator and an advocate chosen by the client, be encouraged to first try to resolve the situation with the Process Oriented Psychologist or student. Please see the procedures outlined above. This process will be employed where the alleged misconduct involves such things as a poor practice intervention, or poor time keeping etc.

If, however, there are more serious allegations, the client is not expected or encouraged to have any further contact with the practitioner until the situation has been fully investigated and redressed where necessary. The complainant must formalise the complaint by putting the allegation of misconduct in writing and agreeing in writing to send a copy to both the student/practitioner and to the Ethics Committee Coordinator.

Procedures regarding less serious misconduct

- The practitioner or student practitioner will be contacted and informed about the misconduct complaint by the Ethics Committee Coordinator. Information must be specifically provided about what part of the Code of Ethics, or professional practice conduct has allegedly been breached.
- The ANZPOP member must address the issue promptly and provide all information relevant to the complaint to the Committee. Depending on the degree of seriousness, a meeting will be organised between the client, the practitioner and a senior practitioner as agreed by both parties.

Serious misconduct procedures

Serious misconduct includes such things as working when under the influence of a drug or alcohol, sexual misconduct with clients, unwarranted breach of confidentiality etc. The client must formalise the complaint in writing and send a copy to the Ethics Committee Coordinator with their written consent to formally proceed and inform the practitioner of the allegations.

The Ethics Committee Coordinator, or Study Committee will inform the practitioner or student practitioner about the complaint, specifically addressing which part of the Code of Ethics, or Code of Professional Conduct have allegedly been breached.

The ANZPOP practitioner or student practitioner must address the issue promptly and provide all information that is relevant to the matter to the Ethics Committee Coordinator. The Coordinator will request a written explanation from the practitioner concerned.



Depending on the degree of seriousness, the Committee will hear from and meet with both parties separately and together. At least two members of the Ethics Committee will meet to arbitrate the case. Both parties may bring witnesses and or an advocate and may, if considered necessary, seek legal advice.

If the Committee finds insufficient evidence to substantiate a grievance or allegation of misconduct, the ANZPOP practitioner or student practitioner and the complainant will be informed in writing that the complaint has not been substantiated. The decision of the Ethics Committee will be final.

If the Committee finds sufficient evidence to substantiate a grievance, or allegation of misconduct, the Ethics Committee will recommend sanctions against the ANZPOP practitioner or student practitioner and both the complainant and the ANZPOP member will be informed in writing of the Committee's recommendations concerning sanctions. The decision of the Ethics Committee will be final.

Sanction requirements may include a designated period of intensive supervision, suspension of practice, or expulsion from the student program, or the revocation of a previously granted Diploma.

Some offences, particularly those that if proven involve criminal charges, will result in termination of ANZPOP membership and notification of the termination to relevant professional bodies.

Possible courses of action following complaint verification

One or more of the following courses of action may be taken if a complaint is verified:

- An apology will be requested of the practitioner to be given to the complainant.
- The member will be required to give an undertaking that they will not practice in a particular manner and or cease to work with particular clients, students or other types of persons.
- The member will be required to undertake therapy and/or supervision, and/or further training at the member's cost. A method of verifying successful completion of the requirements will be agreed between the Ethics Committee and the member.
- The member may be informally or formally warned. An informal warning is conducted verbally between the Ethics Committee and the member. A formal warning will be made in writing and kept on record by the Director of Training for a period of seven years.
- Members whose behaviour is found to constitute serious professional misconduct would normally be liable to have their membership of ANZPOP terminated.



- This information would also be passed onto the other international regulatory bodies of Process Oriented Psychology and relevant professional authorities.

C. Reporting to Relevant Bodies

The name of ANZPOP members who have had their ANZPOP membership terminated will also be reported to any relevant professional bodies within one month of termination. It is the practice of some IAPOP centres to publish this outcome in relevant professional journals. The complainant's name cannot be published. Whether to publish the name of a practitioner whose membership has been terminated will be considered by the ANZPOP committee, on a case to case basis.

