

INSTRUCTOR: Lorraine Freedle, Ph.D., ABPdN, CST-T
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DATES/TIMES: Friday, 10/23, 5-8pm;
Saturday & Sunday, 10/24 & 10/25, 10am-6pm

CREDITS: 2 quarter units or 16 CEC's
Counts towards the Children's Mental Health certificate program.

ATTENDANCE: *Due to the experiential nature of classes, attendance at and participation in all class sessions is required.*

- Attendance at the first and last classes and weekend classes is mandatory. Missing a weekend will lead to being dropped from the class regardless of the reason.
- If a student misses more than 2 classes for any reason, they will not receive credit for the class.
- If there is an emergency (illness, unforeseen circumstances, death in the family, etc.) or a student believes there is a justifiable reason for missing a single class, **the student must contact the instructor prior to the class and complete the following for it to count as an excused absence:**
 - Discuss the reason;
 - Receive permission to miss the class session, and;
 - Arrange for and complete the makeup assignments.
- If a student misses a class due to illness or unforeseen circumstances, and does not complete the process above, it will be considered an unexcused absence. **Any unexcused absence from class may result in a failing grade or administrative withdrawal from a course.**

Any exception to this policy must be approved by Academic Council via the Petition for Program Exception form.

NEI/Non-Credit Course Withdrawal Policy: Students and community members who register for an NEI class (not for academic credit) and who do not attend or who begin the course but do not complete it will receive an automatic Administrative Withdrawal (AW) and not a failing grade (F). Additionally, community members who register for an NEI class for Continuing Education Credits (CECs), but who do not attend all of the hours to complete the class will not be awarded CECs for any hours they attended.

INSTITUTIONAL LEARNING OUTCOMES:

1. Demonstrate the skills to facilitate transformation in self and others.
2. Demonstrate the ability to examine implicit assumptions embedded in belief systems and how these influence conscious relating.
3. Demonstrate a commitment to multicultural awareness and competency.
4. Demonstrate the knowledge, skills, attitudes and behaviors necessary to function as a conscious, competent, ethical professional.

TRANSFORMATIONAL EDUCATION: Transformational teaching and learning is person-centered, holistic, experiential, reflective and somatic. It is an ongoing process that requires both students and faculty to be fully present and engaged. It provides an opportunity for deep personal growth and for professional development. It also invites each person in the classroom to expand their awareness and their ability to respond appropriately to support the well-being of both self and other. For more about Southwestern College's unique approach to transformational education, please refer to the Faculty and Student Handbooks.

PLAGIARISM & ACADEMIC DISHONESTY: Fraudulent misrepresentation of oneself through plagiarism of one's own previous work or another's work, lying, cheating, or any related method is a serious violation of academic and professional ethics. Honesty is a key attribute required for all SWC students and for this profession. Students must demonstrate maturity, including taking full responsibility for their own thoughts, feelings, written work and actions. Antiplagiarism software is embedded in Populi course spaces and may be used at faculty discretion. Guidelines and minimum sanctions for plagiarism may be found in the Academic Catalog/Student Handbook at:

<https://swc.populiweb.com/router/folders/35798/show>.

LATE PAPERS: Late papers will be marked down a ½ grade for each day late. Or faculty may give a different policy on the **first** day of class.

DISABILITY ACCOMMODATIONS: In accordance with the American Disabilities Act (ADA), Southwestern College and New Earth Institute make every effort to provide reasonable accommodations for students with documented disabilities. Students must complete the ADA Accommodations Form, located in the Files section of Populi, attach the requested information, and submit the packet via email or in person to the Student Services Director, Emilah DeToro. Reasonable accommodations will be identified and approved by the Student Services Director in consultation with the student as well as Academic Council and Executive Council when appropriate. The form will be returned to the student who is responsible for giving a copy of it to each of their faculty members during the first 2 weeks of each quarter. It is the individual student's responsibility to inform faculty, as well as practicum and internship supervisors, of their need for accommodation. Please contact the Student Services Director at emilahdetoro@swc.edu (505) 467-6603 with any questions.

USE OF CLASSROOM TECHNOLOGY: Each of our classrooms is equipped with a computer and DVD player, interfaced with a television and speaker system. **Under no circumstances should students alter any wiring or connections to the system.** Instructions for the use of these technologies are located by the equipment. However, any student wishing to use the existing or additional equipment for the first time must schedule an appointment with Seph Turnipseed, IT assistant, or Donna Harrington, Chief Technology Officer, at least one week in advance. The IT assistant and/or Chief Technology Officer will try to accommodate last-minute requests as schedules allow. However, advance notice will ensure that we are able to accommodate your needs and will enable you to be confident about your presentation. These technologies have been provided for teaching purposes; students must seek authorization from the Dean in order to use this equipment outside of a class process.

PROGRAM LEARNING OUTCOMES (PLOs):

- Knowledge: Students will demonstrate familiarity with essential elements that support and nurture children's mental health, including primary attachment relationships, effective attuned parenting and teaching, developing self-esteem, creative expression and age appropriate self-determination.
- Skills: Students will demonstrate increasing skill at identifying children's developmental needs and choosing best practice approaches and interventions to serve their social, emotional, relational, and mental health needs. A modern understanding of healthy brain development is included.
- Attitudes and Behaviors: Students will demonstrate a compassionate embracing of a wide range of children's issues, backgrounds, and diverse origins, along with a clear interest in ethical and compassionate problem solving for both groups and individual children.

COURSE DESCRIPTION: This course will provide an overview of the history, theoretical foundations, practical applications, and neuropsychological underpinnings of Jungian sandplay therapy with children and adults. Through participation in lecture/discussion, compelling case studies, and experiential activities you will have the opportunity to connect on a deep level to this work and to integrate concepts. Experiential activities will include embodied exploration of personal symbols, expressive art projects, sandplay and writing/journaling.

COURSE DETAIL: The course is taught at a graduate level targeting counseling and expressive therapy students as well as practicing clinicians. No prior experience in sandplay therapy or Jungian theory is necessary. You will be given reading materials and video links before and during class. You will be encouraged to answer a few preparatory journal questions.

During class, you are expected to arrive on time, bring focus and curiosity, and to participate in a variety of experiential activities with sand, symbols, art making and writing to your comfort level. You will be given time for journaling and reflection. The nature of the lecture, case material and experiential process may stimulate emotional responses. Therefore, you will need to practice self-care, communicate your needs, and do your part to create and sustain an environment of emotional safety for all students.

COURSE LEARNING OUTCOMES (CLOs): Through engagement in the didactic, interactive and experiential aspects of this course the student will be able to:

1. Describe the key tenets of Jungian sandplay therapy as founded by Dora Kalff.
2. Identify the three roots of sandplay therapy.
3. Distinguish sandplay therapy from other play therapy methods.
4. Explore the dynamics of the "free and protected" therapeutic space, therapeutic presence, and co-transference in sandplay.
5. Identify fundamental concepts in Jungian personality theory (e.g. shadow, complex, individuation, Self, etc.) and their applications in sandplay therapy.
6. Describe how symbols, archetypes, and the transcendent function promote healing and alleviate symptoms of distress in children and adults through sandplay therapy.
7. Apply three principles of Eastern contemplative practices to the practice of sandplay therapy.
8. Identify stages of psychological development in children and adults, and recognize the process of growth as it unfolds in a series of sandplay images.
9. Review and explain the current research and evidence base for sandplay therapy (Roesler, 2019).
10. Gain essential skills to set up a sandplay collection and to conduct a sandplay therapy.

11. Review ethical guidelines, requirements for certification, and professional standards of conduct specific to the practice sandplay therapy.
12. Recognize the power of the modality, your range and limitations in use of the methods with clients, and when/how to seek consultation and/or supervision with a sandplay supervisor/teacher.
13. Participate in experiential art and sandplay activities to explore, practice and integrate concepts.

REQUIRED READING:

Book:

Kalff, D.M. (2020). *Sandplay: A psychotherapeutic approach to the psyche*. (B. Matthews, Trans.). Oberlin, OH: Analytical Psychology Press. (Original work published in 1966). Available (best value - \$20) at Target and Itasca Books.

Articles*:

- Bradway, K. (1991). Transference and countertransference in sandplay therapy. *Journal of Sandplay Therapy*, 1 (1), 25-42.
- Freedle, L.R. (2018). Birth, rebirth and interconnectedness in sandplay. In D. Sherwood and B. Jackson (eds.), (pp. 207-222). *Into the Heart of Sandplay*. Oberlin, OH: Analytical Psychology Press.
- Freedle, L.R. (2006). Eise's Emancipation. *Journal of Sandplay Therapy*, XV (1), 93-107.
- Hegeman, G. (1991). The sandplay collection. *Journal of Sandplay Therapy*, 1 (2), 101-106.
- Jackson, B. (1991). Before reaching for the symbols dictionary. *Journal of Sandplay Therapy*, 1 (1), 55-58.
- Kalff, D.M. (1991). Introduction to sandplay therapy. *Journal of Sandplay Therapy*, 1 (1), 9-15.
- Mitchell, R.R. & Friedman, H.S. (1991). Sandplay: Overview of the first sixty years. *Journal of Sandplay Therapy*, 1 (2), 27-38.
- Roesler, C. (2019). Sandplay therapy: An overview of theory, applications and evidence base. *The Arts in Psychotherapy*, 64, 84-94. <https://doi.org/10.1016/j.aip.2019.04.001>.
- Weinrib, E. (1991). Diagram of the psyche. *Journal of Sandplay Therapy*, 1 (1), 48-53.

*Note: These articles – that include the classics from the first and second edition of the *Journal of Sandplay Therapy* – along with our class lecture notes/handouts/full bibliography will be supplied to the students electronically by the instructor. Permission to distribute for teaching purposes has been obtained. Please note these articles/materials are for your learning; you are not authorized to duplicate or share.

Media:

- Freedle, L.R. (Dec. 26, 2017) on Shrink Rap Hawaii. *The Healing Power of Sandplay*. [Video.] (YouTube). <https://www.youtube.com/watch?v=v8GljRlv-HY>.
- Morena, G.D. and Sandplay Therapists of America (Apr. 30, 2015). *What is Sandplay Therapy?* [Video.] (YouTube). <https://www.youtube.com/watch?v=BTIKJ-7JDrI>.

RECOMMENDED READING:

- Amatruda, K. & Helm-Simpson, P. (2013). *Sandplay the sacred healing: A guide to the symbolic process*. Taos, NM: Trance, Sand, Dance Press. (Original work published in 1997). Note: This is an e-book (practical manual on sandplay therapy) and CE course: <https://psychceu.com/Sandplaybookpage1.asp>.
- Freedle, L.R. (2007). Sandplay therapy with brain injured adults: An exploratory qualitative study. *Journal of Sandplay Therapy*, XVI (2), 115-133. Note: In this article you will find the “Sandplay Sensory Feedback Loop” and the “Seven Phases of Sandplay Therapy” referenced when we explore the sandplay process.

Website: www.sandplay.org.

COURSE REQUIREMENTS:

1. **Attendance and participation in every class:** Full attendance and participation is required, demonstrating the ability to stay present throughout the weekend. **For those enrolled for CEC's only, attendance and participation will determine the final evaluation.**
2. **Reflection questions:** Choose and answer three course reflection questions. Each answer should be about 300 words. Each answer should highlight understanding of related course content/articles, along with personal reflections on your learning process and/or professional development. **Required only for students enrolled for 2 graduate credits. Due by 11/1/2020, 5pm.**
3. **Symbol paper:** Complete a brief symbol paper (500-750 words, excluding references) summarizing and enhancing the symbol exercise from class. Include personal experiences and at least three citations showing further research on your symbol or the process of symbol study. **Required only for students enrolled for 2 graduate credits. Due by 11/1/2020, 5pm.**

Late assignments will receive a lower grade. Missing assignments will be graded as "F" or zero points.

FINAL EVALUATION:

For elective credit toward M.A. degree:

Attendance and class participation	60%
Reading & written assignments	40%

For CEC students:

Attendance and class participation	100%
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