

**COUN 5398– Sandtray Therapy
Spring, 2018**

COUN 5398 is an elective course for MA, M.Ed. and required for the certificate in play therapy
College of Education, Department of Counselor Education

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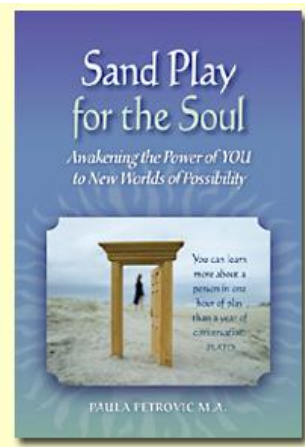
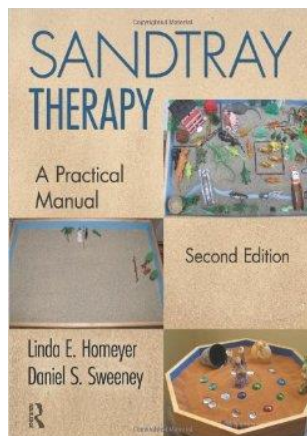
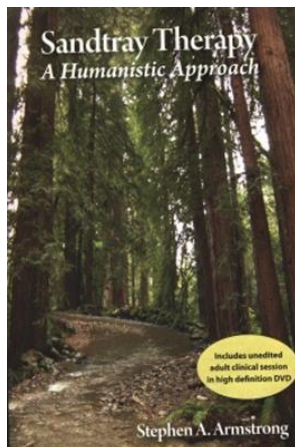
Day and time the class meets: **Thursday 6pm** **Location of class:** **Main 340**

Course Description: This course is designed to provide students with extensive practical experience related to Sandtray as a therapeutic intervention for children, adolescents, adults, and families. This course uses both didactic and experiential methods to enhance student's knowledge, skills and competence in using sandtray as a play therapy modality with clients. The curricula for this course include (1) knowledge of the literature of the discipline of sandtray in play therapy and (2) ongoing student engagement in professional play therapy practice.

REQUIRED TEXTS:

Armstrong, S. A. (2008). *Sandtray therapy: A humanistic approach*. Dallas, TX: Ludic Press.
(ISBN 978-0-9724609-1-0) **this text is not available at the bookstore. To order go to:*
www.sandtraytherapyinstitute.com

Homeyer, L., & Sweeney, D. (2017). *Sandtray therapy: A practical manual* (3rd Ed.). New York, NY: Routledge. (ISBN 978-0-415-883334-4)



RECOMMENDED TEXTS:

Petrovic, P. (2006). *Sand play for the soul: Awakening the power of you to new worlds of possibilities*. Soul House Press. (ISBN 0-9777914-0-8)

Course objectives:

- Students will learn the basics of Sandtray set-up for use in play therapy settings.
- Students will learn basic components of Sandtray processing with a variety of play therapy clients and settings.
- Students will learn similarities between the response skills and principles of child-centered play therapy and the response skills and principles utilized in humanistic sandtray processing.
- Students will learn to utilize the client's metaphor in deeper exploration of client issues.
- The student will participate in learning by active participation in all play therapy discussions.
- The student will demonstrate the ability to apply knowledge in directed and non-directed play therapy sandtray styles.

Standards:

Topic(s)/Objective(s)	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	Standards Alignment CACREP-2009 standards
Understanding of counselor & consultant characteristics & behaviors that influence helping processes	Understanding the role(s) of counselor & consultant characteristics & behaviors that influence helping processes	Reflection Paper, Reflection Journal; Practice Sessions, Outline, Class Discussion.	CACREP 5.b; 2.f
Examining counseling theories that provide student with consistent models to conceptualize client presentation & select appropriate counseling interventions	Examining historical development of Sandtray therapy & theory infusion to development of personal style	Reflection paper, practice, group work, Class Discussion.	CACREP 5.d;

Web addresses for standards:

CACREP: <http://www.cacrep.org/introduction-to-the-2016-cacrep-standards/>

NCATE: NCATE Unit Standards <http://www.cacrep.org/wp-content/uploads/2017/07/2016-Standards-with-Glossary-7.2017.pdf>

Web addresses for Play Therapy information:

Center for Play Therapy on-line Bibliography: <http://www.coe.unt.edu/cpt/>

Association for Play Therapy: <http://www.a4pt.org>

Texas Association for Play Therapy: <http://www.txapt.org>

Sam Houston Association for Play Therapy: <http://www.shapt.org>



IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential:

- ✚ #4 Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

Important:

- ✚ #2 Learning fundamental principles, generalizations, or theories.

Prerequisite: COUN 5364 – Theories of Counseling

Course Format: The curricula for this course include (1) knowledge of the literature of the discipline and (2) ongoing student engagement in research and/or appropriate professional practice and training experiences.

This course will have a seminar format based on the indicated growth needs of the course participants. The following will be utilized to facilitate the learning process:

- Ongoing play therapy relationships for each student;
- Case analysis;
- Discussion;
- Films/videotapes;
- Simulation activities;
- Related reading;

College of Education Information: Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

COURSE ASSIGNMENTS: Total points: 400

1. Reaction Paper –The Power of Vulnerability by Brene Brown (6hrs) = 50 points

This paper should reflect your impressions/thoughts/feelings as you listen to this insightful guide on authenticity. Your paper should be from 2 to 4 pages, and contain your personal critique of suggested constructs and how it applies to professional counselors and play therapists. Please utilize quotes where appropriate so that I may have context for your statements. For consideration: *Discuss any similarities between the author's style/approach of helping and your own theoretical beliefs. Was there ever a "disconnect" between the therapists's response and your own views of helping? What was most helpful about the lecture? How did the information lend to your growth as a play therapist?*

2. Sandtray Skill Building Sessions = 50 points (10 per session)

Conduct five in-class Sandtray sessions where you are the counselor. This will provide you with an opportunity to implement Sandtray responses related to the Armstrong text.

- ❖ Demonstrate feeling reflection. **10 points**
- ❖ Demonstrate feeling reflection, and immediacy. **10 points**
- ❖ Demonstrate feeling reflection, immediacy, and awareness. **10 points**
- ❖ Demonstrate reflection of polarities. **10 points**
- ❖ Demonstrate directive Sandtray technique(s). **10 points**

3. Case Study = 50 points

The student will complete a critical examination of the case study (video included in the Armstrong text), and verbally comment on the case study via presentation. It is important to discuss some aspect of the video: for example: the use of concepts (immediacy, awareness, polarities). Or therapist style, use of humor, use of touch, etc. Overall, your group can decide the direction of the discussion. Each group member must have a role in the discussion.

4. Homeyer and Sweeney text outline = 50 points

For this assignment you will create a brief outline of the significant points in chapters 1-5. I am not particular about the format of your outline, what I will be looking for is did you grasp the main points highlighted in each chapter. This assignment will help you learn the practical information while our in class time will highlight application.

5. Outside learning = 100 points

Any sandtray continuing education (contact or on-line). Evidence of participation can be a receipt of payment or completion certificate. Must be an APT approved provider.

6. Participation = 50 points (includes receptivity to feedback **and** your ability to give constructive feedback to others). Please note that the instructor assumes responsibility for providing some of the conditions that encourage involvement. The degree to which an individual student becomes involved will be a function of the student's own goals for this experience and the responsibility and initiative which the student assumes for implementing the individual choice of goals. Consistent flow of discussion that demonstrates insightful processing and constructive feedback is encouraged for a full participation grade.

TENTATIVE CLASS OUTLINE

Date	Class Activities/Topics	Assignments & Due Dates
Jan 18th	Introduction of course Group Discussion: Semester Goals Topics: Introduction to Sandtray Work as it relates to play therapy	Read Armstrong text chapters 1-2
Jan 25th	Watch the library online streaming video titled: Sandtray Therapy for veterans and their families : a training video for counselors	Come to the next class prepared to discuss how this lesson resonates with the “be with attitudes” of the play therapist
Feb 1st	Facilitating directive Sandtray work The “Be With” attitude of the play therapist	<u>Practice 1 – In Class</u> Read Armstrong text chapters 3 - 4
Feb 8th	Film: Sandtray with young child in play therapy Reflecting feelings/ <u>Compassion</u> - Sandtray work	<u>Practice 2 – In Class</u> Read Armstrong text chapter 5
Feb 15th	Film: Sandtray with a teenager in play therapy <u>Immediacy</u> - Sandtray work	<u>Practice 3 – In Class</u> <u>Homeyer Text chapters 1-5 Outline – Due</u> Read Armstrong text chapter 6
Feb 22nd	<p>Listen to the audio book titled: The power of vulnerability. Brene Brown Audiobook (must be the 6 hour lecture) free with audible trial on amazon</p>  <p><i>There once was a porcupine play therapist whose quills made it difficult for people to get close. A mindful therapist showed it how to work its quills, when it needed, to become soft as feathers. In this way, the play therapist could do its best work.</i></p> <p>In your reflection write about a goal, you have set for yourself as a person or therapist based on this lecture.</p>	
March 1st		
March 8th	Processing Armstrong text <u>Polarities</u> (in play therapy) – Sandtray work	<u>Practice 4 – In Class</u> Read Armstrong text chapter 7

March 15 th	Spring Break- No Class	
March 22 nd	Processing Armstrong text <u>Awareness</u> (in play therapy) - Sandtray work	<u>Practice 5 – In Class</u>
March 29 th	Time off to earn Sandtray CE	
April 5 th	Application of Group – Sandtray The play therapist at his/her best	<u>Brene Brown Reaction Paper - Due</u>
April 12 th	Application of Group – Sandtray The play therapist at his/her best	
April 19 th	Topic: Superheroes and sandtray Theories and sandtray	
April 26 th	Group discussion on outside reading Group discussion on CE workshop	<u>Case Study</u> <u>Discussion/Presentations</u> <u>Sandtray CE Due</u>

Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Disabled Student Policy #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
 - Technology during instruction: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING INSTRUCTION
 - Technology during exams: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING EXAMS
 - Technology in emergencies: INSTRUCTOR'S POLICY ON TECHNOLOGY USE IN EMERGENCIES
- Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.



ATTENDANCE POLICY: The following represents the attendance policy for all courses in the Counseling Program:

Student Absences of Religious Holidays: Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: "a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20..." A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absence himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. The request must be made within the first 15 days of the semester and within the first 7 days of the summer semester. Any violation of the said agreement may be appealed to the department chair.

CNE Attendance Policy: Students are permitted to miss one class (3 hours) with no penalty, but a call to the professor of the class is expected. With a second absence, a drop of one letter grade will occur unless the student writes a letter to the Counseling Faculty explaining the extenuating circumstances for the second absence. The Faculty will then discuss the letter in a meeting and decide if the letter grade drop will occur or if the student is excused from that action. A drop of a letter grade will occur for each subsequent absence.

STUDENTS WITH DISABILITIES POLICY:

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should register with the Office of Services for Students with Disabilities located in the Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786, and e-mail disability@shsu.edu). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Services for Students with Disabilities and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Services for Students with Disabilities. For a complete listing of the university policy, see:

<http://www.shsu.edu/dept/academic-affairs/documents/aps/students/811006.pdf>

Americans with Disabilities Act: SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center.

Electronic Devices: All cell phones, computers, and other electronic devices should be turned off during class. Unless directed otherwise by the professor.

Late Work: All course work is due on the date specified. Late work will **not** be accepted or awarded credit, unless the student and the professor have made an agreement regarding an unusual circumstance.

Course Requirements: The professor(s) reserves the right to alter course requirements and/or the class schedule to better address the learning needs of the students.

Student Conduct: Graduate students are governed by the SHSU's policies related to student conduct. Any student with questions about grievances, ethical behavior, etc., should review the SHSU Graduate Catalog and the Texas



State University System Rules and Regulations, Chapter VI, Student Services and Activities, Section 5 Student Conduct and Discipline. Those rules may be found at http://www.tsus.edu/pubs/Pubs/rules_regs.html. Particular attention should be paid to the sections on plagiarism and theft of library materials. Students should practice self-discipline in classes. Courtesy should be extended to all students. Thought should be given to the value of all conversation in class to all students in class. Classes will be more enjoyable and beneficial to all involved if graduate students conduct themselves as conscientious professionals.

Course Concerns: Please see the professor if there are any concerns before consulting the department chair or other program administrator. Behavioral issues may include one or more of the following: tardiness, and/or absences; texting or disruptive talking in class; unethical actions; lack of involvement and/or reflection; disrespectful towards faculty/supervisors; colleagues or clients.

ACADEMIC DISHONESTY: All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see: [Dean of Student's Office](#)

VISITORS IN THE CLASSROOM: Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.



Sandtray and Other References

- Armstrong, S. A. (2008). *Sandtray therapy: A humanistic approach*. Dallas, TX: Ludic Press.
- Boik, B. L. (2000). *Sandplay therapy: A step-by-step manual for psychotherapists of diverse orientations*. Norton Press.
- Carson, R. (2003). *Taming your gremlin: A surprisingly simple method for getting out of your own way*. New York: Collins.
- Davis, C. (1997). *Metaphors, symbols, and related concepts: Figurative language examined*. Retrieved February 17, 2009, from <http://www.cleanlanguage.co.uk/definitions.html>
- De Domenico, G. (2002). Weaving together dream, image, and relationship: Moving from anger, to fear, to love. *International Journal of Play Therapy*, 11(1), 1-18.
- De Domenico, G. (1999). Group sandtray-worldplay: New dimensions in sandplay therapy. In D. S. Sweeney & L. E. Homeyer (Eds.), *The handbook of group play therapy: How to do it, how it works, whom it's best for* (pp. 215-233). San Francisco: Jossey-Bass.
- Friedman, H., & Mitchell, R. R. (Eds.). (2008). *Supervision of Sandplay Therapy*. New York, NY: Routledge.
- Hansen, J. (2002). Postmodern implications for theoretical integration of counseling orientations. *Journal of Counseling & Development*, 80, 315-321.
- Homeyer, L., & Sweeney, D. (2005). Sandtray therapy. In C. Malchiodi (Ed.) *Handbook of expressive therapies* (pp. 162-183). NY: Guilford Press.
- Homeyer, L., & Sweeney D. (1998). *Sandtray: A practical manual*. Canyon Lake, TX: Lindan Press.
- Hunter, L. B. (2006). Group sandtray play therapy. In H.G. Kaduson & C. E. Schaefer (Eds.), *Short-term play therapy for children* (2nd ed.) (pp. 273-303). New York: Guildford.
- Kalff, D. M. (1980). *Sandplay*. Boston, MA: Sigo Press.
- Kirschenbaum, H., & Henderson, V. L. (1989). *The Carl Rogers reader*. Boston: Houghton Mifflin.
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Rogers, C. R. (1989). A client-centered/person-centered approach to therapy. In H. Kirschenbaum & V. L. Henderson (Eds.), *The Carl Rogers reader*. Boston: Houghton Mifflin.

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http://www.hatrack.com/svu/tolkien_lewis/OSC%20Paper.html

Stoltenberg, C. D., & McNeill, B. W. (1997). Clinical supervision from a developmental perspective: Research and practice. In C. E. Watkins, *Handbook of psychotherapy supervision* (pp. 184-202). New York: Wiley.

Sweeney, D., & Homeyer, L. (2009). Sandtray Therapy. In A. Drews (Ed.). *Blending of Play Therapy and Cognitive Behavioral Therapy*. New York: Wiley & Sons.

Sweeney, D., & Homeyer, L.E. (2009). Sandtray therapy. In A. A. Drews (Ed.), *Blending play therapy with cognitive behavioral therapy* (pp. 297-319). Hoboken, NJ: John Wiley & Sons.

Sweeney, D., Minnix, G., & Homeyer, L. (2003). Using sandtray therapy in lifestyle analysis. *Journal of Individual Psychology*, 59(4), 376-387.

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College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.