



**COUN 5389-110– Sandtray Therapy
Fall 2019**

Instructor: *Levi McClendon, Ph.D., LPC, NCC, NCSC, CSC*

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Email: lmccclendon@tamuct.edu

Office Hours: *11:00am-3:00pm Mondays, 12:00pm-2:00pm Wednesdays, 11:30-1:30pm Thursdays*

Class Time: *6:00pm-8:45pm Wednesdays*

Class Location: Warrior Hall 313

Mode of instruction and course access:

This course meets face-to-face, (with supplemental materials made available online).

This course uses the A&M-Central Texas Canvas Learning Management System

[<https://tamuct.instructure.com>].

Student-instructor interaction:

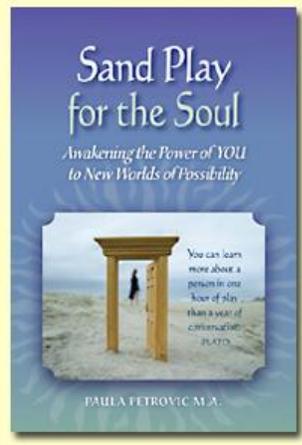
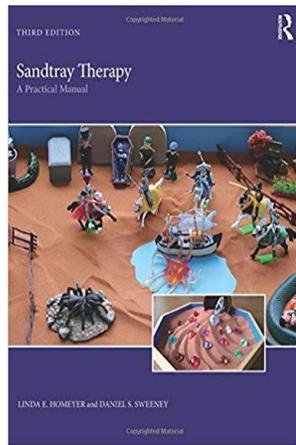
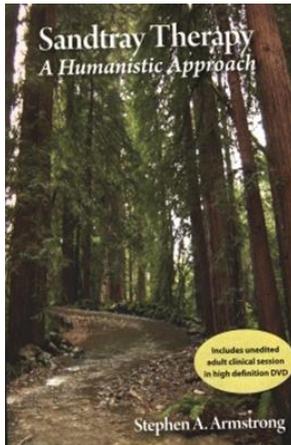
Email is checked daily during the weekdays (Monday-Friday). An email sent on Friday will be read and replied to the following Monday. Please provide at least a one week request for an appointment outside of my office hours.

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/>



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>

Central Texas Play Therapy Chapter: <https://txapt.org/category/central-texas-chapter-of-play-therapy/>

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 MISSION STATEMENT

The mission of the Texas A&M-Central Texas College of Education is to provide students in professional education and other human services with a quality education through academic, cultural, and leadership experiences, and to provide leadership through scholarship and service to the extended community and profession. Programs in College of Education prepare students for challenging, gratifying, and socially significant careers in education, counseling, and psychology. In addition to its teaching function, the program has a strong service commitment to public schools and human service agencies.

COUNSELING PROGRAM MISSION STATEMENT

The mission of the Texas A&M University-Central Texas Counseling Program is to prepare professional counselors grounded in multicultural competence to meet the diverse needs of individuals and families in Central Texas and beyond. Graduates from our Master's in counseling program demonstrate the necessary counseling knowledge, skills, dispositions, professional identity and scholarship enabling them to enrich the quality of all peoples' lives as well as secure positions within the profession. The program emphasizes overall competency-based performance as well as the promotion of our students optimal state of health and wellness to foster continuous professional growth

COUNSELING PROGRAM OBJECTIVES:

1. Clinical Mental Health Counseling graduates will develop strong professional identities as counselors.
2. Clinical Mental Health Counseling graduates will establish helping relationships with diverse clients.
3. Clinical Mental Health Counseling graduates will use research in the field and employ



evidence-based practices in counseling interventions, assessments, and program evaluations.

4. Clinical Mental Health Counseling graduates will use theories and models to guide their professional practice.
5. Clinical Mental Health Counseling graduates will abide by relevant ethics, laws and standards of professional practice.
6. Clinical Mental Health Counseling graduates will use leadership principles in their professional practice.
7. Clinical Mental Health Counseling graduates will advocate for clients and for their profession.
8. Clinical Mental Health Counseling graduates will incorporate the use of technology into their practice.
9. Clinical Mental Health Counseling graduates will experience and understand counseling practices worldwide.

Confidentiality Awareness:

An employee of a postsecondary educational institution who, in the course and scope of employment, witnesses or receives information regarding the occurrence of an incident that the employee reasonably believes constitutes sexual harassment, sexual assault, dating violence, or stalking and is alleged to have been committed by or against a person who was a student enrolled at or an employee of the institution at the time of the incident shall promptly report the incident to the institution's Title IX coordinator or deputy Title IX coordinator.

COURSE ASSIGNMENTS: Total points: 500

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 were 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 Creative Art Project = 50 points

For this assignment you will create an art project of the significant points in chapters 1-10. I am not particular about the format of your project, what I will be looking for is how you grasped 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. Create your own Sandtray: 90 points

You will create your own sandtray following the requirements set by the Homeyer text. A syllabus rubric is provided.

6. Outside learning = 50 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.

7. 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.

8. Superhero = 10 points Bring in a superhero miniature to discuss how you can use it in your sandtray. Reference the Garza Superheroes in the Tray article in your discussions.

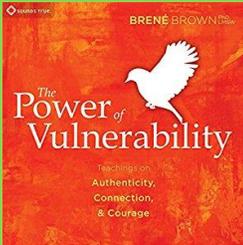
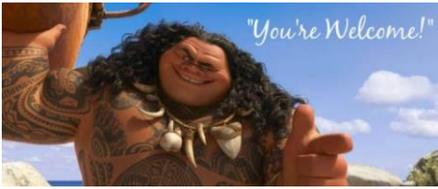
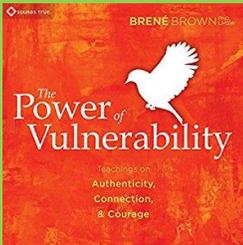
TENTATIVE CLASS OUTLINE

<i>Date</i>	Class Activities/Topics	Readings and Assignment Due Dates **Readings and assignments are due on the dates listed. <i>For example, for September 4th, you need to have read Armstrong Chp 1-2 and Homeyer 1-3</i>
Aug 28th	Introduction of course Group Discussion: Semester Goals Topics: Introduction to Sandtray Work as it relates to play therapy	No Reading or Assignments Due



		
Sept 4th	<p>Complete Sandtray Training Videos Online: 1-6</p> <p>http://sandtraytherapyinstitute.com/sandtray-training/</p>	<p>Read Armstrong text chapters 1-2</p> <p>Homeyer text 1-3</p>
Sept 11th	<p>Facilitating directive Sandtray work</p> <p>The “Be With”attitude of the play therapist</p>	<p><u>Practice 1 – In Class</u></p> <p>Read Armstrong text chapters 3 – 4</p> <p>Homeyer text 4-5</p>
Sept 18th	<p>Watch the library online streaming video titled: Sandtray Therapy for veterans and their families : a training video for counselors</p> <p>Time for Sandtray CE</p>	<p>Come to the next class prepared to discuss how this lesson resonates with the “be with attitudes” of the play therapist</p> <p>Read Armstrong text chapter 5</p> <p>Read Homeyer 6-7</p>
Sept 25th	<p>Reflecting feelings/<u>Compassion</u> - Sandtray work</p>	<p><u>Practice 2 – In Class</u></p> <p>Read Homeyer 8-9</p>
Oct 2nd	<p>Time off to work on Sandtray</p>	<p>Homeyer Text chapters 10-11</p> <p>Read Armstrong text chapter 6</p>
Oct 9th	<p>Film: Sandtray with a teenager in play therapy</p> <p><u>Immediacy</u> - Sandtray work</p>	<p><u>Sandtray Due</u></p> <p><u>Practice 3 – In Class</u></p> <p>Read Art Turlock: Immediacy in Counseling: Recognizing Clients’ Unspoken Messages</p>
Oct 16th	<p>Processing Armstrong text</p> <p><u>Polarities</u> (in play therapy) – Sandtray work</p>	<p><u>Practice 4 – In Class</u></p> <p>Read Armstrong text chapter 7</p>
Oct 23rd	<p>Time off for Text Outline and Sandtray CE</p>	<p>Homeyer text Art Project Chapters 1-10 Due</p>



<p>Oct 30th</p>	<p>Processing Armstrong text <u>Awareness (in play therapy) - Sandtray work</u></p>	<p>Practice 5 – In Class</p>
<p>Nov 6th</p>	<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>	<p>No Reading or Assignments Due. What can I say except:</p> 
<p>Nov 13th (TCA)</p>	<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>	<p>No Reading or Assignments Due.</p> 
<p>Nov 20th</p>	<p>Application of Group – Sandtray The play therapist at his/her best</p>	<p>Brene Brown Reaction Paper – Due</p> <p>Read Article Effect of Sandtray with Preadolescents (Canvas Online Module Reading)</p> <p>Read Sweeny, Baggerly, & Ray Book</p>



		Chapter: Group Sandtray Therapy (Canvas Online Module Reading)
Nov 27th	Topic: Superheroes and Sandtray Theories 	Read Superheros in the Tray Article (Canvas Online Module Reading) <u>Bring in a Superhero Miniature to discuss</u>
Dec 4th	Group discussion on outside reading Group discussion on CE workshop	<u>Case Study Discussion/Presentations</u> <u>Sandtray CE Due</u>

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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- Myths-Dreams-Symbols. (n.d.). *Metaphors and symbols*. Retrieved February 18, 2009, from <http://www.mythsdreamssymbols.com/metaphorsandsymbols.html>
- Narrative Therapy Centre. (n.d.). About Narrative Therapy. Retrieved February 18, 2009, from http://www.narrativetherapycentre.com/index_files/Pages378.html
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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.

Taylor, E. R. (2009). Sandtray and solution-focused therapy. *International Journal of Play Therapy*, 18(1). 56-68.

Wallace, L. (1991). *Stories that heal: Reparenting adult children of dysfunctional families using hypnotic stories in psychotherapy*. New York: Norton.

Williams, M. (1983). *The velveteen rabbit*. New York: Little Simon.

August 26, 2019 **Classes Begin for Fall Semester**

- August 28, 2019 Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes
- September 2, 2019 Labor Day (University Closed)
- September 3, 2019 Deadline to Drop First 8-Week Classes with No Record
- September 11, 2019 Deadline to drop 16-Week Classes with No Record
- October 4, 2019 Deadline to Drop First 8-Week Classes with a Quit (Q) or Withdraw (W)
- October 4, 2019 Deadline for Graduation Application for Ceremony Participation
- October 18, 2019 Classes End for First 8-Week Session
- October 18, 2019 Deadline to Withdraw from University for First 8-Week Classes (WF)
- October 21, 2019 Add, Drop, and Late Registration Begins for Second 8-Week Classes \$25 fee assessed for late registrants
- October 21, 2019 Classes Begin for Second 8-Week Session
- October 21, 2019 Class Schedule Published for Spring Semester
- October 23, 2019 Deadline for Add, Drop, and Late Registration for Second 8-Week Classes
- October 28, 2019 Deadline to Drop Second 8-Week Classes with No Record
- November 1, Deadline for GRE/GMAT Scores to Graduate School



2019	
November 4, 2019	Registration Opens for Spring Semester
November 8, 2019	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
November 11, 2019	Veteran's Day (University Closed)
November 22, 2019	Deadline for Final Committee-Edited Thesis with Committee Approval Signatures to Graduate School for Fall Semester
November 28-29, 2019	Thanksgiving (University Closed)
November 29, 2019	Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W)
December 13, 2019	Deadline for Degree Conferral Applications to the Registrar's Office \$20 Late Application Fee
December 13, 2019	Deadline to Withdraw from University for 16- and Second 8-Week Classes
December 13, 2019	Fall Semester Ends
December 13, 2019	Fall Commencement Ceremony
December 17, 2019	Deadline to Clear Thesis Office for Fall Semester
December 23, 2019	Winter Break (University Closed)