

SEMINAR PAPER Guidelines and Assessment

International Society of Sandplay Therapy/ STANZA

The International Society of Sandplay Therapy (ISST) requires two written seminar papers as part of the certification process. Each paper must be at least 10 pages in length, but no more than 20 pages with 1.5 spacing. One of the papers must be an in-depth exploration of a symbol. The second paper may explore a different symbol or may address any theoretical aspect of sandplay that is interesting to the applicant. Both papers should discuss the relevance of the topic to clinical sandplay practice. One of the papers *must* include clinical sandplay material; the other paper *may* include clinical material.

Seminar papers will be evaluated using the following criteria:

1. Knowledge of Theory as Related to Symbols

The writer demonstrates his/her knowledge of Jungian theory as related to symbols and awareness Dora Kalff's contribution to Sandplay Therapy.

2. Personal Relationship to Symbol/Subject

The writer discusses his/her personal connection to the symbol, including why s/he selected this symbol, plus how the symbol is meaningful to the writer and how it has impacted the writer's personal and/or professional life. The writer communicates a strong interest in the symbol/subject.

3. Amplification of Symbol/Subject

The writer amplifies the symbol/subject through discussion of theory, mythology, fairy tales, art, dreams, religion, and /or views from various cultures/collectives, including the writer's own culture. In a thoughtful, insightful, and competent manner, the writer surveys literature regarding the symbol/subject. The amplification catches the interest and imagination of the reader and indicates a deep understanding of the symbol/subject, including the transformative nature of the symbol/subject. The writer adds value to the discussion through providing his/her own reflections.

4. Impact of Symbol/Subject in Sandplay

The writer discusses the impact of the symbol/subject in sandplay, using hypothetical and/or actual sandplay scenes from his/her own experience. When discussing a *symbol*, the writer uses one to three photographs of sandplay scenes to competently describe how the symbol enhanced the therapeutic process of the client. When discussing a *subject*, the writer discusses how this information enhanced his/her knowledge about sandplay and how this knowledge might impact the sandplay process. The writer also indicates what

type of investigation needs to be implemented to further understanding of the symbol/subject.

5. Mechanics of Symbol/Subject Paper

The writer submits a paper that meets professional standards. The paper is well written with a logical structure; i.e., the paper has an introduction, middle, and conclusion. Care is given to writing mechanics; e.g., correct spelling, sentence structure, and grammar. The format of the paper and references follow American Psychological Association (APA) standards or standards accepted in the applicant's country.

Steps in the Approval Process

1. After writing the seminar paper and consulting with his/her advisor, the applicant contacts an ISST designated seminar paper reader. The applicant may not have a dual relationship with the prospective seminar paper reader.
2. If the reader agrees to read and evaluate the paper, the applicant completes the information on page 3 under "To Be Completed by Applicant" and forwards all pages (p. 1-5) to the reader.
3. The reader familiarizes him/herself with the *Criteria for Seminar Paper* (page 3), then reads the seminar paper.

All five areas of criteria listed in the *Seminar Papers Checklist* must be assessed using the "Reader Assessment" (p.3). Strengths and/or suggested improvements may also be indicated in each area. The reader then gives an overall evaluation (p.4) and returns the paper and completed evaluation to the candidate's advisor.

If the paper has been evaluated as "Needs improvement to meet criteria" or "Fails to meet criteria," the reader is asked to suggest corrective action for the applicant. The applicant can respond to the suggestions or find another reader. If the second reader also evaluates the paper as insufficient, a discussion will take place with the two readers and the applicant's advisor, and recommendations will be made to the applicant. The applicant will then rewrite the paper, based on the recommendations, and resubmit the paper to the two readers and advisor. If the applicant is dissatisfied with the recommendations, an appeal may be made to the ISST Exceptions Committee.

ISST-designated Seminar Paper Reader

Requirements to be an ISST-designated Seminar Paper Reader:

1. Must be an ISST Certified Member for at least two years or a Teaching Member.
2. Must be an ISST member in good standing
3. Must not have a dual role with the applicant; i.e., must not be applicant's therapist or advisor.

TO BE COMPLETED BY APPLICANT

Name of Applicant _____ email _____

Address of Applicant _____

Name of Advisor _____ email _____

Address of Advisor _____

Please indicate: First Seminar Paper _____ Second Seminar Paper _____

The following criteria for the seminar paper must be met:

1. Does candidate demonstrate knowledge of theory as related to symbol or subject?
2. Is there a personal relationship to the symbol or subject?
3. Is the symbol or subject adequately amplified?
4. What is the impact of the symbol or subject in sandplay?
5. Does the paper's mechanics meet professional standards (e.g., APA Guidelines?)

READER ASSESSMENT

(To be completed by reader of Seminar Paper)

CRITERIA for SEMINAR PAPER	Strongly Meets Criterion	Meets Criterion	Needs Improvement	Fails to Meet Criterion
1. Knowledge of theory as relates to symbol or subject				
a. Demonstrates use and knowledge of Jungian theory as relevant to sandplay practice				
b. Demonstrates understanding of sandplay theory by Dora Kalff and other Jungian sandplay writers				
c. Shows evidence of familiarity with broader Kalffian sandplay literature				

2. Personal relationship to symbol or subject				
a. Discusses personal connection to symbol or subject				
b. Communicates a strong interest in symbol or subject				
c. States how and why this symbol or subject was selected				
d. States why symbol or subject is meaningful				
e. States how impacted personal and/or professional life				
3. Amplification of symbol or subject				
a. Demonstrates understanding of symbol or subject				
b. Amplifies symbol or subject through use of fairy tale, mythology, art, dreams, religion, culture				
c. Demonstrates insightful use of relevant literature related to symbol or subject				
d. Shows depth of understanding of symbol or subject				
e. Provides understanding of the transformative nature of symbol or subject				
f. Provides own reflections on symbol or subject				
4. Impact of symbol/subject in sandplay				
a. Discusses impact using hypothesis or actual sandplay scenes				
b. When discussing a <i>symbol</i> , includes one to three (maximum) photographs of sandplay scenes				
c. Describes how symbol enhanced client's process				

d. When discussing a <i>subject</i> , discusses how information enhanced therapist's understanding				
e. Discusses how information impacted sandplay process				
f. Discusses further means for investigation of symbol/subject				
5. Mechanics of Paper				
a. Paper meets professional writing standards, including logical structure and professionally referenced material				
b. Paper is well-written with correct spelling, sentence structure and grammar				

OVERALL EVALUATION (check one):

Strongly meets criteria _____

Meets criteria _____

Needs improvement to meet criteria _____

Fails to meet criteria _____

Print Reader's Name _____ email _____

Reader's Signature _____ Date _____

READER: Please email or send this evaluation to applicant's advisor.

ADVISOR: Please inform applicant regarding reader's comments and evaluation