

**CANADIAN ASSOCIATION FOR SANDPLAY THERAPY
ASSOCIATION CANADIENNE POUR LA THÉRAPIE PAR LE JEU DE SABLE**

**C.A.S.T. GUIDELINES FOR TRAINING IN SANDPLAY THERAPY
BASED ON REGULATIONS OF THE
INTERNATIONAL SOCIETY FOR SANDPLAY THERAPY
(FOUNDED BY DORA KALFF)
(March 2005)**

1. AIMS OF TRAINING

To be recognized as a certified Sandplay Therapist by the Canadian Association for Sandplay Therapy (C.A.S.T.) and the International Society for Sandplay Therapy (ISST), and to become eligible to apply for the status of a certified member in these associations.

2. QUALIFICATIONS FOR TRAINING

Canadian applicants for training will be considered by a C.A.S.T./ISST qualified teaching member, or by a committee of three ISST-certified C.A.S.T. members. Candidates are expected to provide evidence of the following qualifications:

- a university education in medicine, psychology, education, theology, clinical social work, marriage and family counseling, or expressive arts therapies, psychiatric nursing, or other related fields.

Persons not having this type of university education but who can demonstrate an adequate combination of experience and educational background will also be considered by the accepting C.A.S.T./ISST teaching member or committee.

- knowledge of psychopathology, psychodiagnosis and psychotherapy which, preferably, have been achieved by formal study and which have also included applied clinical experience with patients/clients;
- evidence of having had some in-depth inner development and insight such as can be achieved in the experience of personal analysis or psychotherapy; and
- licensure to practise psychotherapy in provinces and regions where licensure is required.

Exceptions may be made in exceptional circumstances.

3. COURSE OF TRAINING

(a) Personal Experience

In order to become a certified member of, and be recognized as a certified member by C.A.S.T./ISST, one has to have gone through a personal Sandplay process with a certified C.A.S.T./ISST member or a certified ISST member from another national organization that has been approved by C.A.S.T. This process, which is fundamental and required, is expected to lead to an experiential knowledge of the particular possibilities of Sandplay Therapy and to facilitate development of one's own self-realization.

Trying to state the minimum number of hours in which the personal process can occur is not appropriate. Rather, emphasis must be on the fullness or wholeness of the experience, as determined by the therapist and client in collaboration.

In order to safeguard the spontaneous nature implicit in a personal Sandplay process, such experience should precede a regular attendance at seminars/workshops on Sandplay Therapy.

It is expected that one's personal Sandplay experience will precede one's use of Sandplay as a therapeutic technique with clients.

In the case of a dispute between the trainee and the personal process therapist about the completion of a Sandplay process, requests may be made to the C.A.S.T. Teaching Members Committee by the trainee for consideration, arbitration, and/or guidance that may facilitate resolution of the matter.

(b) Theoretical Training

Seminars/Workshops/Conferences/Independent Study of an Approved Course

C.A.S.T. requires 100 hours of attendance at seminars or workshops appropriate to training in Sandplay Therapy. Training hours may be accumulated in the following manner:

- completion of the C.A.S.T. Training Programme consisting of ten modules that include theoretical, experiential, and clinical opportunities; or

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- **at least 50 hours of a C.A.S.T.-approved training programme that has theoretical, clinical and experiential components and that cover content deemed necessary by C.A.S.T. (see Appendix A.)**

plus

25 hours of didactic workshops presented by an ISST-certified teaching member or an ISST member approved by a C.A.S.T. teaching member,

plus

25 hours of participation in the presentation by a C.A.S.T.-approved ISST teaching member, and discussion of Sandplay cases in a group led by a qualified C.A.S.T. teaching member or a certified ISST member approved by a qualified C.A.S.T. teaching member. Accumulation of theoretical hours in this manner is separate from group supervision hours as described in Section 3(d).

A maximum of ten hours of independent study approved by the C.A.S.T. Board may replace ten didactic workshop hours.

(c) Written Theoretical Papers

As part of the training requirements, trainees will write two theoretical papers, using APA-style academic format. These papers, at least ten pages in length, will focus on aspects of Sandplay, including symbolism and Sandplay process.

The trainee's primary supervisor/advisor, who is a qualified C.A.S.T./ISST teaching member, will read and approve these papers.

A list of qualified supervisors and advisors is available from the C.A.S.T. Secretary, along with the certification package detailing the requirements. The applicant's personal process therapist will be excluded from the list of advisors/supervisors. A primary supervisor/advisor must be a qualified C.A.S.T. teaching member. A supervisor may be a C.A.S.T.-approved teaching member from another national organization.

(d) Supervision of Trainee Cases

A minimum of 100 hours of supervision by a C.A.S.T.-approved ISST

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teaching member is required. These supervision hours will consist of case presentations and analysis of Sandplay processes, with the trainee bringing case material resulting from his or her clinical practice with clients in Sandplay Therapy.

A minimum of 30 supervision hours of the required 100 hours must be completed with a qualified C.A.S.T. teaching member who is designated as the trainee's primary supervisor and advisor. The other supervision hours may be completed with a C.A.S.T.-approved, qualified ISST teaching member from another national organization.

At least 50 hours of this requirement must be comprised of individual supervision time. When one or two people attend with a supervisor, total number of hours of attendance will be counted as individual supervision time for both trainees.

This 50-hour requirement may also be partially fulfilled with three or four trainees attending with the supervisor. In this instance, the total length of time a trainee presents will count towards individual supervision hours; the remaining time will count as group supervision hours.

For example, in a group of three, a total of three hours of presentation time by one of the three persons would count as three individual supervision hours for that person. The other two group members would accumulate three group supervision hours.

When each of the three group members presents for one hour, each group member will acquire one individual and two group supervision hours.

Allowance for individual supervision hours within a group of three or four in the above-described manner recognizes the presenting trainee's preparation and presentation efforts, as well as a trainee's high probability of learning and participation in a group supervision context, even when s/he is not presenting case material.

A list of authorized C.A.S.T. supervisors and authorized supervisors from other national organizations may be obtained from the C.A.S.T. Secretary.

Trainees may fulfill a maximum of 10 hours of individual supervision with the qualified C.A.S.T. teaching member who was that trainee's personal process therapist. An exception is needed to have more than 10 hours of individual supervision with this person. Trainees may also have a

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maximum of 20 hours of supervision in a group context with the qualified C.A.S.T. teaching member who was that trainee's personal process therapist. An exception is required to exceed the total permitted amount of time (30 hours).

(e) Case Report

Completion of one's personal Sandplay process, all training hours and the two theoretical papers are required before a trainee can submit the final case report. Documentation of these aspects of the certification process will be made on the appropriate form that is included in the certification package.

When the trainee's supervisor/advisor is satisfied that all training requirements have been fulfilled, a complete case may be submitted to one's supervisor. Consultation with other qualified ISST teaching members during the preparation of the case may be arranged.

After the case has been deemed complete and acceptable by the supervisor, that supervisor, acting as advocate, will arrange for three qualified ISST members to read the case. At least one reader must be a qualified C.A.S.T. teaching member and at least one must be from a foreign country.

Initial contact and any feedback from the readers about the case will be in the form of direct communication between the primary supervisor and the readers. Such communication will include the readers' decisions that each has approved the trainee's case, or that each has rejected the case as inadequate to fulfill C.A.S.T. requirements. When the three readers have notified the supervisor of acceptance of the case (on the Case Readers' Acceptance Form provided to them with the case), the supervisor will advise the C.A.S.T. and ISST Secretaries of their decision.

A reader can choose to accept, conditionally accept, or reject a written case study. With decisions of conditional acceptance, the candidate is asked to make certain immediate revisions which, when approved by the reader(s), permits the candidate to obtain certified C.A.S.T. status and, upon application by the candidate, to obtain certified ISST status. In the case of rejection, the readers may include recommendations for further hours of supervision/consultation that must be observed before a new case can be submitted. A maximum of three applications (initial and two reapplications) by any candidate will be considered.

In the case of a lack of consensus amongst the three readers about the

acceptability of the case, the readers will consult with each other in order to attempt to reach agreement. If any reader is unable or unwilling to consult with the other committee members, or if the three readers are unable to reach a consensus, the majority decision will stand.

In the case of a dispute between a trainee and his/her supervisor about the completion and/or acceptability of the written case before presentation to the three readers, the trainee may submit a request to the C.A.S.T. Board who, at their discretion, may consider, arbitrate, or guide in a manner that may facilitate resolution of the matter.

The case presentation, written in APA-style academic format, will be a minimum of 30 double-spaced pages in length, and will include photos of the presented Sandplay process in the text. All sandpictures in the process must be included, although not all must be analyzed. A set of slides will be sent upon the request of the reader(s).

In order to protect the client's confidentiality, a signed statement from the therapist will verify that s/he holds written permission from the client regarding use of the case material and details about how the material can be used. This form will be included in the C.A.S.T. Certification package.

4. EXCEPTIONS TO CONDITIONS OF THE CERTIFICATION PROCESS

Although an exception to the above-described conditions of the certification process may be made in exceptional circumstances, exceptions will not be made regarding the completion of a personal Sandplay process. An application for an exception will be submitted on a C.A.S.T. Exceptions Form and submitted to the C.A.S.T. Board for approval by two C.A.S.T. teaching members.

5. CONTINUING EDUCATION

C.A.S.T./ISST members are expected to continue their education in Sandplay after becoming certified.

Appendix A

All C.A.S.T.-approved training programmes will include theoretical, experiential and clinical components. They will provide experiences and theoretical knowledge to enable trainees to form a basis for understanding how to use Sandplay in therapeutic settings. Presentation of case study material will illustrate how a Sandplay process can be incorporated with, and relate to, a client's total therapy experience. The role of the therapist and containment of a therapeutic process will be addressed in the training.

Specific content will include, but will not be limited to, the following themes:

- the historical development of Sandplay, with emphasis on play and Sandplay;
- developmental psychology and Sandplay;
- attachment issues with children and adults, with a focus on a sensory approach and Sandplay;
- archetypes and symbolic process in Sandplay;
- Jungian analytical psychology and Sandplay;
- specific archetypes, including the Mother, the Father, the Child, and the Self;
- fairy tales and myths and their relation to Sandplay; and
- transference/countertransference.