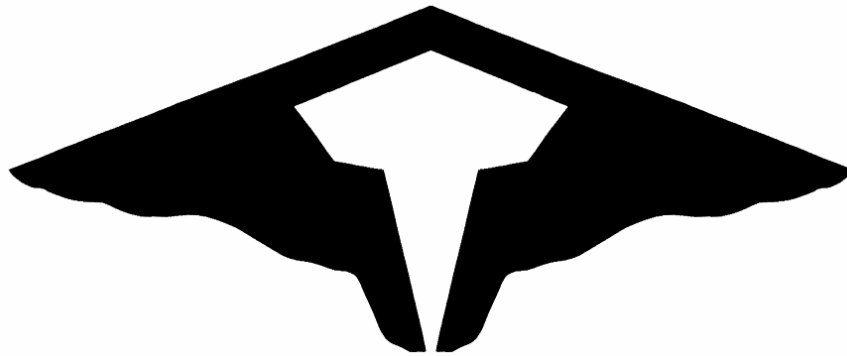


# **Camphill School of Curative Education & Social Therapy**

## **Community-Based Extension Program Handbook**



### **Foundation Studies**

### **Diploma in Curative Education, Youth Guidance or Social Therapy**

**2009/10**



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## 1. Preface

The Community-Based Extension Program (formerly Minimum Residency Program) is a full-time course of studies that runs parallel to the Camphill School of Curative Education & Social Therapy's Core Programs at Camphill Special School and Camphill Village Copake. It allows students to pursue placement and supervised practice in other affiliated life-sharing communities. Depending on the scope of the work at their community, students are able to study choose an emphasis on Curative Education (work with children and adolescents with special needs), Youth Guidance (supporting young adults with disabilities) or Social Therapy (supporting adults with disabilities).

Students are required to join the students in the Core Programs for certain modules taught in a concentrated retreat/workshop format, while fulfilling their practicum and other coursework requirements individually or as cohorts under placement in a participating member community of the Camphill Association in North America or of the North American Council for Anthroposophic Curative Education and Social Therapy. Students study with the support of local instructors and mentors. In addition, at each location that offers placement to an individual student or a cohort of students, an appropriately qualified senior staff member is appointed to serve as Class Advisor, with direct accountability to the Core Faculty and responsibility for overseeing the overall educational progress of the students in their charge.

Like the Camphill School of Curative Education & Social Therapy's Core Programs, the Community-Based Extension Program leads to a Certificate in Foundation Studies after completion of the First Year and a Diploma after completion of four years of supervised practice and coursework, followed by a six-month professional internship.

To accommodate the diversity of populations served in Curative Education, Youth Guidance and Social Therapy, and to allow students to maximize the educational benefit of their particular placement, the Community-Based Extension Program has been designed to allow for significant flexibility in designing individual and cohort curricula. The resulting Curative Education, Youth Guidance or Social Therapy tracks will be reflected in the titles of Certificates and Diplomas.

We hope that this Program will allow us to develop cooperation among students and faculty across North America. As this program is still under development, any comments, input and reflections will be helpful and much appreciated.

The Core Faculty, July 2009



## 2. Overview and Organization

The Camphill School of Curative Education & Social Therapy is a division of Camphill Special School, Inc., and is recognized as a center of professional education in Anthroposophic Curative Education and Social Therapy by the International Curative Education and Social Therapy Council and the Medical Section of the School of Spiritual Science at the Goetheanum. Its mission is to provide professional education and certification in Anthroposophic Curative Education, Youth Guidance and Social Therapy. The Diploma in Curative Education, Youth Guidance or Social Therapy is given after successful completion of a four-year course of studies and an internship of at least six months in the respective field. The Diploma is recognized by the International Curative Education and Social Therapy Council. Studies are practice-integrated and include placement in one of the member communities of the Camphill Association in North America or the North American Council for Anthroposophic Curative Education and Social Therapy.

Enrolment in the program implies a commitment to full participation in the courses, practicum experiences and community life. This includes the completion of assignments and exercises. Students will not ordinarily be allowed to ‘audit’ courses.

Two levels of certification are available after completion of the respective stages of the program:

- **Certificate in Foundation Studies** – after completion of the first year
- **Diploma in Curative Education, Youth Guidance or Social Therapy** – after four years of practice-integrated study and an internship of at least six months

Holders of a Diploma are entitled to use the respective professional designation:

- ‘Certified Curative Educator’ or ‘CCE’ (for students studying with a focus on serving children and adolescents aged 0 – 21)
- ‘Certified Social Therapist’ or ‘CST’ (for students studying with a focus on serving adults aged 18 – old age)

The Community-Based Extension Program is administered by the Core Faculty of the Camphill School of Curative Education & Social Therapy, in collaboration with faculty in the participating communities. Core and local faculty participate in curriculum development, instruction, assessment, professional development and evaluation of instructors, as well as the day-to-day running of the program. Specific arrangements for each student or local cohort are made between the Camphill School of Curative Education & Social Therapy and a participating community.

Most components of the Core Program in Curative Education, as taught on location at Camphill Special School, have been recommended for college credit through the National Program on Noncollegiate Sponsored Instruction (National PONSI) of the University of the State of New York’s Board of Regents, and students are able to earn undergraduate credit for the various courses and practica through Excelsior College’s transcript service.



Extension of these credit recommendations to Community-Based Extension Program components taught as individual or cohort study at other locations is pending an upcoming review by National PONSI.

Student records are held at the Camphill School of Curative Education & Social Therapy's central office at Camphill Special School, which will also be responsible for issuing transcripts, certificates, diplomas and other enrollment documents.

### **Fees**

Enrollment of students in the Community-Based Extension Program is contingent on an agreement between the Camphill School of Curative Education & Social Therapy and the participating community offering placement to an individual student or cohort of students. Rates are available on request from the Camphill School of Curative Education & Social Therapy.

### **Online Course Management**

The Community-Based Extension Program is supported by an online course management platform. This allows the core faculty, mentors and students to be in touch with each other. Students and mentors will need to access the course management site in order to find course outlines and documents, set up individualized plans for the various learning experiences, submit and review assignments and assign grades. Detailed information on all learning experiences is available on that site.

All registered students are provided with a username and password for the site. Mentors need to request an account by contacting the Registrar at [schoolofce@beaverrun.org](mailto:schoolofce@beaverrun.org).

Visit the CBE course management site at [www.camphillschool.org](http://www.camphillschool.org) for up-to-date program details and information.

For students who have difficulties accessing the online course support system, a paper-based version of the program can be made available through the Registrar's office.



### 3. Educational Goals

The Curative Educator and Social Therapist must be able to meet human situations, which call for healing and ‘soul care’, with the right idea for what to do and the ability to do it. The faculties for having the right idea at the right time and putting it into action are described in Rudolf Steiner’s ‘Philosophy of Spiritual Activity’\* as ‘Moral Intuition’, ‘Moral Imagination’ and ‘Moral Technique’.

In his ‘Curative Education Course’\*\*, Rudolf Steiner describes the personal qualities that stand at the center of professional education in Curative Education, Youth Guidance and Social Therapy, as well as the means by which they are developed. At the heart of this path lies the development of empathy as a faculty of perception of other human beings and their relationships. Empathetic perception and the intuitive insight, which arises from it, are the source for healing intuitions in relationship to human destinies.

In order to have the right ideas and to apply them in a particular field, individuals must also acquire specific concepts and skills, which serve as tools for their work. Thus, the development of ‘moral intuition’ as diagnostic capacity for therapeutic action is supported by:

- knowledge of the spiritual scientific image of the human being
- an understanding of human development from childhood to old age, and of general educational and social principles
- the ability to engage in phenomenological study of the human being, including its imbalances and pathologies

The development of ‘moral technique’ as capacity for therapeutic intervention in curative education requires:

- an ever-expanding repertoire of practical educational and therapeutic skills and methods
- practical social skills and organizational skills to facilitate working and building community with children, colleagues and parents
- the ability to work within the professional, social-political, and regulatory context of the field

Professional certification should mark not the end, but rather the beginning of a path of life-long learning in relationship to all of these learning goals.

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\* R. Steiner (1995). *Intuitive Thinking as a Spiritual Path*. Hudson, NY: Anthroposophic Press.

\*\* R. Steiner (1998). *Education for Special Needs: The curative education course*. London: Rudolf Steiner Press.



## 4. Curriculum

The curriculum encompasses three types of learning experiences: supervised practice, academic and artistic coursework and experiential learning opportunities in community life. All three types of learning activities take place side by side and enhance each other. All learning experiences are supported through the online course management platform at [www.camphillschool.org](http://www.camphillschool.org).

The following chapters will describe the specific requirements for each of the four years of study, as well as the different ways in which these requirements may be fulfilled. The online course management platform (as well as the alternative paper-based course packages) gives more detailed information and allows students and mentors to develop individual plans for each learning experience, spelling out the specific ways in which requirements will be fulfilled.

### **Supervised Practice – Life and Work with Individuals in Need of Special Care**

The Camphill School of Curative Education & Social Therapy's Community-Based Extension Program is a practice-integrated course of studies with a strong component of hands-on learning through supervised practice. From day one, students join in the work of their participating community under the guidance of experienced **mentors**. Students become part of a team within which they perform their tasks. Independent professional work and responsibility will only be expected towards the end of the program.

Each year, students are expected to complete **two practicum experiences**. In the first three years, one of these experiences will be in the area of **life-sharing** with individuals with special needs. The second practicum will be either in the field of **education** (including kindergarten, school, prevocational, vocational, transition) or **cooperative work** with individuals with special needs, depending on the setting and emphasis (curative education, youth guidance or social therapy). For each practicum, mentor and student develop a written **learning agreement** in the beginning of the year and complete written **mid-year** and **final evaluations**. The mentoring process requires that **student and mentor meet regularly** throughout the course of the year, as spelled out in the learning agreement. In the final year, students choose one practical area of focus (such as Home Life & Care, Education or Cooperative Work), while also completing a shorter practicum experience that allows them to get to know a specific area of focused therapeutic work. Specific requirements are listed in the following chapters, describing each year of the program.



## Academic and Artistic Coursework – Developing the Faculties

Coursework covers a wide range of topics and formats, from more traditional academic study and discussion-based courses, to instruction in various artistic disciplines, to retreats that focus on various aspects of contemplative work.

- All students in the Community-Based Extension Program are required to **attend one retreat in the first year and two retreats/workshops in the second, third and fourth year** together with the students in the Core Programs. Dates and locations for these retreats and workshops will be announced at the beginning of each academic year. Participation in these retreats and workshops constitutes the ‘minimum residency’ requirement and allows for direct face-to-face interaction with Core Faculty.
- For all other courses, students develop an individual plan, together with the class advisor responsible for their cohort. These courses can be set up as **individual study** supported by a local mentor, **facilitated study groups** (which may include others who are not enrolled in the program) or **formal courses** taught by a local instructor. Some of these courses may also be set up in a **retreat/workshop format**, allowing participants placed in several different communities to come together. If appropriate **courses are offered locally** through other organizations or individuals (e.g. branch of the anthroposophical society, anthroposophical adult education initiatives...), participation in these may be used towards fulfillment of requirements. The online course management platform (as well as the alternative paper-based course packages) provides all the guidelines needed to develop and submit individual course plans for each course. **All individual plans must be submitted, reviewed and approved by Core Faculty at the beginning of the academic year.**

The year-by-year course listings in the following chapters give an overview of all required courses.

## Participation in Community Life – Experiential Learning Portfolio

In addition to the learning that occurs through structured learning experiences, such as courses, workshops and practica, significant learning also occurs through the challenges of life as a member in an intentional community that embraces Curative Education, Youth Guidance or Social Therapy as part of its mission.

### Personal Tutor

Each student is assigned a **personal tutor**. The personal tutor must be a member of the participating community in a responsible position who can support the student with regard to all aspects of life, work and study. The tutor is appointed by the responsible class advisor who also introduces the tutor to his/her role. Student and tutor should arrange to **meet once a week**. How these meetings are used is up to the student and tutor to determine. However, student and tutor should make sure that there is enough space for general **reflection on the student’s experience of life and work in the community**.



### **Portfolio**

Students are required to create a **portfolio** which documents and reflects their engagement and initiative in the life of the community. This process is supported by the personal tutor. The actual form of the documents to be included in the portfolio is very open and limited only by an individual's own creativity. Items might well include an individual's written reflections or journals, artistic work, photographs, etc. However, **all items must show evidence of reflection**, rather than merely documenting an event or activity. **The objective of the portfolio is to demonstrate the student's learning process as a result of participation in the community.** Portfolios are reviewed by the personal tutor. It is hoped that review of the portfolio will also provide the student with an opportunity for self-assessment. The online course management platform also provides a space to plan and submit portfolio items.

Community life takes place in various concentric circles, starting with the house community of which the student is a part and extending to include the entire participating community, the Camphill Movement, Curative Education/Social Therapy Movement and Anthroposophical Society, as well as the Camphill Community and the activity of the School of Spiritual Science. The portfolio can draw on engagement with any of these areas of community life and should reflect ever widening levels of involvement. The various aspects of community life and guidelines for the portfolio in the first, second and third year are outlined below. Students in the fourth year continue to work with their personal tutor but do not need to submit a portfolio to give enough space for work on their final project.

1. The House Community, Workshop or School Community

The most immediate experience of community life arises through sharing a household, working together in a workshop or other work group, or working in the context of a classroom or other educational setting in a Social Therapy, Youth Guidance or Curative Educational community.

2. The Village Community

Participation and contribution in community activities, includes, but is not limited to

- cultural life
- festival life
- social events
- devotional practices
- meetings

3. The International Camphill Movement, the Curative Education/Social Therapy Movement and the Anthroposophical Society

Participation in activities related to the Camphill Movement, the Curative Education/Social Therapy Movement and/or the Anthroposophical Society, includes, but is not limited to



- participation in activities related to the Camphill Movement, such as Bible Evenings, College Meetings and an economic life based on the Fundamental Social Law
- participation in events sponsored by the Anthroposophical Society, the Camphill Association or the North American Council for Curative Education and Social Therapy
- participation in events at other member communities of the Camphill Association or the North American Council for Curative Education and Social Therapy
- study based on central texts relating to the Camphill movement, such as writings by Karl König, Thomas Weihs, Hans Müller-Wiedemann and others
- study of writings by Steiner and others on the formation and tasks of the Anthroposophical Society

#### 4. The Camphill Community and the School of Spiritual Science

Involvement in this area leads beyond the concerns of the Camphill Movement and the Curative Education/Social Therapy Movement and allows students to see their work in relation to the inner aspects of the Camphill Community and the work of the School of Spiritual Science. While there is no requirement to join the Camphill Community, the Anthroposophical Society or the School of Spiritual Science, exploration of these fields of activity is encouraged at all stages.

### **Overview of Portfolio Requirements**

Portfolio requirements change slightly from year to year. As the student progresses through the four years of training, it is expected that engagement in the community will broaden gradually to go beyond the house community and workshop or classroom to encompass the village community, the Camphill or Curative Education and Social Therapy movement and, hopefully, the Anthroposophical Society and School of Spiritual Science.

In addition to the portfolio work, which is accompanied by the personal tutor, students and tutors are encouraged to take up some of the suggested readings and related materials during their tutorials. These readings have been selected to provide opportunities for deepening the reflection on the various aspects of community and to encourage broadening awareness of the concentric circles of community described above. Engagement with some of these materials (or others chosen by the student and tutor) should be reflected in the portfolio, as appropriate.

The emphasis is be on quality, rather than on the quantity of items included in the portfolio, regardless of their form. However, the following guidelines must be satisfied.



### First Year

An acceptable portfolio reflecting the experience of the student's first year includes a minimum of **five items**. These five items should demonstrate the student's **involvement in the house community, workshop and/or classroom**. Examples from the wider circles of community life are encouraged, and may be substituted for some of the five items, but are not required.

#### ***Recommended Reading:***

Barz, B. (1988). *Festivals with Children*. Edinburgh: Floris Books.

Bock, F. (ed.) (2004). *The Builders of Camphill: Lives and destinies of the founders*. Edinburgh: Floris Books.

Carey, D. & Large, J. (1986). *Festivals, Family and Food*. Edinburgh: Floris Books.

Pietzner, C. (ed.) (1990). *A Candle on the Hill: Images of Camphill life*. Hudson, NY: Anthroposophic Press. (especially the 'Three Essentials of Camphill')

Supplementary readings for any of the courses

### Second Year

The second year student is expected to include at least **five items**. Of these five items, at least two must demonstrate **experiences related to village life**. One of the remaining items should be a **reflection on a one week visit to another member community of the Camphill Association or the North American Council for Curative Education and Social Therapy**. The other two items may be related to any area of community life. Again, demonstration of involvement beyond this basic expectation is encouraged, but not required.

#### ***Recommended Reading:***

Bock, E. (1990). *The Three Years: The life of Christ between baptism and ascension*. Edinburgh: Floris Books.

König, K. (1990). The three essentials of Camphill. In C. Pietzner (ed.). *A Candle on the Hill: Images of Camphill life*. Hudson, NY: Anthroposophic Press.

König, K. (1993). *The Camphill Movement*. Whitby, UK: Camphill Press.

König, K. (1995). *A Christmas Story*. Whitby, UK: Camphill Press.

König, K. *The First Memorandum*. In: Müller-Wiedemann, H. (1996). *Karl König: A Central-European Biography of the Twentieth Century*. Whitby, UK: Camphill Books.

Wassermann, J. (1990). *Caspar Hauser: Enigma of a century*. Edinburgh: Floris Books.

Karl König's various festival lectures and seasonal plays

Carlo Pietzner's seasonal plays

History of the Bible Evening

Supplementary readings for any of the courses

### Third Year

The third year student's portfolio will include a minimum of **five items**. Of these five items, **at least two must be related to the Camphill Movement, the Curative**



**Education/Social Therapy Movement and/or activities of the Anthroposophical Society.** The other three items may be related to any area of community life.

***Recommended Reading:***

*Camphill Correspondence*

*Journal of Curative Education and Social Therapy*

Müller-Wiedemann, H. (1996). *Karl König: A Central-European Biography of the Twentieth Century*. Whitby, UK: Camphill Books.

Steiner, R. (1997). *The Foundation Stone: The life, nature and cultivation of anthroposophy*. London: Rudolf Steiner Press.

Supplementary readings for any of the courses

Fourth Year

The fourth year students are not required to complete a portfolio, but are expected to participate in a variety of activities at all levels of community life. Fourth year students are encouraged to explore the inner aspects of the Camphill Community, as well the activity of the School of Spiritual Science.

***Recommended Reading:***

Hansman, H. (1992). *Education for Special Needs: Principles and practice in Camphill schools*. Edinburgh: Floris Books.

School of Spiritual Science (ed.) (1995). *Conditions for Membership in the First Class*. Dornach: Goetheanum.

Steiner, R. (1967). *The Younger Generation: Educational and spiritual impulses for life in the twentieth century*. Spring Valley, NY: Anthroposophic Press.

Karl König's 'Early Images'

Supplementary readings for any of the courses



## 5. First Year

- Practica:** Home Life & Care Practicum I  
Education/Cooperative Work Practicum I
- Courses:** Introduction to Curative Education, Youth Guidance or Social Therapy  
Anthroposophical Study  
Human Development I  
Inner Aspects of Curative Education, Youth Guidance or Social Therapy I  
Artistic Practice I  
Retreat I: Inner Work in Anthroposophy
- Portfolio Requirements:** A minimum of five items (see guidelines)

### Practica

#### Home Life & Care Practicum I

(600 hours supervised practice, 30 hours team meeting, 15 hours tutorial)

Ten months of supervised practice in shared living, household management and direct support as a member of an expanded-family household including adults or children with disabilities

#### Education/Cooperative Work Practicum I

(150 hours supervised practice, 15 hours tutorial)

Ten months of supervised practice in education for children/adolescents with disabilities or cooperative work with adults with disabilities

### Courses

#### Introduction to Curative Education, Youth Guidance or Social Therapy

(45 instructional hrs)

An introduction to the scope, background and context of work in curative education, youth guidance and social therapy that aims to equip students with practical tools and encourage reflective practice

#### Anthroposophical Study

(30 instructional hrs)

An orientation to anthroposophical concepts of human existence, based on Rudolf Steiner's 'Theosophy'



**Human Development I**

(30 instructional hrs)

An introduction to lifespan human development and the study of human biographies

**Inner Aspects of Curative Education, Youth Guidance or Social Therapy I**

(45 instructional hrs)

An introduction to the phenomenological methods and concepts fundamental to the practice of curative education, youth guidance or social therapy

**Artistic Practice I**

(45 instructional hrs)

An exploration of the varied roles of artistic practice as a tool for self-education, community development and practical work in curative education, youth guidance and social therapy

**Retreat I: Inner Work in Anthroposophy**

(25 instructional hrs)

A retreat exploring basic exercises for inner work in the context of anthroposophy and their role in the practice of curative education, youth guidance and social therapy (attended together with students in the Core Programs at Camphill Special School and/or Camphill Village Copake)



## 6. Second Year

**Practica:** Home Life & Care Practicum II  
Education/Cooperative Work Practicum II

**Courses:** Artistic Practice II  
Inner Aspects of Curative Education, Youth Guidance or  
Social Therapy II  
Human Development II  
Disability in History and Society  
Insight for Practice I  
Knowledge of Higher Worlds  
Retreat II: Development of Consciousness  
Workshop: The Camphill Impulse I

**Portfolio Requirements:** A minimum of five items (see guidelines)

**Field Experience:** One week visit to another community

### Practica

#### Home Life & Care Practicum II

(600 hours supervised practice, 30 hours team meeting, 15 hours tutorial)

Ten months of supervised practice in shared living, household management and direct support as a member of an expanded-family household including adults or children with disabilities

#### Education/Cooperative Work Practicum II

(150 hours supervised practice, 15 hours tutorial)

Ten months of supervised practice in education for children/adolescents with disabilities or cooperative work with adults with disabilities

### Courses

#### Artistic Practice II

(105 instructional hrs)

An exploration of the varied roles of artistic practice as a tool for self-education, community development and practical work in Curative Education, Youth Guidance and Social Therapy



**Inner Foundations of Curative Education, Youth Guidance or Social Therapy II**

(45 instructional hrs)

A course that builds on the experiential foundations developed in 'Inner Aspects of Curative Education, Youth Guidance or Social Therapy I', but aims at a deeper spiritual-scientific understanding of the phenomena studied

**Human Development II**

(30 instructional hrs)

An advanced human development course, focusing on either childhood development or adult development, and including an exploration of death, dying and life between death and rebirth

**Disability in History & Society**

(15 instructional hrs)

An exploration of how attitudes and approaches to education and disability have evolved over time and how they differ across cultures

**Insight for Practice I**

(45 instructional hrs)

Various topics related to the field of practical work that the student is engaged in, building on 'Introduction to Curative Education, Youth Guidance or Social Therapy'

**Knowledge of Higher Worlds**

(45 instructional hrs)

A study of Rudolf Steiner's 'Knowledge of Higher Worlds'

**Retreat II: Development of Consciousness**

(25 instructional hrs)

A retreat exploring the evolution of human civilization and consciousness (attended together with students in the Core Programs at Camphill Special School and/or Camphill Village Copake)

**Workshop: The Camphill Impulse I**

(15 instructional hrs)

A workshop exploring some of the inner aspects of the Camphill Movement and the impulse that led to its foundation (attended together with students in the Core Programs at Camphill Special School and/or Camphill Village Copake)



## 7. Third Year

**Required Practica:** Home Life & Care Practicum III  
Education/Cooperative Work Practicum III

**Courses:** Artistic Practice III  
Inner Aspects of Curative Education, Youth Guidance or Social Therapy III  
Philosophical Perspectives  
Group Work & Facilitation  
Insight for Practice II  
Esoteric Science  
Retreat III: World Evolution  
Workshop: Embryogenesis

**Portfolio Requirements:** A minimum of five items (see guidelines)

### Practica

#### **Home Life & Care Practicum III**

(600 hours supervised practice, 30 hours team meeting, 15 hours tutorial)

Ten months of supervised practice in shared living, household management and direct support as a member of an expanded-family household including adults or children with disabilities

#### **Education/Cooperative Work Practicum III**

(150 hours supervised practice, 15 hours tutorial)

Ten months of supervised practice in education for children/adolescents with disabilities or cooperative work with adults with disabilities

### Courses

#### **Artistic Practice III**

(90 instructional hrs)

An exploration of the varied roles of artistic practice as a tool for self-education, community development and practical work in Curative Education, Youth Guidance and Social Therapy

#### **Inner Aspects of Curative Education, Youth Guidance or Social Therapy III**

(60 instructional hrs)

A course that builds on the insights and capacities developed in 'Inner Foundations of Curative Education, Youth Guidance or Social Therapy II' by developing the capacities to perceive and understand imbalances and disturbances as call for healing intervention



**Philosophical Perspectives**

(15 instructional hrs)

An overview of current paradigms and approaches in the study of the human being

**Group Work & Facilitation**

(15 instructional hrs)

An introduction to group work and group processes

**Insight for Practice II**

(75 instructional hrs)

Various topics related to the field of practical work that the student is engaged in, building on 'Insight for Practice I'

**Esoteric Science**

(45 instructional hrs)

A study of Rudolf Steiner's "Esoteric Science"

**Retreat III: World Evolution**

(25 instructional hrs)

A retreat exploring world evolution from a spiritual perspective (attended together with students in the Core Programs at Camphill Special School and/or Camphill Village Copake)

**Workshop: Embryogenesis**

(15 instructional hrs)

A workshop on embryonic development from a biological, phenomenological and spiritual-scientific perspective (attended together with students in the Core Programs at Camphill Special School and/or Camphill Village Copake)



## 8. Fourth Year

**Required Practica:** Therapy Practicum II  
Practicum Concentration

**Courses:** Artistic Practice IV  
The Inner Path in Curative Education, Youth Guidance or  
Social Therapy  
Insight for Practice III  
Contemporary Social and Political Issues  
Conflict and Communication  
Organizational Development  
Philosophy of Spiritual Activity  
Retreat IV: Meditative Work & the Point-Circle Meditation  
Workshop: The Camphill Impulse II

**Final Project, including:** Case Study  
Practical Component  
Written Report  
Oral Presentation

### Practica

#### Therapy Practicum II

(30 hrs supervised practice)

Guided practice in an anthroposophic therapy under the supervision of a qualified mentor

#### Practicum Concentration

(600 hours supervised practice, 25 hours tutorial)

Ten months of advanced supervised practice in one of the following areas of concentration: 'Home Life & Care', 'Education', 'Cooperative Work' or 'Therapeutic Application of the Arts'

### Courses

#### Artistic Practice IV

(90 instructional hrs)

An exploration of the varied roles of artistic practice as a tool for self-education, community development and practical work in Curative Education, Youth Guidance and Social Therapy



**The Inner Path in Curative Education, Youth Guidance or Social Therapy**

(30 instructional hrs)

A course that builds on the insights and capacities developed in 'Inner Foundations of Curative Education, Youth Guidance or Social Therapy III' by deepening the ability for healing action out of insight, based on an appreciation of the inner path of the curative educator or social therapist

**Insight for Practice III**

(45 instructional hrs)

Various topics related to the field of practical work that the student is engaged in, building on 'Insight for Practice II'

**Contemporary Social & Political Issues**

(15 instructional hrs)

A discussion and exploration of current social and political issues in the field of disabilities

**Conflict & Communication**

(15 instructional hrs)

An introduction to conflict resolution

**Organizational Development**

(15 instructional hrs)

An introduction to organizational development

**Philosophy of Spiritual Activity**

(45 instructional hrs)

A study of Rudolf Steiner's 'Philosophy of Spiritual Activity'

**Retreat IV: Meditative Work & the Point-Circle Meditation**

(25 instructional hrs)

A retreat exploring the question of meditative work in the context of professional practice in Curative Education, Youth Guidance and Social Therapy (attended together with students in the Core Programs at Camphill Special School and/or Camphill Village Copake)

**Workshop: The Camphill Community**

(15 instructional hrs)

A workshop on the inner substance and impulse of the Camphill Community (attended together with students in the Core Programs at Camphill Special School and/or Camphill Village Copake)



## 9. Assessment

### General Principles

Assessment in higher education should always include and foster self-assessment. The ability to review one's own learning and the results of one's work is a key to life-long learning and ongoing self-directed personal and professional development. Review and evaluation conversations between faculty and students are a central component of assessment practices in the Camphill School of Curative Education & Social Therapy.

Criteria for assessment should be clear and transparent from the outset of a learning experience. Review and evaluation conversations should be based on a common understanding of criteria and expectations. Course objectives, as well as requirements for completion of coursework and practica are listed in the syllabus for each course. Students should be familiar with these at the beginning of a course or practicum, and they should serve as the basis for review and evaluation conversations.

Assessment of coursework and practica is on a pass/fail basis, with qualitative feedback given in the context of evaluation conversations and/or written evaluations. A 'pass' represents the equivalent of at least 3.0 grade points on the common four-point scale\*. Evaluation forms for each course or practicum list the requirements for completion to be reviewed by student and course instructor or practicum mentor. Additional comments reflecting the quality of the student's performance may be included on the evaluation form.

Experiential learning through participation in the community is documented in a portfolio, compiled under the guidance of the personal tutor. The portfolio contains reflections on activities and the learning gained by them. The student is responsible for identifying and pursuing such learning experiences. The personal tutor acts as a facilitator in this process and evaluates the portfolio against the criteria established in the curriculum.

All student work and evaluations submitted for Community-Based Extension Program students are reviewed by the Core Faculty and the Core Faculty makes the final determination regarding grades for all learning experiences.

Evaluation forms for courses, practica and portfolio are kept in the student's record. This record documents the student's path towards completion of the program and is reviewed at the end of each year and before graduation. These reviews include the student, the personal tutor and representatives of the Core Faculty.

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\* 4 = outstanding; 3 = standard; 2 = inferior; 1 = below acceptable standards; 0 = no credit



## Requirements for Completion of the Program

- Completion of the first year or an equivalent Foundation Studies Program, as determined upon admission
- Completion of the second, third and fourth year
- Final project
- Internship in curative education, youth guidance or social therapy
- Final review conversation

## Requirements for Completion of Each Year

- Completion of experiential learning/community participation requirements
- Completion of required practica
- Completion of required coursework
- End-of-year review conversation

## The Final Project

The final project is completed during the course of the fourth year. It presents a challenge to the student to integrate the different components of the program and demonstrate an ability to apply practical therapeutic skills out of diagnostic insight. It should reflect the aesthetic orientation of practice in Curative Education, Youth Guidance and Social Therapy, and bear witness to a process of personal growth and transformation.

The final project includes the following components, presented together in a **written report** and **oral presentation**:

- a child study (including initial impression, biography, symptomatology, anthroposophically extended diagnostic picture with elaboration on relevant aspects, therapeutic gesture and specific therapeutic directions) or a comprehensive case study based on an aspect of the student's practical responsibility (the 'case' need not be an individual, but can also be a group, a workshop, a household, a community or some other entity which the student is carrying responsibility for)
- a practical component, involving the development, implementation and review of social therapeutic or curative educational measure and activities
- a written reflection on the process of personal engagement that links observation, insight and practice, based on a journal kept throughout the process

Final projects are supervised and evaluated by a project committee consisting of the student, the personal tutor, at least one member of the core faculty and the practicum mentor responsible for overseeing the practical component of the project (e.g. mentoring houseparent, classteacher, workshop leader or therapist).

At the beginning of the project phase, the student develops a written proposal, which is reviewed and approved by the project committee. This proposal specifies the nature and aims of the project and is included in the evaluation talk at the conclusion of the project phase. Acceptance of the final project is determined by the project committee and



documented in the student's file. The Core Faculty makes the final determination regarding acceptance of a student's project.

### **Internship in Curative Education, Youth Guidance or Social Therapy**

The internship follows the completion of all other program requirements and the final project. It must be at least six months in length and must be taken full-time (i.e. at least 30 hours per week). The purpose of the internship is to demonstrate that the student is able to transfer the skills and capacities acquired to a new context, and is competent to assume the responsibilities and tasks of a professional Curative Educator or Social Therapist.

The internship may be completed at any center of Anthroposophic Curative Education, Youth Guidance or Social Therapy, under the guidance of a suitably qualified supervisor. It should not be supervised by any of the student's previous practicum mentors.

During the internship the student fulfills the role of a fully qualified Curative Educator or Social Therapist in a probationary capacity. The responsibilities of the internship supervisor include:

- introducing the student to the institution and his professional role and responsibilities
- supervising the work of the student and giving regular feedback
- conducting a review conversation at the conclusion of the internship
- writing an evaluation of the student's performance, indicating whether the student is qualified to practice as a professional in the field of Anthroposophic Curative Education, Youth Guidance or Social Therapy

### **Remediation**

In the event that a student fails to complete any of the requirements for completion of the program, or for completion of a particular course or practicum, student and faculty will develop a plan for remediation that allows the student to make up for the failed or incomplete requirement. All remedial plans must be reviewed and approved by Core Faculty. Repeated failure to complete remedial requirements requires the faculty to review the student's continued participation in the program.

### **Completion of practica and coursework**

If it is determined in the review of a course or practicum that the student failed to meet all the requirements for completion, the instructor or practicum mentor will propose activities or assignments to allow the student to complete the failed course or practicum requirements. The course or practicum shall be considered completed when all remedial requirements have been fulfilled.

### **Completion of the respective years of the training course**

If, by the end of a year, it is clear that a particular course or practicum required for that year will not be completed, the student, core faculty and personal tutor present at the end-of-year review will develop a plan to allow the student to complete the required course or practicum at a different time or as an equivalent learning experience in a different format. This plan will be recorded on the end-of-year evaluation form. The requirements for the



respective year shall be considered completed when all remedial requirements have been fulfilled.

In the event that a student failed to fulfill the requirements for experiential learning through community participation, a remedial plan is developed at the end-of-year review and recorded on the end-of-year evaluation form. The student and practice tutor will be responsible for the fulfillment of remedial requirements. The respective year of the training shall be considered completed when all experiential learning requirements have been fulfilled.

### **The final project**

If the project committee determines that a student failed to complete the requirements of the final project, the student is given detailed feedback on the deficiencies, guidelines for remediation and a mutually agreed deadline for completion of the requirements.

### **The internship**

If, after completing the internship, a student is not judged competent to work in a professional capacity in the field of Anthroposophic Curative Education, Youth Guidance or Social Therapy, the student, personal tutor, core faculty and internship supervisor will review the deficiencies in the student's professional performance and determine what further training is necessary to address these issues. After completing the recommendations for further training, the student is given the opportunity to repeat the internship.

## **Levels of Certification**

### **Certificate in Foundation Studies**

Students who successfully complete the first year are issued a Certificate of Completion for Foundation Studies in Anthroposophic Curative Education, Youth Guidance or Social Therapy. This certificate does not imply any professional qualification, but may be used to apply for advanced entry into other anthroposophic programs and courses of studies.

### **Diploma in Curative Education, Youth Guidance or Social Therapy**

Students who have successfully completed the coursework, practicum and community participation requirements of all four years are eligible to enter the professional internship. After completion of this internship of at least six months, students are issued a Diploma stating that they have fulfilled all the requirements for professional certification in Anthroposophic Curative Education, Youth Guidance or Social Therapy and are considered competent to work in a professional capacity in this field.

Holders of a Diploma are entitled to use the respective professional designation:

- 'Certified Curative Educator' or 'CCE' (for students studying with a focus on serving children and adolescents aged 0 – 21)
- 'Certified Social Therapist' or 'CST' (for students studying with a focus on serving adults aged 18 – old age)



In addition to the Diploma, students will receive a written appreciation, reflecting their path of learning as documented in their training record. The appreciation is signed by the personal tutor and a representative of the core faculty.



## 10. Entrance Requirements

Participants entering the first year must have completed high school education or an equivalent and be at least 19 years of age.

The program presupposes a solid command of the English language. Applicants whose native language is not English may be required to take the Test of English as a Foreign Language (TOEFL) (institution code #8718). A score of 70 (internet-based)/196 (computer-based) (corresponds to an IELTS score of 5.5) is considered the minimum necessary for admission to the course, though individual sub-scores are also taken into account.

To fulfill the supervised practice placement requirements, students are required to be resident volunteer coworkers of a participating community. Students are enrolled only if they can secure the agreement and support of a participating community. The candidate's participating community must ensure that all legal requirements for the applicant's participation in the work of their community are met, and remains fully responsible for their work as volunteer coworkers. The student must be covered by the community's liability insurance. The participating community must accept responsibility for all fees and expenses. The community is also responsible for providing the student with access to the mentoring and learning experiences required by the program.

Students with significant prior training and experience may qualify for advanced entry into the second year. They must demonstrate that their background is at least equivalent to the first year in terms of relevant practical experience and knowledge, including a good understanding of the anthroposophical foundations of this work. In addition, a minimum TOEFL score of 80/213 (corresponds to an IELTS score of 6.0) is required for advanced entry into second year.

### Admission Process

1. Submission of registration form by authorized person from participating community, including all required materials
2. Review by core faculty and possible requests for additional information or interviews
3. Development of program plan between Camphill School of Curative Education & Social Therapy and participating community
4. Acceptance in the Camphill School of Curative Education & Social Therapy on a one-year trial basis



## 11. Guidelines for Written Work

### Academic Honesty

All written work must meet commonly accepted standards of academic honesty. This means, first and foremost, that all sources of ideas, facts, information and actual formulations must be properly attributed. Failure to do so constitutes plagiarism and will result in an automatic fail grade. In addition, especially in the case of serious and/or repeated plagiarism, students may be dismissed from the program.

To avoid unintentional plagiarism, students must familiarize themselves with the American Psychological Association's (APA) guidelines for use of references, apply them conscientiously and seek help in case of uncertainty about what is acceptable. Academic honesty is the students' responsibility!

### Structuring an Essay

An essay has three main parts:

- Introduction (say what you are going to do)
- Main Body (do it)
- Conclusion (say what you did)

Each part has a specific purpose.

#### Introduction:

In the introduction, you need to tell the reader what you are going to talk about. Imagine that the reader has no idea what the topic of the essay is going to be or why it is even worth writing about. You need to tell the reader:

- what the general topic of your essay is
- why the topic is important or interesting
- what the specific questions are that you are going to discuss
- how and in what order you are going to answer them

#### Main Body:

In the main body of the essay, you will deal with the topic by bringing your information, arguments, evidence, examples, facts, opinions (if appropriate), and whatever else you need in order to address the topic and answer all the specific questions that you developed in the introduction. The main body needs to be structured into paragraphs that follow a logical sequence.

#### Conclusion:

In the conclusion, you need to summarize what you talked about in the main body and relate it back to the original topic and the questions you developed in the introduction. Imagine that, after reading the main body, the reader still hasn't quite understood how all of this is relevant to the topic. Make it very clear and explicit. You need to tell the reader:

- what answers to the specific questions you came up with
- how they all fit together
- how they address the general topic



- which questions are still open or could be asked to deepen the subject

Before you hand in your assignment, please make sure you have edited it for spelling, grammar and style.

### **Formatting Guidelines**

Unless otherwise specified by the instructor, all written work should be submitted in a format following the guidelines of the APA (American Psychological Association) Publication Manual (5<sup>th</sup> edition). Detailed explanations of these guidelines are available from the website of the American Psychological Association ([www.apastyle.org](http://www.apastyle.org)) and various other websites provided by universities and colleges. The Online Writing Lab (OWL) at Purdue University provides a good summary of the relevant guidelines (<http://owl.english.purdue.edu/owl/resource/560/01/>), as does Diana Hacker's Writing Guide ([http://www.dianahacker.com/resdoc/p04\\_c09\\_o.html](http://www.dianahacker.com/resdoc/p04_c09_o.html)).

Please follow the formatting guidelines using a regular 12-point font (such as Times New Roman or Arial). You can set up your document in MS Word by doing the following:

1. Open a new document
2. Click on **File** and **Page Setup**
3. Set the top, bottom, left and right margins to 1" and click **OK**
4. Click on **Edit** and **Select All**
5. Click on **Format** and **Paragraph**
6. Set **Line Spacing** to **Double**
7. Set **Indentation Special** to **First Line**
8. Click on **View** and **Header and Footer**
9. Highlight the header and click on the **Align Right** button in the formatting toolbar
10. Insert **Page Number** in the header by clicking the appropriate button in the header and footer toolbar
11. Type the **short title** before the page number in the header (Short title and page number will now automatically appear at the top right of each page)
12. Close the header and footer toolbar and set up your title page, following APA guidelines
13. Position the cursor at the end of your title page and click **Insert, Break..., Page Break**
14. Write your text, following APA guidelines for references, quotations...
15. At the end of your text, click **Insert, Break..., Page Break**
16. Highlight the new page and click on **Format** and **Paragraph**
17. Set **Indentation Special** to **Hanging**
18. List all the publications you have referred to or quoted in the text according to APA guidelines

Any subheadings you use within your text should be centered. The body of your text should be aligned to the left margin.



## Title Page

Please follow the APA guidelines and make sure your title page includes the following information:

The title of the assignment

Your name

The title of the course  
The name of the instructor  
The date of submission

All of these should be centered.

## References

All published or unpublished materials that you used in writing your paper must be referenced correctly. References in the running text must include the author's last name and year of publication.

### Examples:

As Jones (2003) pointed out, many different approaches have been used to deal with this.

One problem appears to be the recurring lack of stamina (Gardner, 2001).

References for direct quotes must also include the page number.

### Examples:

As Schwenk (1996) describes, it appears "as though it were permeated through and through by a delicate sensitivity" (p. 119).

"On one of her sea journeys she experienced the sea burial of a crew member" (Sander, 2004, p. 88).

At the end of your paper a section titled "References" must include the full bibliographical reference for each work mentioned in your assignment. Please use the format specified by APA guidelines for each type of source. Below are examples of some of the most common types of references.



Authored book:

Schwenk, T. (1996). *Sensitive chaos: The creation of flowing forms in water and air*. London: Rudolf Steiner Press.

Edited book:

Bock, F. (Ed.). (2004). *The builders of Camphill: Lives and destinies of the founders*. Edinburgh: Floris.

Individual article from edited book:

Sander, M. (2004). Anke Weihs-Nederhoed. In F. Bock (Ed.), *The builders of Camphill: Lives and destinies of the founders*. Edinburgh: Floris.

Periodical article:

Prasher, V. & Haque, M.S. (2005). Misdiagnosis of thyroid disorders in Down syndrome. *American Journal on Mental Retardation*, 110, 1-12.

Unpublished manuscript:

Koehler, B. (1998). *Why we're always wrong*. Unpublished manuscript. Glenmoore, PA: Author.

Website:

Neyhart, D. & Karper, E. (2001). *Using American Psychological Association (APA) format (updated to 5<sup>th</sup> edition)*. Retrieved August 29, 2005, from [http://owl.english.purdue.edu/handouts/research/r\\_apa.html](http://owl.english.purdue.edu/handouts/research/r_apa.html)

## **Special Guidelines when Referencing Steiner Lectures**

When referring to individual lectures by Rudolf Steiner taken from a published collection of lectures, please list them as if they were chapters in an edited book. Use the following format and include **date, place and GA number** (serial number in the bibliographical survey of Steiner's complete works) in addition to the title of the lecture. This makes it easier to find the same lecture in a different translation, a different collection of lectures or in the original German. If you are referring to several lectures, list each lecture separately. Note that the date used in the bibliographical reference is always the latest copyright date of the actual publication you are using (**not** the date the lecture was given). If this leaves you with multiple bibliographical entries by the same author, listed with the same year of publication, list them in alphabetical order (by title) and designate them as Steiner (1995a), Steiner (1995b), etc.

Example:

Steiner, R. (1995a). Overcoming nervousness (January 11, 1912, Munich, GA143). In R. Steiner, *Anthroposophy in everyday life* (pp. 25-49). Hudson, NY: Anthroposophic Press.

Steiner, R. (1995b). Practical training in thought (January 18, 1909, Karlsruhe, GA108). In R. Steiner, *Anthroposophy in everyday life* (pp. 1-24). Hudson, NY: Anthroposophic Press.