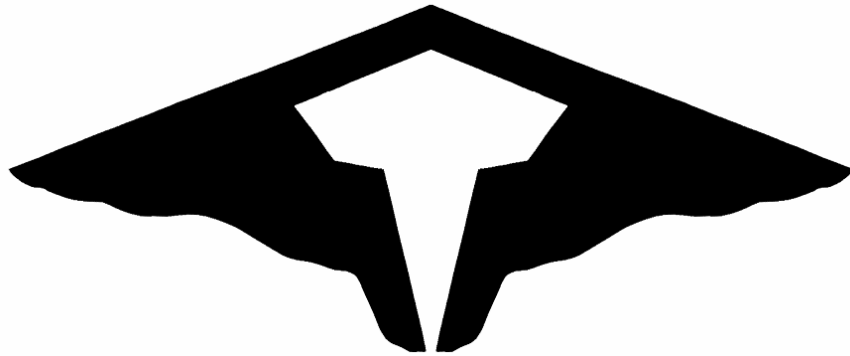


Camphill School of Curative Education & Social Therapy

Foundation Studies

Diploma in Social Therapy



**Social Therapy
Program Handbook
2009/10**



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1. Preface

The Camphill School of Curative Education & Social Therapy offers a Curative Education Program at Camphill Special School in Glenmoore, PA and a Social Therapy Program at Camphill Village, Copake, NY, as well as a Community-Based Extension Program that allows students in participating communities across North America to study Curative Education, Youth Guidance and Social Therapy.

This Handbook for the Social Therapy Program at Camphill Village Copake is intended to give students and faculty an overview of the organization of the program. It serves as a reference for questions regarding curriculum, requirements, assessment practices and responsibilities of faculty and students. In addition to this Program Handbook, the complete Program Manual includes the syllabi for each individual course or practicum, as well as templates for practicum learning agreements. The complete 'Program Manual' is available on request from the Program Directors.

Curriculum and organization of the Foundation Studies and Professional Certification Programs will continue to be reviewed and revised. Everything outlined here is therefore subject to change. All changes will be determined by the Core Faculty and will be communicated to students and faculty as they become effective. If you have any reflections or feedback on the program or on this handbook, please let us know.

The Core Faculty, August 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 for professional studies 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 Social Therapy is awarded after successful completion of a four-year course of studies and an internship of at least six months. The Diploma is endorsed by the International Council for Curative Education and Social Therapy. Studies are practice-integrated and include supervised placements in one of the programs of Camphill Village U.S.A., Inc.

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 Social Therapy** – after four years of practice-integrated study and minimum six-month full-time internship

Holders of the Diploma in Social Therapy are entitled to use the professional designation ‘Certified Social Therapist’ or ‘CST’. Plans to establish a BA-completion route through a suitable degree completion program are being developed. For up-to-date information, please contact one of the Program Directors.

The program is administered by the Core Faculty of the Camphill School of Curative Education & Social Therapy. This group is responsible for curriculum development, instruction, assessment, professional development and evaluation of instructors, as well as the day-to-day running of the program. The Core Faculty appoints program directors, as well as course coordinators, practicum coordinators and class advisors to work with course instructors, practicum mentors and personal tutors and oversee the various programmatic areas. Their roles are described in more detail under ‘Faculty’.



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.

* 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. Educational Approach

The content of the curriculum includes supervised practice, academic and artistic coursework, embedded in the experience of life in a Camphill community with people with special needs. In this educational model, the practice of the fine arts serves a special function. Fine arts are pursued, not just as an end in themselves, but in order to support the deepening of insight, the building of applied social and therapeutic skills and personal development. An artistic approach weaves through all areas of learning. Supervised practice with a focus on guided 'learning by doing' serves the development of capacities of a 'reflective practitioner'. Acquisition of knowledge and deepening of insight are fostered by means of regular and ongoing study in the liberal arts, human studies and fields of particular relevance to professional practice. In dialogue with others, the student is continuously challenged to expand and deepen his/her understanding and become an active and creative thinker. Regular retreats and the ongoing practice of inner disciplines and exercises support meditative practice and inner development. Participation in the life of the community fosters the development of applied social skills.

In the 'Curative Education Course'*, Rudolf Steiner describes a path of disciplines and inner exercises to develop the eight personal qualities of the Curative Educator and Social Therapist. This path of inner development forms the center of the course. It leads to the development of the faculties for healing inner intuitions, healing moral imagination and moral/therapeutic technique. These are the core capacities of the Curative Educator and Social Therapist. In the course of their studies, participants will be introduced to this path and explore ways of working with the specific exercises. Engagement with this inner path is embedded into activities that foster personal growth, as well as the specific auxiliary skills and knowledge necessary for the professional practice of Curative Education and Social Therapy.

Supervised practice ('Learning to Do'), academic and artistic coursework ('Learning to Be'), and participation in community life ('Learning to Be with Others') make up three distinct types of learning experiences, each with its own perspective and approach. They flow together in the overall focus on enabling students to take the learning process into their own hands as reflective practitioners and life-long adult learners ('Learning to Learn').

Practical learning ('Learning to Do') takes place in the context of supervised practice in the various areas of Curative Educational and Social Therapeutic work, in which students in the program participate. Students are mentored by experienced professionals who give feedback and advice, provide examples and guidance, and support the students' exploration.

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



Social and community-building skills ('Learning to Be with Others') are developed through participation in the social, cultural and spiritual life of the community, living and working with children and adults, guided participation in group work and decision-making and through structured learning experiences in group processes, organizational principles and community development. The practice of real conversation and exploration of conversational forms and methods is integrated into different aspects of the program and performs a central function in the development of practical social skills.

Academic study serves the development of the inner life and the enhancement of capacities of observation and reflection ('Learning to Be'). Insight is pursued through artistic and other activities, conversation, the conceptualizing of individual experience, meditation and contemplation, reading, writing and oral presentations. Methods of working with texts and ideas emphasize participation in a process of gaining insight and understanding, rather than schematic presentation of content.

All learning experiences are intended to lay the seeds for a path of life-long learning and to cultivate the capacity for independent personal, social and professional development ('Learning to Learn'). Each subject is addressed through a variety of approaches, reflecting different viewpoints and addressing individual learning styles. Instruction always proceeds from experience, gained through hands-on activity, inner work and artistic practice, lifting the experience to consciousness through reflection and thus attaining conceptual insight. This insight can, in turn, guide the individual's action and refine their observation, thus leading to new and enhanced experiences. Learning how to reflect on one's own experience, gain insight from it and put this insight into practice is the foundation of any path of life-long learning.

The Role of Individual Supervision and Consultation – Class Advisors, Mentors and Tutors

Individualized and self-directed learning is a key element of adult education and requires support through individualized supervision and consultation. These key elements of the educational process are primarily provided by the student's personal tutor, as well as his or her mentors in the various supervised practice settings. While mentors guide and evaluate the student's learning in the context of an area of professional practice, the personal tutor accompanies the total learning experience of the student. The personal tutor also guides and supports the student's path of experiential learning through participation in community life.

Students are required to meet on a weekly basis for individual tutorials with their personal tutor, as well as each of their practicum mentors. In addition to this, each cohort of students is assigned one or two members of the core faculty as class advisors. Class advisors meet with their group of students on a weekly basis to check in, debrief, address questions and concerns and resolve any difficulties in the learning process. Any student may approach their class advisors at any time with issues or concerns that they cannot resolve by themselves. Class advisors provide a direct link between students and core



Camphill School of Curative Education & Social Therapy

faculty and are also responsible for providing guidance and supervision to personal tutors and mentors.



5. Curriculum

The curriculum encompasses three types of learning experiences: supervised practice, academic and artistic coursework and experiential learning opportunities through building supportive relationships with individuals. All three types of learning activities take place side by side and enhance each other. For ease of reference, the components that make up the educational path are listed in these three categories.

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

- 1. Home Life & Care**
Home Life & Care Practicum I, II, III
Home Life & Care Concentration
- 2. Education**
Cooperative Work Practicum I, II, III
Cooperative Work Concentration

Academic and Artistic Coursework – Developing the Faculties

- 1. Artistic Practice**
 - Movement & Performing Arts
 - Clay Modeling
 - Light & Color (Goethe's Color Theory)
 - Geometry
 - Painting, Drawing & Modeling I, II, III
 - Music I, II, III
 - Eurythmy I, II, III
 - Drama
 - Stories, Speech, Poetry and Storytelling
- 2. Insight for Practice**
 - Introduction to Social Therapy
 - Social Therapy I, II, III
 - Medical & Artistic Therapies
 - Therapeutic Application of the Arts
- 3. From Observation to Action**
 - The Human Being I, II, III
 - The Inner Path in Curative Education & Social Therapy



4. Human Development

- Human Development I, II
- Retreat II: Development of Consciousness
- Retreat III: World Evolution
- Embryogenesis

5. Anthroposophical Study and Inner Development

- Anthroposophical Study
- Retreat I: Inner Work in Anthroposophy
- Knowledge of Higher Worlds
- Esoteric Science
- Philosophy of Spiritual Activity
- Retreat IV: Meditative Work & the Point-Circle Meditation

6. Practical Social Skills

- The Camphill Impulse I, II
- Group Work & Facilitation
- Conflict & Communication
- Organizational Development

7. Curative Education in Context

- Disability in History & Society
- Philosophical Perspectives
- Contemporary Social & Political Issues

Building Supportive Relationships – Projects

In every year the student is required to do an individual Project, which combines experiential learning with self-reflection and an increasing degree of research.

First Year Project

The student engages with a person with disabilities (project partner) by spending at least an hour once a week for twelve weeks supporting him or her in developing a new experience, for example to learn a new hobby, sport, skill or mode of artistic expression. The purpose is not only to impart a new experience but also to develop a relationship with the person involved and to reflect on this process. The student is required to keep a journal of each week's activity. Student and project partner then share the results of their activity in an open forum with members of the community. The entire process is also brought together in a binder, including photographs, artwork and an assessment of what the student has learned through this project.

Second Year Project

The student works for at least four months with a person with disabilities (project partner) to help recall and explore his or her life story. This entails weekly hour-long meetings,



assembling photographs, speaking with relatives and friends, discussing significant turning points and changes, discussing the different life periods and opening the opportunity to develop a healing picture of the entire life path. The student will keep a journal of these meetings. This culminates in a festive biography-sharing event, including relatives and friends. The student is also expected to create a written text outlining the actual biography as well as the learning process of working with the project partner. In this the student is expected to demonstrate an understanding of the underlying principles of biography as developed out of anthroposophy.

Third Year Project

The Third Year Project is the experiential aspect of what will become the Fourth Year Research Paper. The student will choose an aspect of Social Therapy which interests him or her and create an activity with a group of persons with disabilities (project partners) in that particular field. This could be, for example, in the field of work (land or crafts), home life, therapy, the art etc. This is not merely an activity, but an action research based on a question, for instance “How can the art of drama enhance healing for the individual and the group?” The student will keep a journal of the process of this activity, which should unfold over a period of at least four months. The group will give a demonstration of their research activity at the end of the Third Year. This experiential process as well as the journal and notes will be monitored and assessed by the project mentor.

Fourth Year – Final Project

This is a capstone experience with a substantial research component. (see Chapter 11 for details.)



6. First Year

Practica:	Home Life & Care Practicum I Cooperative Work Practicum I
Courses:	Introduction to Social Therapy Anthroposophical Study Clay Modeling Geometry Human Development I The Human Being I (Observation) Movement & Performing Arts Retreat I: Inner Work in Anthroposophy
First Year Project:	Developing a New Experience

Practica

Home Life & Care Practicum I

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

First year students in Social Therapy typically come to the course from a variety of different backgrounds. They bring with them their personal experience of sharing a home with family and friends, helping in the management of a household, caring for and being cared for by other members of their household. This experience is often unreflected and intimately connected with emotions and memories of childhood and family life. During the First Year Practicum in Home Life & Care, students join an extended family-type household, including adults with special needs and other staff. The practicum provides an opportunity and challenge to recognize that the ability to share a home and take responsibility for the wellbeing of a house community is not a given, but needs conscious and deliberate attention. This involves the development of a large variety of practical skills, as well as social tact and heightened awareness. First year students are given significant responsibility in supporting and accompanying adults with special needs. Under the supervision of house parents and other senior coworkers, this task becomes the focus of their activity in the household. Students will also be required to implement exercises and activities taught in other courses under the supervision of their mentor. By the end of the first year practicum, students should be confident in their ability to participate as members in an extended family-type house community and to provide routine care and support to adults with special needs.

Cooperative Work Practicum I

(150 hours supervised practice, 15 hours tutorial)

Cooperative Work Practicum I is a hands-on introduction to cooperative work situations including adults with special needs. As assistants in a workshop or work



area, participants are introduced to basic attitudes and practices in the context of a social therapeutic work environment. Under the instruction and direct supervision of a mentor/workshop leader, participants develop first-hand experience in one-on-one support and work in small groups. As assistants to the workshop leader, they are also involved in various aspects of personal care and workshop maintenance and management.

Courses

Introduction to Social Therapy

(45 contact hrs)

'Introduction to Social Therapy' covers a broad range of topics fundamental to work in with adults with special needs. The course is taught by various instructors, covering topics such as the basic skills and attitudes of care, approaches to living and working with adults with special needs, social hygiene, rhythm in health and wellbeing, the festival life in a social therapeutic community, becoming a friend with a person with special needs, the history of the Camphill Movement. Much of the course is taught through hands-on activities. 'Introduction to Social Therapy' aims to equip students with practical tools, encourage them to adopt a reflective attitude towards their work, and recognize the scope, attitude and context of social therapeutic practice. The course also includes basic training in First Aid, CPR, Fall Prevention, SCIP (non-violent crisis intervention), the ethics of touch and medication administration.

Anthroposophical Study

(34 contact hrs)

This course provides a basic orientation to anthroposophic concepts of individual human existence. It provides a basic framework upon which contemplative, pedagogical, therapeutic and diagnostic concepts of Social Therapy can be built.

Human Development I

(30 contact hrs)

This is an introductory course to acquaint students with typical developmental life phases as they can be recognized in the human biography. By giving an outline of general milestones in the development of body, soul and spirit, an understanding of what is typical and appropriate begins to emerge, but also a sense for what is unique in any given phase of a biography.

The Human Being I (Observation)

(34 contact hrs)

In order to work out of diagnostic insight, the Social Therapist needs to develop refined observational capacities and the ability to recognize the essential gesture of observed phenomena. The Social Therapist needs to have a particular sense for processes of metamorphosis that unfold over time. Through various exercises and activities, this course aims to develop the ability to perceive and describe natural phenomena and the human being. Participants learn to become aware of the principles



and ideas behind the phenomena. By working with the principle of metamorphosis as the basis of all development and transformation, participants move from static concepts to a dynamic 'thinking in process.'

Clay Modeling

(9 contact hrs)

As part of the overall artistic curriculum, the work with clay specifically aims to further the understanding of three-dimensional transformations in natural processes. In addition, the exploration and education of the student's inherent artistic abilities will help awaken their individual creativity.

Geometry

(8 contact hrs)

This course provides a hands-on introduction to the principles of projective geometry.

Movement & Performing Arts

(50 contact hrs)

This course consists of various blocks introducing students to some of the following disciplines: music, drama, spatial dynamics, speech formation, folk dancing and eurythmy. Students explore these six disciplines for their own artistic practice and for their work. The course lays a foundation for more intensive engagement with the performing arts in subsequent years of the program.

Retreat I: Inner Work in Anthroposophy

(25 contact hrs)

Anthroposophic Social Therapy is founded on the view that spiritual and professional practice can never be separate. Inner work and meditative practice are tools that allow the Social Therapist to enter his or her work as a path of learning and personal growth. Questions of contemplative practice and spiritual discipline are best explored in a retreat format, through a balanced combination of study, social and artistic exercises. This retreat provides space for an open-ended exploration of participants' relationships to spirituality and meditative practice, as well as an introduction to some basic tools and exercises for inner work.



7. Second Year

- Practica:** Home Life & Care Practicum II
Cooperative Work Practicum II
- Courses:** The Human Being II
Light & Color (Goethe's Color Theory)
Music I
Eurythmy I
Human Development II
Disability in History and Society
Social Therapy I
Painting, Drawing & Modeling I
Drama
Knowledge of Higher Worlds
Retreat II: Development of Consciousness
Workshop: The Camphill Impulse I
- Second Year Project:** Exploring a Life Story
- Field Experience:** One week visit to another Camphill community

Practica

Home Life & Care Practicum II

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

During their second year practicum in Home Life & Care, students are introduced to the multi-dimensional aspects of home life under the guidance of a senior house parent serving as mentor. Students are expected to approach the various tasks of the homemaker with an open mind, and show enthusiasm for participation in the life and tasks of the house community. The mentor will support the student in finding different approaches and strategies to deal with the rigors of home life, and to gain the capacity of a responsible house community member. By the end of the second year practicum, students are expected to have gained a wider understanding and knowledge of the homemaker's tasks, including personal care and support, household responsibilities and home activities interfacing with the wider community (such as festivals, excursions, community events and the community's religious life).



Cooperative Work Practicum II

(150 hours supervised practice, 16 hours tutorial)

Students entering the second year education practicum are expected to have some prior experience in the area of cooperative work. This experience may have occurred in a wide variety of settings, and students will typically have had little formal responsibility and worked mostly under direct supervision of the workshop leader. Cooperative Work Practicum II challenges participants to assume a more responsible role and become less dependent on direct supervision. During their second year practicum, students participate as assistants in various workshop settings. With mentoring and support by the workshop leader, they learn to independently lead small groups or support individuals in work processes through activities set up by the workshop leader. Participants are also expected to develop the observation and communication skills necessary to give appropriate feedback on activities to the workshop leader. In addition, participants will expand their capacity in assisting with general workshop management, supporting workshop participants.

Courses

Music I

(22.5 contact hrs)

In building musical skills, participants in this course will learn a repertoire of seasonal songs to provide the basis for future work in house and community.

Eurythmy I

(22.5 contact hrs)

This course introduces students to basic elements of eurythmy as a movement art. The practice of eurythmy is a tool to strengthen capacities of will, and open up and enliven the soul as an instrument for Social Therapy.

The Human Being II

(50 contact hrs)

This course consists of distinct units covering various aspects of the anthroposophically extended understanding of the human being. It begins by considering the human as a four-fold being. It then explores a threefold perspective of the human being in spirit, body, and soul, the twelve senses, the human soul, the four ethers, and the seven life processes. The course aims to awaken a growing interest in the complexity of the human being and the interconnectedness of body, soul, and spirit. Participants learn to refine their observational skills through differentiated thinking and an appreciation of the spirit's manifestations in body and soul. Basis for this understanding is the principle of metamorphosis in all development.

**Light & Color (Goethe's Color Theory)**

(8 contact hrs)

The observation of phenomena in the Goethean sense is fundamental for the Social Therapist. It leads to practice in the synthetic method essential to correct recognition of syndromes in challenged children and adolescents. The Goethean approach is especially suited to providing a strictly phenomenological approach, teaching the student to balance the one-sided scientific/theoretical method as exemplified by Newtonian principles.

Human Development II

(30 contact hrs)

This course builds on Human Development I. It focuses on human development from birth through death and includes a consideration of Steiner's description of life between death and rebirth in relationship to the developmental path. Various aspects of development are considered in more depth, leading to a more diagnostic focus that will allow students to recognize developmental crises, conflicts and challenges as part of the individual's biographical path.

Disability in History & Society

(16 contact hrs)

This course explores how attitudes and approaches to education and disability have evolved over time as a consequence of changing social and cultural circumstances. The course also includes a cross-cultural anthropological perspective, exploring views of disability and education in non-Western societies. It shows how approaches to the treatment of children with disabilities originate in culture-specific and views of what it means to be human. The cross-cultural and historical perspectives allow students to see their own work, and the work of Camphill and Anthroposophic Curative Education and Social Therapy within a broader context, and to appreciate the complex relationship between social conditions, spiritual-cultural orientation and pedagogical practice.

Social Therapy I

(45 contact hrs)

This is the first course of the three-year progression into the profession of Social Therapy. Based on the introductory year in the main principles of Rudolf Steiner's Anthroposophy and the background and history of Camphill, this course proceeds to develop an understanding of the underlying social ideals in Rudolf Steiner's work and how those are applied in the context of Camphill's communities for Social Therapy; that is work with adults with disabilities. What is the social context in which any human being finds it possible to unfold his or her unique destiny? How can this be understood and supported? The course includes a study of König's 'Three Pillars of Camphill' and the 'Three Essentials of Camphill', Rudolf Steiner's 'Threefold Social Order' and 'Fundamental Social Law', as well as König's first set of 'Village Conference Lectures', published in the book 'In Need of Special Understanding.



Drama

(28 contact hrs)

Following the indications for dramatic art by Rudolf Steiner, the students prepare themselves through exercises to play a role in a play, puppet show or similar performance together with others. This involves practicing speech, dramatic gesture and rehearsals. This course aims to bring about a social process through drama.

Painting, Drawing & Modeling I

(15 contact hrs)

Color exercises, self-portraiture, landscape drawing and modeling exercises will provide the student with the opportunity to playfully reacquaint himself or herself with artistic expression and regain a sense of joyful confidence in it. Practical skill and familiarity with basic media and technique will allow the student to participate fully in other courses which will often call upon artistic expression to deepen understanding of a particular concept.

Retreat II: Development of Consciousness

(25 contact hrs)

Participants are introduced to the changes of consciousness in the historical development of humanity. This picture of the cultural evolution of consciousness gives a background for understanding the different stages of consciousness also found in the individual evolving human being. Participants will also become aware of the wider historical context in which present-day humanity finds itself. Participants will have an opportunity to develop an appreciation for the multiplicity of stages of consciousness which we can experience in the present time.

Workshop: The Camphill Impulse I

(15 contact hrs)

This workshop uses a retreat format to discover and explore some of the inner aspects of the Camphill Movement and the impulse that led to its foundation. This is done through reading, presentations, conversation and artistic work.

Knowledge of Higher Worlds

(50 contact hrs)

Steiner's book 'How to Know Higher Worlds' is an account of a path of inner development, including exercises that allow the development of refined faculties of feeling, judgment and perception. It provides opportunities for in-depth engagement with questions of spiritual practice and inner development. Opportunities to facilitate the group discussion build practical social and communication skills.



8. Third Year

Required Practica: Home Life & Care Practicum III
Education Practicum III

Courses: The Human Being III
Music II
Eurythmy II
Painting, Drawing & Modeling II
Philosophical Perspectives
Group Work & Facilitation
Social Therapy II
Stories, Speech, Poetry & Storytelling
Esoteric Science
Retreat III: World Evolution
Workshop: Embryogenesis

Third Year Project: Action Research in Social Therapy

Practica

Home Life & Care Practicum III

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

Having become more secure and confident in their work, students in their third year are expected to show more flexibility and be able to adapt to the needs of a wider range of situations in the same household. Third year students should be able to transfer their knowledge and experience in personal care to others. In addition, students in their third year will be relied on to support the houseparent in various tasks with increased responsibility and independence. Third year students exercise their initiative and apply their skills in a more collaborative manner. They may now take on duties, such as participating in support plan development, organizing social and recreational activities and preparing the house for seasonal festivals under the guidance of the houseparent. By the end of the third year practicum, students are more involved with home life out of their own interest, able and ready to carry on tasks with less supervision, and recognized as a substantial support member of the house team. At the end of the third year practicum, students should have the necessary skills and attitudes to assume the role of an assistant/apprentice houseparent.



Cooperative Work Practicum III

(150 hours supervised practice, 16 hours tutorial)

By the time students enter the third year, they have already acquired significant experience as assistants in the workshop program. Through their involvement in various work settings they have learned to independently lead work activities set up by the workshop leader, and to give appropriate feedback. Now, they are challenged not only to implement activities developed by the workshop leader, but also to become partners in developing and reviewing activities and plans. Third year students are entrusted with responsibility for their own part of the overall workshop program. In carrying this responsibility, they are actively supported by their mentor with advice and feedback. By the end of the third year Cooperative Work Practicum, students will be able to assume the role of assistant workshop leader.

Courses

Music II

(22.5 contact hrs)

This course builds on the content of Music I. It provides an introduction to music theory, focusing on key signatures, harmony and rhythm. Students learn to develop accompaniments to songs, using a variety of musical instruments.

Eurythmy II

(22.5 contact hrs)

Building on Eurythmy I, this course aims to further deepen the capacity of soul experience through movement. Students are also introduced to key aspects of the use of eurythmy in its relationship to human development.

The Human Being III

(65 contact hrs)

This course builds on the general understanding of the human being as a being of body soul and spirit developed in Human Being I and Human Being II, by exploring the imbalances, disturbances and pathologies that can be present in the human constitution. Taking a phenomenological approach to symptomatology and diagnosis, participants are challenged to apply their observational skills and capacities in order to perceive and understand such imbalances and describe them in terms of the relationships and interactions of body, soul and spirit and their various aspects. This path requires of the Social Therapist educator knowledge and appreciation of his or her own imbalances, leading to the development of empathy as a tool for entering into the life situation of another person. Participants in this course will be challenged to awaken their interest in imbalances of constitution, development, behavior and social integration, develop empathy through artistic and experiential activities, to apply the anthroposophic understanding of the human being to these imbalances, and to understand various therapeutic activities in their relationship to these imbalances.



Painting, Drawing & Modeling II

(15 contact hrs)

This course builds on the expertise developed in Painting, Drawing & Modeling I.

Philosophical Perspectives

(15 contact hrs)

This course gives an overview of current approaches to the study of the human being. The aim is to develop a large-scale map of major schools of thought, and to locate Anthroposophic Curative Education and Social Therapy in relation to this map. This provides students with the opportunity to engage with a range of philosophical perspectives, which they may encounter in their professional work. A familiarity with these perspectives will allow students to enter into informed dialogue.

Group Work & Facilitation

(15 contact hrs)

Curative Education requires constant teamwork and collaboration with colleagues. Sound group work skills and the capacity to participate in and lead groups are therefore essential. This course will build the capacity to design, conduct and review business meetings. It will teach basic group roles, procedures and conduct. The underlying philosophy behind this group work course is based on the notion that:

- A group of people meeting regularly form a “chalice” or “cup” into which content flows and spirit moves.
- That this kind of group work creates the possibility to address issues in a thorough, effective and insightful way.
- Decision making in this group work approach is based on consensus building methodologies that tend towards horizontal, rather than vertical, authority structures.

Social Therapy II

(60 contact hrs)

This course builds on Social Therapy I in which the student became aware of the importance of the social context of the human being for his or her wellbeing. In particular, the student learns about the ideals and practices which support therapeutic living for every human being and especially those with disabilities. In the second series of ‘Village Conference Lectures’ by Karl König, the student gains insight into the process of transition into adulthood which brings a human being into relationship with the world, and how this can be brought into balance through Social Therapy.

Stories, Speech, Poetry & Storytelling

(32 contact hrs)

Participants will explore the content and meaning of stories, myths and fairy tales, as well as the discipline and art of speech and drama. By working consciously on movement, breathing, listening and speech exercises, the students can improve articulation, tone quality, voice production, rhythm and expression in their speaking. Poems and short stories are introduced for the students to speak. This gives them an



opportunity to practice and gain confidence in speaking to a group of people or in performance.

Retreat III: World Evolution

(25 contact hrs)

This course in form of a retreat aims to evoke reverence by awakening participants to an appreciation of the origins of the living spirit, the living soul, the living and physical body of the human being and their interconnectedness with the earth and the cosmos. The course explores a spiritual perspective on world evolution (based on Rudolf Steiner's spiritual research) to complement the commonly known materialistic account.

Workshop: Embryogenesis

(15 contact hrs)

This workshop looks at embryonic development from a biological, phenomenological and spiritual-scientific perspective. This exploration leads to the recognition of fundamental principles in human development and the process of incarnation. The workshop is enhanced and supported through artistic activities.

Esoteric Science

(50 contact hrs)

Rudolf Steiner's 'Esoteric Science' is considered one of the foundations of anthroposophic spiritual science. It develops the idea of a science of the supersensible world and gives an overview of methods and content of such a discipline. A group study and discussion of this complex material allows participants to deepen their understanding of the philosophical background to Anthroposophic Curative Education and Social Therapy. The practice of disciplined group work also builds practical social and communication skills.



9. Fourth Year (Draft)

- Required Practica:** Practicum Concentration of choice:
- Home Life & Care Concentration
 - Cooperative Work Concentration
- Courses:**
- Music III
 - Eurythmy III
 - The Inner Path in Curative Education & Social Therapy
 - Contemporary Social and Political Issues
 - Painting, Drawing & Modeling III
 - Conflict and Communication
 - Organizational Development
 - Social Therapy III
 - Medical & Artistic Therapies
 - Therapeutic Application of the Arts
 - Philosophy of Spiritual Activity
 - Retreat IV: Meditative Work & the Point-Circle Meditation
 - Workshop: The Camphill Impulse II
- Final Project:** Thesis (based on third year action research)

Practica

Home Life & Care Concentration

(600 hours supervised practice, 25 hours tutorial)

Fourth Year students choosing to focus on Home Life & Care become full members of a house parent team, supporting the lead house parent(s) in all aspects of home life. The student is expected to responsibly fulfill household tasks without supervision. He or she participates in the instruction and supervision of other coworkers, assisting them whenever necessary and recognizing when help is needed.

The fourth year student assumes full responsibility for the house community in the absence of the lead house parent(s). Certain homemaker responsibilities which are more delicate and require sensitivity and maturity may now be taken on by him or her, such as dialoguing with parents, administering homeopathic remedies for common sickness, representing the house community at team meetings for particular adults, taking part in team meetings, etc.

By the end of the Fourth Year, students choosing the Home Life & Care emphasis should be able and confident to assume the role of lead house parent.

Cooperative Work Practicum

(600 hours supervised practice, 25 hours tutorial)

Students choosing the Cooperative Work Concentration are assigned to a workshop as 'apprentice workshop leaders.' Students work with an experienced mentor and take



on tasks and responsibilities of a workshop leader under his or her guidance. This includes participation in the relevant groups and meetings. By the end of the fourth year practicum, students will have the skills and capacities necessary to carry a curative social therapeutic workshop, with the support of experienced mentors available as needed.

Courses

Music III

(22.5 contact hrs)

Music III builds on the content of the preceding music courses. The skills and concepts developed in earlier courses are led into practical application in community setting.

Eurythmy III

(22.5 contact hrs)

Building on previous eurythmy courses Eurythmy III aims to deepen the experience of movement and enhance the element of artistic work, as well as the understanding of eurythmy as a social therapeutic tool.

The Inner Path in Curative Education & Social Therapy

(34 contact hrs)

The ability to meet individuals and their developmental challenges with a healing and harmonizing gesture requires more than just diagnostic knowledge and technical skill. The recognition that in order to help the individual with disabilities, the educator also needs to be on a path of inner growth is central to anthroposophic Curative Education and Social Therapy. Curative Educators and Social Therapists therefore need to acquire tools for inner work, self-reflection, and self-education. The path from observation of symptoms to ideas and skills for healing actions requires a contemplative activity that needs to be practiced and cultivated. In this course, participants are introduced to a path of inner development for educational and social therapeutic processes. The course is built on the foundations of an anthroposophically extended understanding of the human being with regard to the interconnectedness of spirit, body, soul (see Human Being I&II). Participants deepen their exploration of archetypal constitutional, developmental behavior and biographical imbalances and their polarities (see Human Being III). On hand of exemplary case studies participants practice ways of finding ideas for harmonizing imbalances in human constitution and life situations.

Painting, Drawing & Modeling III

(15 contact hrs)

This culminating visual arts course offers the student the opportunity to express the true nature of humanity through an art project. Using any of the three core texts of the anthroposophical study courses as inspiration, the student will create an art work demonstrating his or her understanding of any aspect of the expanded image of the



human being. Individual subject matter and choice of media will be discussed and developed with the course instructor.

Therapeutic Application of the Arts

(15 contact hrs)

This course considers the therapeutic application of the fine and performing arts and includes discussion of the basic principles of anthroposophic art therapy.

Contemporary Social & Political Issues

(15 contact hrs)

As professionals in the context of education and human services, Curative Educators need to cultivate an ongoing awareness of current social and political issues affecting their field of work. This course explores contemporary trends and issues on hand of recent professional publications. The format is discussion-based.

Conflict & Communication

(15 contact hrs)

Social Therapists often work in organizations and institutions of a non-hierarchical nature. Such institutions encourage conflict and require high levels of communication between individuals. Conflict is viewed as a potentially health-giving dynamic. The aim of this course is to give an introductory overview of how social processes can create healthy situations for conflict and transform damaging conflicts into individual and institutional growth.

Organizational Development

(15 contact hrs)

Social Therapy takes place within the organizational framework of a community, a therapeutic center or a school. Such anthroposophically-based organizations tend to be non-hierarchical, rapidly changing entities. This course will allow students to identify the purposes of organizational structures, to identify the stages of organizational development, to understand diagnostic tools for assessing organizational health and to understand the management of organizational transformation.

Social Therapy III

(30 contact hrs)

Medical & Artistic Therapies

(34 contact hrs)

The students will be introduced to the deeper background of the therapies arising out of anthroposophy. The potential application of specific therapies will be described in response to the constitutional imbalances and therapeutic needs of the person. The aim of the course is to demonstrate the whole spectrum of artistic and medical therapies as necessary and potent healing tools for the human being.



Retreat IV: Meditative Work & the Point-Circle Meditation

(25 contact hrs)

This retreat introduces participants to working with the 'Point-Circle Meditation' as a meditation for the inner development of the Curative Educator. This meditation was originally developed in Rudolf Steiner's 'Curative Education Course' and is explored through study, conversation and artistic activities. Work with the 'Point-Circle Meditation' leads to the development of empathy and inspirational creativity. Through its practice, meditative work becomes directly relevant to the work with people and their life situations.

Workshop: The Camphill Impulse II

(15 contact hrs)

This retreat is a continuation of Camphill Impulse I. More subtle and inner aspects are brought to the attention of the participants to develop a deeper understanding of significant individuals and developments for the wider context of the civilization impulse of Anthroposophy.

Philosophy of Spiritual Activity

(50 contact hrs)

Rudolf Steiner's 'Intuitive Thinking as a Spiritual Path (Philosophy of Freedom)' is considered the philosophical foundation of anthroposophic spiritual science. Starting with a phenomenological account of the foundations of knowledge, Steiner develops a non-reductionist monism capable of recognizing and encompassing creative spiritual activity as the essence of human freedom. A group study and discussion of this complex material allows participants to deepen their understanding of the philosophical background to Anthroposophic Curative Education and. The practice of disciplined group work also builds practical social and communication skills.



10. Faculty

Core Faculty and Extended Faculty

In integrating liberal arts education and professional studies into the life of participating Camphill communities, the Camphill School of Curative Education & Social Therapy draws on a broad range of experience and a large pool of potential instructors from within and beyond the community. The program is faculty-administered and the organization of the faculty reflects the structure of the course.

The Core Faculty carries programmatic and administrative oversight of the program. The Core Faculty appoints a Program Director, who serves as faculty chair and administrative leader. The Core Faculty is also responsible for curriculum development, strategic planning, review of course quality, the implementation of faculty peer review processes and professional development of faculty.

The Core Faculty appoints Course Supervisors, Practicum Supervisors and Class Advisors from its membership to oversee the different areas of instruction. They serve as liaison with the extended faculty, which includes Course Instructors, Practicum Mentors and Personal Tutors. Together with the Program Director, Course Supervisors, Practicum Supervisors and Class Advisors ensure the appropriate implementation of all aspects of the program.

Program Director

The Program Director maintains an awareness of the totality of the program and serves as internal and external point of contact. The Program Director oversees the administrative aspects of the program and works with Course/Practicum Supervisors and Class Advisors to ensure flow of communication and appropriate process and documentation regarding all aspects of the program.

Course/Practicum Supervisors

Course Supervisors and Practicum Supervisors have programmatic oversight of a particular area of coursework or a group of thematically related courses. Course/Practicum Supervisors are responsible for revising and updating the syllabi for their courses. They work with Course Instructors/Practicum Mentors to ensure that courses and practica are taught and assessments are conducted appropriately, and that documentation is complete and up-to-date. Course/Practicum Supervisors also review course evaluations and student feedback.

Class Advisors

Each cohort of students is assigned two members of the Core Faculty as Class Advisors to accompany their learning process. Class Advisors also serve as liaison between Personal Tutors and Core Faculty. They work with Personal Tutors to ensure that the tutoring process is being conducted appropriately, that guidelines for compiling



experiential learning portfolios are being met and that proper documentation is in place. Class Advisors meet with their class on a weekly basis.

Course Instructors

Course Instructors are selected by Course Supervisors on the basis of competency to teach a particular course or section of a course. Course Instructors are responsible for conducting their sessions in accordance with the guidelines given in the Program Manual and syllabus, completing assessments and turning in all required documentation to their Course Supervisor in a timely manner. Course Instructors are also expected to support Course Supervisors with regard to curriculum development, review and revision of course design.

Practicum Mentors

Practicum Mentors are nominated by the groups responsible for the various areas of field experience and supervised practice and approved by the Practicum Supervisor. Practicum Mentors are responsible for implementing the mentoring process as described in the Program Manual and practicum syllabus, completing assessments and turning in all required documentation to their Practicum Supervisor in a timely manner. Practicum Mentors are also expected to support Practicum Supervisors with regard to curriculum development; review and revision of course design.

Mentors must be experienced practitioners in their specific field of work within a curative educational or social therapeutic context. They must have the skills and resources to guide and facilitate the practical learning process and be able to give feedback, review and evaluate learning.

Personal Tutors

A Personal Tutor is appointed for each student from the membership of the participating community's senior coworker circle. Personal Tutors are selected in dialogue between student, Class Advisors and senior coworkers, and approved by Class Advisors. Personal Tutors are responsible for the tutoring process as described in this manual, support the student's development of an experiential learning journal through participation in community life, evaluate the journal and submit all required documentation to Class Advisors in a timely manner. They are also expected to support Class Advisors with regard to the development, review and revision of the guidelines for tutoring and experiential learning through participation in community life.

The Personal Tutor also supports the student with regard to his or her integration into the community and cultivates an interest in the biographical dimension of the student's learning path. The Personal Tutor serves as general advisor to the student, providing a first point of contact for any difficulties, issues or concerns. It is the responsibility of the Personal Tutor to assist the student in seeking help and support and finding appropriate ways of addressing any challenges or obstacles that may arise in the learning path.



Conditions

Faculty members should have completed an appropriate level of education and have sufficient experience to test and deepen their knowledge and skills in the different spheres of their work.

In order to convey the basics of their field, faculty members must have an overview of the many issues involved, be able to generalize from personal experience and be engaged with research in their field. Instructors must be able to see their own subject in its wider context and in its relationship to other relevant disciplines.

Faculty members should be experienced in multidisciplinary work in the context of non-hierarchical self-administered organizations, and be able to recognize the significance of their work within the general social, political and cultural context. The Core Faculty is responsible for facilitating the faculty's ongoing professional development in content areas and methods of instruction.



11. 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 projects, compiled under the guidance of the personal tutor. The projects contain reflections on activities and the learning gained by them. The student is responsible for identifying and pursuing such learning experiences in accordance with the appropriate guidelines. The personal tutor acts as a facilitator in this process and evaluates the projects against the criteria established in the curriculum.

Evaluation forms for courses, practica and projects 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.

Requirements for Completion of the Program

- Completion of the First Year (or equivalent, as determined upon admission)
- Completion of the Second, Third and Fourth Year
- Final project
- Internship in Social Therapy
- Final review conversation

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



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 learning path and demonstrate an ability to apply practical therapeutic skills out of diagnostic insight. It should reflect the aesthetic orientation of practice in Curative Education and Social Therapy, and bear witness to a process of personal growth and transformation.

The final project in Social Therapy is a thesis, building on the practical experience of the third year project. All that the student gains as experience from and reflection on the Third Year Project becomes the basis for a research paper in the Fourth Year. At this stage the experience is broadened and deepened through academic research to become a written paper of 10,000 words substantiated by a range of references and developed through original insight of the student. It is to be a paper that adds to the evolving body of understanding in the discipline of Social Therapy.

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

Internship in Social Therapy

The internship in Social Therapy 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 Social Therapist.

The internship may be completed at any Anthroposophic Social Therapy center, under the guidance of a suitably qualified supervisor. During the internship, the student should not be supervised by any of his or her previous practicum mentors.

During the internship the student fulfills the role of a fully qualified 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 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. 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 program

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 may, at the discretion of the core faculty, 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 respective year of the training 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 may, at the discretion of the core faculty, be developed at the end-of-year review and recorded on the end-of-year evaluation form. The student and personal 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 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 education is necessary to address these issues. After completing the recommendations for further professional development, the student is given the opportunity to repeat the internship.

Levels of Certification

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

Certificate in Foundation Studies

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

Diploma in 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 in Social Therapy. After completion of this internship of at least six months full-time practice, students are issued a Diploma stating that they have fulfilled all the requirements for professional certification in Anthroposophic Social Therapy and are considered competent to work in a professional capacity in this field. Holders of the Diploma in Social Therapy are entitled to use the professional designation 'Certified Social Therapist' or 'CST'. In addition to the Diploma, students will receive a written appreciation, reflecting their path of learning as documented in their training record.



12. Entrance Requirements

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

The course presupposes a solid command of the English language. Applicants whose native language is not English will 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 in the Social Therapy Program are usually required to be resident volunteer participants at Camphill Village USA in Copake, NY. Participation by others is arranged on a case-by-case basis.

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 volunteer coworker application to Camphill Village USA, Inc., including all required materials, as well as a statement of intent to study curative education. (Applicants who are already members of the community should submit a statement of their intent to participate in the training course to the Core Faculty.)
2. Admission interviews with coworker admissions group and core faculty
3. Acceptance as a resident coworker of the community
4. Acceptance into the Social Therapy Program on a one-year trial basis



13. 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 (5th edition). Detailed explanations of these guidelines are available from the website of the American Psychological Association (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).

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 5th edition)*. Retrieved August 29, 2005, from 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.



14. Development of BA-Completion Options (Pending)

The Camphill School of Curative Education & Social Therapy is a member of the University of the State of New York's National Program on Noncollegiate Sponsored Instruction (National PONSI). Currently, only the courses and practica that make up the four years of study leading to the Diploma in Curative Education have been evaluated and received extensive college credit recommendations, which can be reviewed at www.nationalponsi.org.

It is planned that the various components of the Social Therapy Program will also be submitted for such an evaluation in the near future. A successful evaluation will allow students to participate in Excelsior College's transcript service for National PONSI member organizations and receive actual college credit for their work. Once established, this will open up the possibility of transfer into BA-completion programs, such as Prescott College's Adult Degree Program (ADP), which currently allows students in the Curative Education Program to complete a BA during a fifth year.

For current information on the status of the credit evaluation process, please contact the Program Director.



15. Core Faculty – Social Therapy Program

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