



Camphill Communities California

Training in Social Therapy Catalog

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CAMPHILL TRAINING COURSE – INTRODUCTION

AN INTRODUCTION TO THE CAMPHILL TRAINING IN SOCIAL THERAPY

Camphill began in 1939 when Dr. Karl König (1902-1966) left Austria just prior to World War II and, with a few followers, started living and working with mentally retarded children in Scotland. This way of life: the awareness of human interdependence, of community life and work, and sharing their lives together has been the continuing goal of Camphill ever since. It has spread to three continents. There are schools and adult villages in Europe, South Africa, and since 1959, America. In North America, courses of study to prepare adults for active professional lives of service in Camphill communities and related endeavors take place at Camphill Village USA, Copake, New York, Camphill Special Schools and Camphill Soltane, Glenmoore, Pennsylvania and Camphill Communities California, Soquel, California.

In 1961, "Camphill Village USA" opened with its property in Copake, New York. There, a warm and wholesome community of interdependence among people, both with and without disabilities, has developed and matured. Craft shops, farm, gardens, coffee shop, and gift shop, homes, and the community hall provide purposeful activities within the pulse of this rich life. Within this vibrant community, the Training for Social Therapy is focused on the understanding and needs of the adult with developmental disabilities.

In 1963, "Camphill Special Schools, Inc." opened with its own property, "Beaver Run", in Glenmoore, Pennsylvania. Devoted to children with mental retardation and other developmental disabilities from ages five to twenty-one, the Camphill community at Beaver Run has hosted the Camphill Training for Curative Education for over thirty-five years. Special needs students up to twenty-five years old are included in a transition program located on the grounds of adjacent "Camphill Soltane". The Camphill Training in Curative Education is focused on the understanding and needs of the developing child. This branch of the training has been eligible to admit F-1 international students since its inception.

In 1998, Camphill Communities California began on a 3 acres property, overlooking the Monterey Bay, in Soquel, California. After two years, a second adjacent property of roughly 3 acres was purchased and presently our community consists of 4 homes (2 large and 2 small) for a residential program, a weavery for our weaving program and a barn as a focus for a garden/land program. We are a community consisting of roughly 30-35 members, half of which have developmental disabilities. We have used Camphill Village USA as a model for creating life and work in our community as well as for creating our training program in social therapy. Since 1998, our training program has evolved into a 4-year training program. As an adult community, our training program is focused on understanding the needs of adults with developmental disabilities.

The campus of the community and its program for the developmentally disabled adults at Camphill Communities California serve as the laboratory for training program students to practice what they learn in their theoretical courses.

The four years of the Camphill training are conducted by the training faculty with guest lecturers as needed. The goals for its students are the following:

1. To understand the human being and his handicaps;
2. To acquire the fundamentals for responsible activity in the field of social therapy;
3. To establish human relationships in daily living as may become the basis of a therapeutic community;

4. To heighten the powers of perception and to develop new forms for the experience of one's self through artistic activities.

The course is interwoven with community living. Community living in the Camphill centers is always understood as a self-renewing task, involving everybody, the handicapped adults, the older staff and their children, the training program students, and short-term helpers. The community is in a continuous state of development. Thus the courses of the training program are complemented by the experience of community living and the processes of human understanding. Increasing knowledge of the human being can be further deepened when it begins to relate to an inner life. The striving to understand and apply Rudolf Steiner's insights may lead to a path of inner discipline.

The international character of the Camphill Training Program is one of its important aspects. The complete course takes four years and can, if desired, be taken in more than one of the Camphill centers. While the fundamental structure of the training is the same throughout the Camphill Movement, the specialized area of endeavor characteristic of each local center will determine the specific direction of the training it offers.

Throughout the training and at the end of each year, students evaluate their progress and problems with their tutors individually and in groups. After successful completion of the fourth year each student is entitled to receive a certificate of completion.

Students of the Training Program at Camphill Communities California are expected to participate in the practice and practical experiences available in the homes, workshops and gardens of the community as well as in festivals and other celebrations throughout the year.

All necessary personal needs of the students are provided for and no fee is charged for the Training Program in Social Therapy.

Reference:

Roth, Peter-Curative Education and Social Therapy, Botton Village, England, 1990.

INTRODUCTION

The Camphill Communities California training in Social Therapy is a 4-year program of study for individuals who wish to learn therapeutic techniques for adults with disabilities that are developed in a residential community setting. Students who participate in the Social Therapy program live and work with adults with developmental disability during a four-year period.

A **full-time course** of study is required to complete the training course. Full-time study is comprised of a combination of instructional hours, independent study hours, mentoring sessions, practicums, participation and leadership in various organizational activities and completion of a thesis either in the 3rd or 4th year. Please see the course catalog for a breakdown of hours in each of these areas

Three levels of certification are available after completion of the respective stages of the course:

- **Certifications in Foundation Studies** – after completion of the first year
- **Level I Certificate** – after three years of study
- **Level II Certificate** - after four years of study and completion of a thesis project.

This program is administered by the Adult Education Group, which comprises members of the core faculty. This core faculty group is responsible for curriculum development, instruction, assessment, professional development and evaluation of instructors, as well as day-to-day running of the program.

This program of study is affiliated with the Adult Education Committee of the Camphill Association of North America and the International Training Circle for Curative Education and Social Therapy in the School of Spiritual Science at the Goetheanum in Dornach, Switzerland.

ADMISSION REQUIREMENTS

Applicants will be considered without discrimination as to race, color, national origin, religious creed, ancestry, sex, age or disability. The minimum age of an applicant is twenty-one and applicants should demonstrate sufficient physical and emotional health to pursue their course of study. Educational prerequisites are a high school diploma or its equivalent, and an adequate knowledge of English for participation in the courses.

ATTENDANCE POLICY

All students are expected to be punctual and prepared for all courses, mentoring sessions and for all group activities that they are required to attend and in some cases to lead or co-facilitate.

COURSE REQUIREMENTS

This brochure details the course of study for each of the four years of the program. Students are expected to participate in all courses, mentoring sessions, tutorials, practicums etc. that are identified in the program pamphlet. Failure to attend and successfully complete these requirements could result in dismissal from the program and/or failure to receive one or more certifications.

GRADING POLICY

Courses are evaluated on a pass/fail basis. Evaluations are completed for each student every 3-6 months. Students whose performance is unsatisfactory will be notified during their individual evaluations. Unsatisfactory performance may result in dismissal from the program or failure to receive one or more certifications.

EXPULSION POLICY

The faculty of the training program reserve the right to dismiss anyone from the training whom it judges unsuitable, after an explanation of the facts and the reasons. Such reasons can include but are not limited to: use of alcohol or drugs on campus, moral turpitude, infraction of the law, poor attitude, inadequate attendance, and/or participation, and other inappropriate behaviors or actions.

First Year Training

Learning Objectives

Theme: Introduction to social therapeutic practices and theories

1. Goals for first year trainees:
 - a. Ability to follow instructions
 - b. Engagement in courses and life
 - c. Willingness to learn, change and develop
 - d. Knowing when to ask for help
 - e. Being punctual
 - f. Recognize the importance of, create and maintain orderliness and tidiness
 - g. Ability to carry out help and assistance in self-care needs of friends (as appropriate)
 - h. Ability to structure and carry out project
2. INDIVIDUAL PROJECT: Will be started on the three-month mark and will continue for 5-6 months. Description of the project:
 - a. The trainee is asked to work with a friend of his/her choice (and the friend should be willing) on almost any meaningful project that might enhance that person's quality of life, i.e., it can be artistic, recreational (such as helping someone develop and pursue a hobby, home craft or sport or musical pursuit) or even train someone to do their own laundry or cooking/baking. They should meet at least once a week and work at their project regularly, and the trainee should keep a written record of these sessions so that it can be handed in after its presented.

Course Descriptions

Title of Course: *The Seven Life Processes*

Faculty: *Elizabeth Howe*

of sessions: *4 one-hour sessions*

Course description: This introduces the trainee to the seven processes within the body and how they unfold in human biography. The relationship between the processes and the metamorphosis into other realms of life organization, thought organization, and the process of adult learning itself would be briefly worked on. Form drawing and pastel crayon drawing will be used to compliment and deepen the experience, thereby taking the trainees through an actual process beyond purely discussing the stages.

Title of Course: *Art of Homemaking*

Faculty: *Ronald Sanchez*

of sessions: *4 one-hour sessions*

Course description: An introduction to the many practical aspects of Camphill home life such as: creating rhythms, establishing routines, initiating recreation; enhancing the social fabric of the house community; managing and maintaining a healthy home life. Discussion focuses on each trainees actual experiences in their home setting, and how it contributes to the totality of building a home community.

Title of Course: *Adult Human Development*

Faculty: *Daniel Bittleston*

of sessions: *8 one-hour sessions*

Course description:

A workshop on biography study – The aim of the course is to deepen understanding of the recognizable qualitative character of seven-year periods throughout a lifetime. Reference is made to the lives of well known people, to the trainees' own lives, and to the lives of the Villagers in their care. Trainees are asked to write brief descriptions of certain times in their lives and examine these and recognize qualities that are in common. The trainees also look at the qualities ascribed to different ages in the work of Rudolf Steiner, and examined in detail by Beredene Jocelyn in her book 'Citizens of the Cosmos.

Title of Course: *The Significance of Vocation in Camphill*

Faculty: *David Andrew Schwartz*

of sessions: *4 one-hour sessions*

Course description:

This course describes the place that physical work, such as gardening or hand crafts, has in holistic special education transition programs for adolescents and day programs in therapeutic communities for adults with intellectual and developmental disabilities and explains why an emphasis on physical work is justified in both programs. Not only the influence of work on the individual's bodily development, such as for coordination and strength but also the influence on the individual's psychological development from the child's world of play and dependence to the adult's world of responsibility, work and independence are explored. Also, the course will look at work from the spiritual perspective of reincarnation, seeing it as a practical way of working constructively with destiny. The essential nature of the performance of physical work in the forming of a healthy integration between past, present and future lives, is introduced. Finally, distinct from the individual's development, the social aspect of work is discussed. The individual worker's forming relations with other workers and through these relations making a contribution to the well being of the community is seen as a positive community building force.

Title of Course: *Introduction to Social Therapy*

Faculty: *Katherine Lyles*

of sessions: *4 one-hour sessions*

Course description:

This course is an overview of the field of Anthroposophical social therapy; it attempts to bring something of an inspirational approach (thus referring to the biographies of R. Steiner, Ita Wegman and Karl König in relation to curative education and Social Therapy and the human connection between them) as well as aspects of methodology as it can relate to every day work with the people with developmental disabilities within the Camphill community. Sessions will include drawing one of the seven planetary seals by R. Steiner for 15 minutes. Completion of all 7 seals is a requirement for successful completion of the course.

During the entirety of the course the following themes will be addressed:

1. The history of the Anthroposophical Curative Educational and Social Therapeutic Movement.
2. What is Curative (Healing) Education and what is Social Therapy? - Similarities and Differences.
3. The Path or Discipline of the Cur. Educator/Social Therapist.
4. Social Therapy in Village Life/Community-K. König's contribution to the field.

The seminar will turn to the subject of observation and inquiry.

Title of Course: *Kaspar Hauser and his Place in the History of the 19th and 20th Centuries*

Faculty: *Coleman Lyles*

of sessions: *4 one-hour sessions*

Course description:

This course is an introduction to the historical personality, Kaspar Hauser (1812-1833) known as the Child of Europe. It provides an overview of the life of Kaspar Hauser, subsequent research and investigations into it, and their implications for the political, social, and historical development of the 19th and 20th centuries. It will show how Kaspar Hauser's life represents a special destiny that was diverted from its original purpose but nevertheless was able to fulfill that purpose.

Title of Course: *Goethean Observation*

Faculty: *Elizabeth Howe*

of sessions: *4 one-hour sessions*

Course description:

These are sessions of plant studies using Goethe's methodology of exact observation accompanied by inward reflection. The trainees take part in alternate activities of sharing observations of a chosen species of healing or medicinal plant, and individual sketching. There is a guided sequence of exercises that introduces and familiarizes the trainee with this approach. This leads to an enhanced confidence in his/her own capacities for observation and a validation of each one's intuitive grasp of the plant's healing properties.

Each session starts with a time of recalling our previous endeavors and ends with placing the day's sketches side by side and viewing together the totality of the day's work. Each one singly sees his part in building up a common understanding. The course is intended to awaken the trainees' own observational and self-reflection skills for use in everyday life. In addition it gives an immediate experience of the potential of a team to attain a level of understanding that an

individual alone could not reach. Each experiences him/herself as having a unique contribution within the context of the whole.

Title of Course: *The Four Temperaments and an Introduction to Anthroposophy*

Faculty: *David Andrew Schwartz*

of sessions: *8 one-hour sessions*

Course description:

This introductory course is designed for people who have no acquaintance with Anthroposophy. The teacher presents the anthroposophical image of the human being for trainees who require this understanding for the elementary practice of social therapy in their first few months of caring for and living with adults with intellectual and developmental disabilities. The threefold image of the human being in body, soul and spirit as it is described in Theosophy, is developed through a brief study of the four temperaments as they are conceived by Rudolf Steiner. The four organizations of the bodily nature (physical, etheric, astral and ego) are emphasized. The spiritual scientific approach to the four temperaments also sets forth a basic psychology. Therefore, the study of the four temperaments not only introduces the anthroposophical image of the human being, but also creates the foundation for the study of social therapy.

Title of Course: *Inner Development of the Social Therapist from a Spiritual Scientific Point of View – Level I*

Faculty: *David Andrew Schwartz*

of sessions: *4 one-hour sessions*

Course description:

Social Therapy is a healing profession based on Spiritual Science. Being a social therapist necessitates the development of certain inner capacities related to the perception and conduct that can only be achieved through a spiritual practice arising from spiritual science. In a strictly intellectual and factual manner this course clarifies for the students what this path of inner development is by describing its basic elements: the teacher, the time and space for practice, and the exercises of the practice itself. The spiritual scientific path is compared and contrasted with other currently known and accessible paths of inner development. In addition, some historical background is given to the subject of spiritual practices like meditation.

Title of Course: *Music – Hand bell ringing*

Faculty: *Elizabeth Howe*

of sessions: *4 one-hour sessions (in two semesters, total of 8 sessions)*

Course description:

This course introduces the trainees to English hand bells and working on a group piece for performance within Camphill's festival celebrations. The course assumes no previous experience or musical skill level. Trainees are challenged at their own ability level. There is scope within this activity and discipline to include everyone, from the person who can play only a single tone within a whole piece to the person who can manage to play a solo using multiple bells. Sheet music is used and the trainees are encouraged to both learn to read the music and to memorize their part. Exercises are used to enhance the legato playing within the group and to work towards a solo ringing technique for each ringer regardless of current level.

Title of Course: *History of Consciousness through Art*

Faculty: *Jeannie Elliott*

of sessions: *4 one-hour sessions*

Course description:

The student has an opportunity to sharpen his/her capacity for observation through viewing works of art by (mostly) European artists against a cultural-historical-biographical background. For example, in J.W.M. Turner's luminous paintings we see how the artist's perception of color, light, and movement in nature leads us directly through the physical to something ineffable, and sets the stage for the manifold inner and outer explorations of modern painting.

Title of Course: *Eurythmy*

Faculty: *Dean Pollard*

of sessions: *5 one-hour sessions*

Course description:

This course is an introduction to the basic forms of eurythmy. Students learn movements of expansion/contraction, forward/backward, left/right, and up/down. Students learn the difference in moving in a straight line and curved line.

Title of Course: *Watercolor Painting*

Faculty: *Cheryl Ruby*

of sessions: *4 one-hour sessions*

Course description:

Students experience progressive sequences of color, using watercolor and painting techniques. This technique is called watercolor veil painting in Rudolf Steiner's body of knowledge.

Title of Course: *The Sense of Hearing as a Bridge to the Higher Senses*

Faculty: *Katherine Lyles*

of sessions: *4 one-hour sessions*

Course description:

This is a beginner's course to learn the fundamentals of playing simple melodic lines and chords on the lyre. Individual and small group instruction is provided to develop skills in note/string recognition as well as competency in beat/rhythm. Each trainee is provided with his/her own lyre for the duration of the course for practicing on between sessions. Four to five short lyre pieces are studied. For beginner trainees, playing one note of a chord in correct time is the goal to have an experience of harmony. For those who already know the basics of reading music, then playing a melodic line beautifully and correctly is required. Throughout the course, the importance of the lyre as an instrument helpful to work in social therapy and helpful to developing listening skills is reinforced. The course concludes with a group concert of a two-part piece. Each trainee is required to participate in the final performance.

Title of Course: *Creative Speech and Language Course*

Faculty: *Katherine Lyles, with Dean Pollard*

of sessions: *4 one-hour sessions*

Course description:

This course is an introduction to the subject of speech and language as developed out of the artistic collaboration of Rudolf Steiner and Marie Steiner-von Sivers in the early part of the 20th century. By using language with strong imagery and by expressing metaphors and the like, we help to bring language alive which has significance for children as well as individuals with developmental disabilities.

Title of Course: *Clay Modeling*

Faculty: *Bodo Langen*

of sessions: *4 one-hour sessions*

Course description:

This course provides experience in claywork accompanied by explanations and discussions of the substance itself (clay).

Title of Course: *Introduction to Modern Consciousness*

Faculty: *Coleman Lyles*

of sessions: *4 one-hour sessions*

Course description:

This course will provide an overview of significant historical developments from the 15th century to the present with a special emphasis on the attendant challenge to understand and develop a modern consciousness suitable for new social and psychological conditions. It will highlight the influential role the evolving scientific method and new technology played in societal and cultural developments. Considerations will be given to major historical advances such as the discovery of America, invention of printing, the reformation and the industrial revolution and how they signify a new age in consciousness development.

Title of Course: *Spatial Dynamics*

Faculty: *Nicole Anderson*

of sessions: *4 one-hour sessions*

Course description:

This block consists of four, one-hour sessions. During this time the concepts of spatial dynamics are used to create an opportunity for the students to experience their bodies, not on the physical, but also their etheric, astral and ego. This is done through exercise and games.

Title of Course: *Safeguarding Against Abuse*

Faculty: *Coleman Lyles*

of sessions: *3 one-hour sessions*

Course description:

This course is an initial orientation on the subject of safeguarding against the potential abuses that can arise in settings that provide services to dependent, vulnerable people i.e. children, developmentally disabled and the elderly. It provides an overview of the most common causes of abuse, the legal implications of rights violation and reporting, and identifies strategies and techniques for securing an abuse free environment. It will reference relevant laws and policies and include a viewing and discussion of Department of Social Services (DSS) video on Elder Abuse. There will be an emphasis on preventive strategies bases on social coordination, communication and self-monitoring.

Title of Course: *Drama*

Faculty: *TBA*

of sessions: *9 one-hour sessions*

Course description:

This course is 5 to 10 hours of discussion and rehearsals of a chosen play culminating in a performance for an invited audience on a pre selected day.

Instructional Contact Hours

The first year training program is spread over a period of 37 weeks of formal classroom instruction. Each week, a trainee attends a total of 3 hours of training in a group setting, facilitated by a faculty member. This formal classroom instruction totals to 111 hours.

On top of this generalized classroom instruction, the trainee also benefits from individualized instruction that comes in the following forms:

Individualized Instruction	No. of hours
<u>Orientation Week.</u> When the trainee first arrives in Camphill, he/she attends a 5-day long orientation program that is intended to introduce the trainee to the many aspects of Camphill Life.	15 hours (3 hours/day x 5 days/week)
<u>Individual tutorial session.</u> Once a week, the trainee attends a one-on-one mentoring session with his/her assigned tutor. Topics covered in this session varies; it may include any aspect of the trainee’s program, such as home life, workshop, community involvement, personal growth, and individual studies that the trainee might be interested in.	37 hours (1 hour/session x 37 weeks)
<u>Home life practicum.</u> Part of the trainee’s education is an “on-the-job” instruction regarding the home life. Once a week, the trainee attends a house meeting, where the house holders review and discuss important issues surrounding the house community such as: health and nutrition, celebration of the festivals, observing rhythms and routines, cultural-spiritual life of the home, social interactions, and may include specific questions that need to be addressed.	37 hours (1 hour/session x 37 weeks)
<u>Workshop Practicum.</u> The trainee participates in the vocational programs offered by the community. Each trainee participates in this program 4 days a week and receives instruction from the workshop leaders re: how to lead and assist in the workshops; what is the relevance of the workshop to the community’s wellbeing; how to organize a workshop; and other relevant issues which need to be addressed.	148 hours (1 hour/day x 4 days/week x 37 weeks)
<u>State-mandated training hours.</u> Camphill Communities California is a licensed adult residential facility. Each staff needs to attend at least 12 hours of Direct Support Professional training in order to comply with the requirements of the license.	12 hours (6 hours of inside credit, and 6 hours of outside credit)

Combining the total hours of generalized instruction (111 hours) and individualized instruction (249 hours) makes a total of 360 instructional contact hours.

Course List

Course Title	Number of Sessions	Faculty Name
Seven Life Processes	4	Elizabeth Howe
Art of Homemaking	4	Ronald Sanchez
Adult Human Development	8	Daniel Bittleston
Significance of Vocation in Camphill	4	David Schwartz
Introduction to Social Therapy	4	Katherine Lyles
Kaspar Hauser and his Place in the History of 19 th and 20 th Centuries	4	Coleman Lyles
Goethean Observation	4	Elizabeth Howe
The Four Temperaments and an Introduction to Anthroposophy	8	David Schwartz
Inner Development of the Social Therapist from a Spiritual Scientific Point of View – Level 1	4	David Schwartz
Music – hand bell ringing	8	Elizabeth Howe
History of Consciousness through Art	4	Jeanie Elliott
Eurythmy	5	Dean Pollard
Watercolor Painting	4	Cheryl Ruby
The Sense of Hearing as a Bridge to the Higher Senses	4	Katherine Lyles
Creative Speech and Language Course	4	Katherine Lyles
Clay Modeling	4	Bodo Langen
Introduction to Modern Consciousness	4	Coleman Lyles
Spatial Dynamics	4	Nicole Anderson
Safeguarding Against Abuse	3	Coleman Lyles
Drama	9	(TBA)
Creative Arts	7	(TBA)
Total	104	

Course List for courses with less than 3 sessions:

Course Title	Number of Sessions	Faculty Name
Ideals of Camphill Communities	2	Steve Zipperlen
Three Pillars of Camphill	1	S. Zipperlen
Michaelmas & Its Relevance to Our time	1	K. Lyles
Ishi and his Connection to Camphill	1	D. Schwartz
Required video training	2	R. Sanchez
Total	7	

Second Year Training

Learning Objectives

Theme: Nurturing Creativity and Developing Social Therapeutic Insight

Theme: Caring for and Improving the Physical Environment (Cultivating Beauty) and Creating and Enhancing the Quality of Care of our Friends

- I. Life Learning:
 - Bringing social therapeutic insights into one's work
 - In mentoring session, turning to individual needs of Friends. Articulate at least one new way of working with Friend(s) and review this insight with mentor.
 - Ability to manage, interact, and guide 2 or 3 friends during a craft workshop, house or land activity
 - Create or enhance the beauty of a living space (e.g. Friends' room, workshop space, community space etc)

- II. Coursework
 - Consistent attendance to courses
 - Full engagement in courses
 - Timely completion of assignments
 - Satisfactory completion of biography project (with separate evaluation)

- III. Community
 - Participation in cultural events, talks, bible evenings and services
 - Leadership planning role in art program, evening hour or weekend planning activity

- IV. Self-Development
 - Carrying responsibility for one's learning
 - Maintaining balance in one's work and leisure—learn to care for oneself
 - Social therapeutic Attitudes – the importance of inner exercises

Course Descriptions

THEORETICAL COURSES:

Title of Course: *First Three Years of the Child*

Faculty: *Coleman Lyles*

of sessions: *4 one-hour sessions*

Course description: This course covers the developmental milestones of walking, speaking and thinking that typically unfold in the first three years of life and culminate around the age of three with the experience of the 'I'. This process of 'ego development' is reviewed in detail with a special emphasis on the need for a comprehensive understanding of the human being that takes into account spiritual as well as material aspects. The course examines how these developmental milestones are related to the experience of a self as separated and distinct from the world. It presents the developmental stages of both behavioral and physiological/organic aspects. It considers how critical these milestones are for further development and indicates how developmental delays can evolve into long term disabilities. Finally, the course provides an overall view of the human being as an evolving spiritual entity engaged in ongoing consciousness development.

Title of Course: *Village Lectures, I and II*

Faculty: *Steve Zipperlin*

of sessions: *7 one-hour sessions*

Course description: The purpose of this course is to discuss and analyze the first conference of the "Village Lectures" series by Dr. Karl Koenig. Koenig's concept of "masks" is discussed at length in relation to community life and the individual expression of coworkers and adult villagers in that life. Students discuss how coworkers can create "masks" that help adult community members to discover their individuality within the context of community life while building and nurturing Rudolf Steiner's concept of the threefold social order.

Title of Course: *Theosophy: Chapters II and III*

Faculty: *David Andrew Schwartz*

of sessions: *8 one-hour sessions*

Course description: The students will meet and study Rudolf Steiner's basic book on spiritual science, Theosophy. The study of this book is considered essential for any training in Social Therapy by all practitioners in the field. During the second year, approximately twenty to thirty hours of course time will be required to study the introduction(s), preface and first three chapters of the book. This material covers Rudolf Steiner's spiritual scientific picture of the earthly human being, his elaboration of the concept of reincarnation and karma, and his spiritual research into the relation of human existence after death to human life on earth.

Title of Course: Waldorf Education Ages 7-14**Faculty: Susan Goldstein****# of sessions: 3 one-hour sessions**

Course description: this course will focus on Waldorf Education from the ages of 7-14. There will be an overview of Rudolf Steiner's picture of child development for these ages and how Waldorf Education meets the growing needs of the child, especially, but not limited to a "soul" point of view. We will also delve into the world of the imagination and how the Waldorf teacher learns to use images in teaching. The students will be introduced to Rudolf Steiner's belief that education is an art, and discover how the teacher strives to present an artistic education for the children. The "inner life" of the teacher will also be presented.

Title of Course: Lower Senses**Faculty: Elizabeth Howe****# of sessions: 3 one-hour sessions**

Course description: Instruction in the working of the 4 body senses, their organs, the experience, archetypal images, and associated soul attributes and pathologies.

Title of Course: Middle Senses**Faculty: Coleman Lyles****# of sessions: 4 one-hour sessions**

Course description: This course will introduce the student to the second group of four senses that belong in the constellation of twelve senses that include a group of four lower senses and a group of four higher senses. In this regard the course is the second part of a three part course on the twelve senses. At the same time it can stand alone as an introduction to the senses of smell, taste, sight and warmth. The course will consider some of the physiological factors and process that underpin sensory activity but it will mainly focus on the quality and character of subjective, sensory experience and how it grounds the human being in their relationship to the world. In this regard it is more of a psychological/philosophical exploration than a scientific explication. The course will examine each sense separately and in relationship to each other and other senses. It will demonstrate how the middle senses provide an avenue of experience through which the human being is able to enter into and engage with the physical world, and contrast this experience with the experiences afforded by the lower and higher senses.

Title of Course: Higher Senses**Faculty: Katherine Lyles****# of sessions: 3 one-hour sessions**

Course description: The aim of this course is for students to learn about the senses of hearing, word, thought and ego. These 4 senses are referred to as the highest, spiritual senses in Rudolf Steiner's body of knowledge. We will learn about and explore the idea that using receptive/expressive language and experiencing the "ego" of another human being (which is important to social interactions) are sensory, perceptive experiences that unfold in normal human development. In addition to the writings of Rudolf Steiner and K. Konig, students will also study the writings of a more contemporary writer/researcher –Albert Soesman– on this topic. In addition, students will learn when and how these highest senses unfold in child development and how they contribute to meaningful communication and healthy social interactions. Also, students will learn that as social therapists, knowledge of these highest senses can help one to develop therapeutic skills and insights for supporting individuals who have communication and social challenges. Finally, by studying Oliver Sack's article on Temple Grandin in "An Anthropologist on Mars", students will better understand the social/communicative challenges facing an autistic individual with Asperger's syndrome like Temple Grandin.

Title of Course: *Human Soul*
Faculty: *Elizabeth Howe & Katherine Lyles*
of sessions: *9 one-hour sessions*

Course description: The aim of this course is to give students of social therapy an understanding of the qualities, functional aspects and complexities of the human soul . The main content of the course will be the book, *The Human Soul*, by Karl Konig (1906-1966). This book is based on the research that Konig did on the works by Rudolf Steiner and other leading thinkers and psychologists of his time on the subject of the human soul. As with R. Steiner, Konig believes that the study of the human soul needs to include its threefold composition; polarities; development over time; and forms of expression at different ages of life. An emphasis in the course will be on how to apply knowledge gained to social therapy; especially how to bring an awareness of the soul's development and well-being into practices that can be used by the students in every day life with developmentally disabled individuals.

Title of Course: *Soul of Home*
Faculty: *Kathryn Rycroft*
of sessions: *3 one-hour sessions*

Course description: This course supplements and supports the practical and cultural aspects of living in an intentional community household with people with developmental disabilities, associated with Camphill. It is relevant, beyond that, to all homemakers, who wish to nurture homelife and celebrate festivals in the home. Each session includes both practice and theory.

Title of Course: *Religion and the Life Between Death and Rebirth*
Faculty: *David Leighton*
of sessions: *3 one-hour sessions*

Course description: This course begins by asking students to share what (if any) role religion plays in his/her life. The second part of the course is concerned with the period of life between death and new birth. Course discussions focus on the etheric realm and karma with suggestions about how students can discover the etheric themselves. A description of the journey from Earth after death through the planets is given and writings and ideas of Rudolf Steiner related to this theme are presented. Also, the ideas of a contemporary minister, Jeremiah Wright, will be presented and discussed.

Title of Course: *Birth of the Ego*
Faculty: *Daniel Bittelston*
of sessions: *3 one-hour sessions*

This course focuses on the quest of Social Therapy, limitations imposed by mental handicap, cycles of adult development, the relationship of early child development to ego development, achievements in maturity, and the psychology of relationship.

Title of Course: *Threefold Social Order*
Faculty: *Steve Zipperlin*
of sessions: *3 one-hour sessions*

Course description: This course examines Steiner's vision of a new world order based on an understanding of economics, socio-politics and free spirituality organized around the principle of intentional community. It also examines Koenig's distillation of Steiner's ideology into economic, spiritual and social practices that are the founding principles of the Camphill movement.

Title of Course: Inner Development of the Social Therapist

Faculty: David Andrew Schwartz

of sessions: 3 one-hour sessions

Course description: Social therapy is a healing profession based on Spiritual Science. Being a social therapist necessitates the development of certain inner capacities related to perception and conduct that can only be achieved through a spiritual practice arising from spiritual science. In a strictly intellectual and factual manner this course clarifies for the students what this path of inner development is by describing its basic elements: the teacher, the time and space for practice, and the exercises of the practice itself. The spiritual scientific path is compared and contrasted with other currently known and accessible paths of inner development. In addition, some historical background is given to the subject of spiritual practices like meditation.

SCIENCE/OBSERVATIONAL:

Title of Course: Metamorphosis

Faculty: Elizabeth Howe

of sessions: 5 one-hour sessions

Course description: This course engages the students in observation of nature, drawing and projective geometry; exploring growth and change inherent in the world of living things and life in general. By following the movements of the unfolding forms with ones own thinking and imagination an inkling of new faculties may be glimpsed that give insight into the formative forces and laws that underlie development. Rudolf Steiner describes exercises for gaining access to these formative forces which he terms " The Etheric World" and some of the exercises will be introduced and modestly attempted.

Title of Course: Projective Geometry

Faculty: Elizabeth Howe

of sessions: 3, one-hour sessions

Course description: Instruction in geometrical constructions using the discipline of projective geometry.

Title of Course: Journaling - Autobiography

Faculty: Elizabeth Lee Barber

of sessions: 3 one-hour sessions

Course description: This course is to bring thinking, feeling, willing – aspects of 3 foldness into the writing process. We will begin by using journaling exercises to awaken our processes of thinking and observation. We will then move into the sensory realm and participate in writing exercises that awaken our senses and feelings. Finally, we will talk about the will and the ways in which autobiographical writing can become a means of understanding who we are and our relation to others. We will discuss how all of these writing strategies can be used to work on the second year seminar project. During each course we will focus on excerpts from one of the books below – which are all autobiographies or fictional renderings of autobiography.

ARTS AND CRAFTS:

Title of Course: Gestures of Craft

Faculty: Laura Ryder

of sessions: 5 one-hour sessions

Course description: This seminar considers the ways in which archetypal movements function as the primary gestures of craftwork and considers the ways in which the modern world impacts the expression of these gestures.

Title of Course: *Intermediate Lyre*

Faculty: *Katherine Lyles*

of sessions: *5 one-hour sessions*

Course description: This is an intermediate level course which includes basic music reading and string recognition skills, fingering techniques and competency in beat and rhythm. Short lyre pieces are studied:

Duet for a Lyre Player and a Beginner, Colin Tanser

Pavane, Antonio de Caberon

Simple Tunes for two Chords accompaniment, C-A Lindenberg, 1996

There are also exercises for practicing scales, chords, intervals, arpeggios and phrasing. The musical element of harmony is demonstrated at hand of 2-part musical pieces. Students are introduced to the concept of the interrelationship of music with human development and the balancing of human forces. They examine how different intervals relate to different phases in human development, with the whole octave representing the fully conscious ego. The course culminates in a small "concert" before fellow students and faculty.

Title of Course: *Intermediate Eurythmy*

Faculty: *Dean Pollard*

of sessions: *4 one-hour sessions*

Course description: This is a course in Tone Eurythmy, a new art of movement that is combined with music; which was created by Rudolf Steiner in the first part of the 20th century. Through listening and movement, students will learn the difference between single tones and intervals both in the experiential as well as conceptual realm. According to Rudolf Steiner, music is important not only to study and understand, but also to experience because it moves through our entire body and thus affects us deeply in our souls. This knowledge helps us to learn how to use music as a healing, therapeutic tool. Also, the musical scale of 8 tones finds its reflection in the make-up of the human being-the human being is likened by him to a musical instrument. Thus, when we listen and move to the intervals of the scale, we can develop a stronger and more sensitive relationship to the body and its movement. The relationship of tone eurythmy to social therapy will be discussed.

Title of Course: *Intermediate Art*

Faculty: *Coleman Lyles, Cheryl Ruby*

of sessions: *4 one-hour sessions*

Course description: This course introduces the student to the idea that art plays an important role in the ongoing evolution and development of humanity that goes beyond purely aesthetic pleasure and consideration. Through art humankind discovers what it truly means to be human, a citizen of both the earth and the cosmos. Art affords an opportunity to understand and experience the human being as spirit and soul as well as body in ways that neither religion nor science can. This course will focus on the visual arts of landscape painting and literature. It will demonstrate how the development of landscape painting indicates and anticipates the evolution of human consciousness leading to the acquisition of new soul/spiritual faculties. It will provide literary example that both reflect and describe these faculties.

Title of Course: *Drama*

Faculty: *Elizabeth Howe*

of sessions: *10 one-hour sessions*

Course description: discussion and rehearsals of a chosen play culminating in a performance for an invited audience on a pre selected day

Title of Course: *Speech and Drama*

Faculty: *Kathryn Rycroft*

of sessions: *3 one-hour sessions*

Course description: This is a practical and artistic course, introducing the basics of dramatic/epic/lyrical recitation. Various speech exercises will be practised and students will be encouraged to work towards a public performance.

Title of Course: *Art of Storytelling*

Faculty: *Daniel Bittelston*

of sessions: *3 one-hour sessions*

Course description: Storytelling as an antidote to today's passive world of electronic 'entertainment'; essential ingredients in a nourishing story; Essential characters in a truly imaginative story; the interpretation of fairy stories; skills of creating and telling stories.

Title of Course: *Spatial Dynamics*

Faculty: *Nicole Anderson*

of sessions: *3 one-hour sessions*

Course description: The Spacial Dynamics block consists of four, one hour sessions. During this time the concepts of Spacial Dynamics and Bothmer Gymnastics are used to create an opportunity for the students to experience their bodies, not only the physical, but also their etheric, astral and Ego. This is done through exercise and games.

Title of Course: *World Evolution Retreat*

Faculty: *Ingellore & Manfred Maier*

of sessions: *20 hours*

Course description: As Social Therapists working from an anthroposophic perspective, we need to be able to see the human being within a larger context, as a being that is intimately connected with the earth and entire cosmos. This retreat aims to evoke reverence for the human being, the earth and the cosmos by allowing participants to explore, recognize and appreciate the origins of the living spirit, the living soul, the living and physical body of the human being and its interconnectedness with the world. The approach is based on Rudolf Steiner's spiritual scientific work which presents a spiritually deepened view of conventional evolutionary theory.

Instructional Contact Hours

The second year training program is spread over a period of 40 weeks of formal classroom instruction. Each week, a trainee attends a total of 4 hours of training in a group setting, facilitated by a faculty member. This formal classroom instruction totals to 118 hours. On top of this generalized classroom instruction, the trainee also benefits from individualized instruction that comes in the following forms:

Individualized Instruction	No. of hours
<u>Independent Study and project writing.</u> Students have 4.5 hours of individual study supervised by 3 rd . yr. faculty.	35 hours (4.5 hours/day x 8 weeks)
<u>Individual tutorial session.</u> Once a week, the student attends a one-on-one mentoring session with his/her assigned tutor. Topics covered in this session varies; it may include any aspect of the trainee’s program, such as home life, workshop, community involvement, personal growth, and individual studies that the student might be interested in.	40 hours (1 hour/session x 40 weeks)
<u>Home life practicum.</u> Part of the student’s education is an “on the-job instruction regarding the home life. Once a week, the student attends a house meeting, where the householders review and discuss important issues surrounding the house community such as: health and nutrition, celebration of festivals, observing rhythms and routines, cultural-spiritual life of the home, social interactions, and may include specific questions that need to be addressed.	50 hours (1 hour/session x 50 weeks)
<u>Workshop/Home Apprenticeship training.</u> The student participates in the vocational or house management programs offered by the community. Each student participates in this program and receives instruction from the workshop leaders or house managers re: how to lead and assist in the workshops/home; what is the relevance of the workshop/home to the community’s wellbeing; how to organize a workshop/home; and other relevant issues which need to be addressed.	80 hours (2 hours/week x 40 weeks)
<u>State-mandated training hours.</u> Camphill Communities California is a licensed adult residential facility. Each staff needs to attend a Direct Support Professional training in order to comply with the requirements of the license.	35 hours

Combining the total hours of generalized instruction (111 hours) and individualized instruction (240 hours) makes a total of 351 instructional contact hours.

Course List

Term	Course	Faculty	Hours
Theoretical Courses			
	1 st 3 years of the Child	Coleman Lyles	4
	Village Lectures I and II	Steve Zipperlen	7
	Theosophy, Chapters II & III	David Schwartz	8
	Waldorf Education Ages 7-14 years	Susan Goldstein	3
	Lower Senses	Elizabeth Howe	3
	Middle Senses	Coleman Lyles	4
	Higher Senses	Katherine Lyles	3
	Human Soul	Elizabeth/Katherine	9
	Soul of the Home	Kathryn Rycroft	3
	Religion and the Life Between Birth and Death	David Leighton	3
	Birth of the Ego	Daniel Bittleston	3
	3fold Social Order	Steve Zipperlen	3
	Inner Development of the Social Therapist	David Schwartz	3
Science/Observational			
	Metamorphosis	Elizabeth Howe	5
	Projective Geometry	Elizabeth Howe	3
	Journaling – Autobiography	Elizabeth Barber	3
Arts/Crafts			
	Gestures of Craft	Laura Ryder	5
	Intermediate Lyre	Katherine Lyles	5
	Intermediate Eurythmy	Dean Pollard	4
	Intermediate Art	Coleman Lyles/Cheryl Ruby	4
	Drama	Elizabeth Howe	10
	Speech and Drama	Kathryn Rycroft	3
	Art of Story Telling	Daniel Bittleston	3
	Spatial Dynamics	Nicole Anderson	3
	Bible Evening with brief musical presentation	KL/EH	1
	Projects	Students and Tutors	2
	End of term reviews	KL/EH	2
	Bible Evening/Review	Students and Tutors	2
		Total Hours	111

Third Year Training

LEARNING OBJECTIVES

Themes:

- Developing Inner Capacities and Professional Qualifications as a Social Therapist.
- Developing a Social Therapeutic Plan of Action for One or More and Developmentally Disabled Adults.
- Understanding the Meaning of and the Importance of Fostering Health for Oneself, the Intellectually and Developmentally Disabled Adult and the Life.

I. LIFE LEARNING:

- Co-managing a home or workshop (craft or land) under the supervision of a long-term co-worker. The length of time required is to be determined by the third year faculty.
- Developing at least one social therapeutic plan of action for an intellectually and developmentally disabled adult under supervision of the third year faculty.
- Implementing at least one social therapeutic plan of action for an intellectually and developmentally disabled adult under supervision of the third faculty.
- Participation in the organizing, planning and implementing of one birthday for an intellectually and developmentally disabled adult.

II. COUSEWORK

- Consistent attendance to courses
- Timely completion of assignments
- Leading a discussion in at least two sessions of a social therapy course
- Keeping a journal that is both written and artistic on at least two courses
- Creating a written draft of a chosen project/thesis on a social therapeutic theme. This project will need to find expression in a written document at least ten pages as well as a verbal presentation to the community. This project will need to be completed before a Camphill certificate can be issued.

III. SELF-DEVELOPMENT:

- Carrying responsibility for one's learning
- Maintaining balance in one's work and leisure, learn to care for oneself
- Social therapeutic attitudes-the importance of inner exercises

IV. COMMUNITY

- Participation in cultural events, talks, bible evening and services

Course Descriptions

Autumn

Title of Course:	<i>The Being of the Home</i>
Faculty:	<i>Katherine Lyles and David Schwartz</i>
# of sessions:	<i>15 hours</i>
Course description:	In the same way that Anthroposophy speaks about the 4-fold nature of the human being so the same could be said about the being of a Home. This fourfold nature consists of the following: the physical body, the etheric (life) body, the astral (soul) body, and the ego. In Camphill, the house community is considered to be one of the key environments for providing social therapy and wellbeing for adults with developmental disabilities.
Title of Course:	<i>Inner Development of the Social Therapist from a Spiritual Scientific Point of View</i>
Faculty:	<i>David Schwartz</i>
# of sessions:	<i>15 hours</i>
Course description:	Social Therapy is a healing profession based on Spiritual science. Being a social therapist necessitates the development of certain inner capacities related to perception and conduct that can only be achieved through a spiritual practice arising from spiritual science. The spiritual scientific path is compared and contrasted with other currently known and accessible paths of inner development. In addition, some historical background is given to the subject of spiritual practices like meditation.
Title of Course:	<i>The Study of "The Spiritual Guidance of the Individual and Humanity"</i>
Faculty:	<i>Katherine Lyles and David Schwartz</i>
# of sessions:	<i>15 hours</i>
Course description:	The students will meet and study Rudolf Steiner's "The Spiritual Guidance of the Individual and Humanity". This material covers Rudolf Steiner's spiritual scientific research in the area of early childhood development and how this development is a picture for larger evolutionary processes. In addition, important perspectives on current events are shared. Finally, Steiner explains the significance of the Christ being in evolutionary and historical terms. This course is conducted as an advanced seminar.
Title of Course:	<i>Painting</i>
Faculty:	<i>Cheryl Ruby</i>
# of sessions:	<i>4 hours</i>
Course description:	Wet-on-wet painting technique will be taught based on the harmony of the rainbow color sequence, exploring the objective and subjective dynamic responses to color.
Title of Course:	<i>Speech and Drama</i>
Faculty:	<i>Kathryn Rycroft</i>
# of sessions:	<i>3 hours</i>
Course description:	This is a practical and artistic course, introducing the basics of dramatic/epic/lyrical recitation. Various speech exercises will be practiced and students will be encouraged to work towards a public performance.

Title of Course:	Drama
Faculty:	Elizabeth Howe
# of sessions:	8 hours
Course description:	Discussion and rehearsals of a chosen play resulting in a performance for an invited audience on a pre-selected day.

Winter

Title of Course:	Supporting the Physical Health of the Developmentally Disabled
Faculty:	David Schwartz, Katherine Lyles, Ronald Sanchez
# of sessions:	13 hours
Course description:	This course is an Introduction and Overview of Anthroposophical-Holistic Health topics such as Hygiene; Cosmic and Earthly Nutrition; Waking and Sleeping; Breathing; Stress and Anxiety; How to read a Client File; Advocating for a Client's Health: Interacting with the Medical Profession; and Administrative Requirements Related to Client Health. Some topics require only one session; whereas other topics require two and sometimes three sessions. These topics are considered essential to managing the health of the house community in Camphill, but are also relevant to any program working with the developmentally and intellectually disabled. This is an advanced level course requiring that each student has had at least 2 prior years living and studying in a Camphill or Camphill like setting. Each topic is presented in an in-depth manner and what is unique to anthroposophical holistic health is emphasized.

Title of Course:	Presentation on Various Anthroposophical Therapies
Faculty:	Nicole Anderson; Dean Pollard; Pamela York; Cheryl Ruby; Philipp Jacob; Katherine Lyles; Elizabeth Howe
# of sessions:	13 hours
Course description:	This course is an introduction and overview of Anthroposophical/Holistic therapies such as Curative Eurythmy, Spatial Dynamics, HANDLE, Music Therapy, Painting Therapy, and The Madonna Treatment. Each of these therapies will consist of 2 or 3 sessions and will be presented by a trained therapist. There will be a demonstration as well as a participatory component to each therapy session. Students will be told the value of each therapy to the developmentally disabled in general as well as why one therapy might be chosen over another for an individual with a particular condition. Therapeutic attitudes will also be presented and discussed. At the end of the course, all therapists will sit together with students to share what contribution they believe individual and group therapies can make to the field of social therapy.

Title of Course:	Social Health
Faculty:	Steve Zipperlen; Coleman Lyles; Elizabeth Howe; Katherine Lyles
# of sessions:	13 hours
Course description:	This course is a study on the theme of social health, based on several readings by Rudolf Steiner. In this context, social health refers to the idea that for human beings to be well, they need a social environment that supports the 3-fold nature of the human being i.e. the physical, soul and spiritual. The readings include: "Anthroposophy and the Social Question"; "Social and anti-Social Forces in the Human Being"; "The inner Aspect of the Social Question"; "Preparing for the Sixth epoch"; and "Awakening to Community".

Title of Course: Intermediate Lyre**Faculty: Katherine Lyles****# of sessions: 5 hours**

Course description: This is an intermediate level course which includes basic music reading and string recognition skills, fingering techniques and competency in beat and rhythm. Short lyre pieces are studied. There are also exercises for practicing scales, chords, intervals, arpeggios and phrasing.

Title of Course: Gestures of Craft**Faculty: Laura Ryder****# of sessions: 5 hours**

Course description: This seminar considers the ways in which archetypal movements function as the primary gestures of craftwork and considers the ways in which the modern world impacts the expression of these gestures.

Title of Course: Intermediate Art**Faculty: Coleman Lyles****# of sessions: 4 hours**

Course description: This course introduces the student to the idea that art plays an important role in the ongoing evolution and development of humanity that goes beyond purely aesthetic pleasure and consideration. Through art, humankind discovers what it truly means to be human, a citizen of both the earth and the cosmos.

Spring**Title of Course: Seminar on Project/Thesis****Faculty: Katherine Lyles and David Schwartz****# of sessions: 5 hours**

Course description: This is a seminar on how to develop a Project concept on a theme related to the field of Social Therapy. We will look at previous 3rd yr. projects that are in written form and discuss the difference between a written and verbal presentation. Students will be given a chance to practice writing a project concept and outline that will lead to a 10 page written document. These written practice papers will be read and discussed together. At the end of the course, each student will have created his/her own project concept and outline that will be used for his/her final project.

Instructional Contact Hours

The third year training program is spread over a period of 40 weeks of formal classroom instruction. Each week, a trainee attends a total of 4 hours of training in a group setting, facilitated by a faculty member. This formal classroom instruction totals to 118 hours. On top of this generalized classroom instruction, the trainee also benefits from individualized instruction that comes in the following forms:

Individualized Instruction	No. of hours
Independent Study and project writing. Students have 4.5 hours of individual study supervised by 3 rd . yr. faculty.	35 hours (4.5 hours/day x 8 weeks)
Individual tutorial session. Once a week, the student attends a one-on-one mentoring session with his/her assigned tutor. Topics covered in this session varies; it may include any aspect of the trainee's program, such as home life, workshop, community involvement, personal growth, and individual studies that the student might be interested in.	40 hours (1 hour/session x 40 weeks)
Home life practicum. Part of the student's education is an "on the-job instruction regarding the home life. Once a week, the student attends a house meeting, where the householders review and discuss important issues surrounding the house community such as: health and nutrition, celebration of festivals, observing rhythms and routines, cultural-spiritual life of the home, social interactions, and may include specific questions that need to be addressed.	50 hours (1 hour/session x 50 weeks)
Workshop/Home Apprenticeship training. The student participates in the vocational or house management programs offered by the community. Each student participates in this program and receives instruction from the workshop leaders or house managers re: how to lead and assist in the workshops/home; what is the relevance of the workshop/home to the community's wellbeing; how to organize a workshop/home; and other relevant issues which need to be addressed.	80 hours (2 hours/week x 40 weeks)
State-mandated training hours. Camphill Communities California is a licensed adult residential facility. Each staff needs to attend a Direct Support Professional training in order to comply with the requirements of the license.	35 hours

Combining the total hours of generalized instruction (118 hours) and individualized instruction (240 hours) makes a total of 358 instructional contact hours.

Course List

Name of Course	Instructor	Hours
Autumn		
The Being of the Home	D. Schwartz K. Lyles R. Sanchez	15
The Inner Life of the Social Therapist	D. Schwartz	15
Study/The Spiritual Guidance of the Individual and Humanity	D. Schwartz K. Lyles	15
Painting	Cheryl Ruby	4
Speech and Drama	Kathryn Rycroft	3
Drama	Elizabeth Howe K. Rycroft	8
Winter		
Health – Direct Care and Medical Care	D. Schwartz K. Lyles	13
Presentations on Various Therapies	N. Anderson P. Jacob C. Ruby Pamela York	13
Study/Social Health	C. Lyles E. Howe S. Zipperlen K. Lyles	13
Intermediate Lyre	K. Lyles	5
Gestures of Craft	Laura Ryder	5
Intermediate Art	C. Lyles	4
Spring		
Seminar on Project/Thesis	D. Schwartz K. Lyles	5
Total		118

Fourth Year Training

LEARNING OBJECTIVES

- Students will develop the skills and leadership qualities to run a residential or day program.
- Students will deepen their relation to anthroposophy, the Anthroposophical Society and the Camphill Community through the study seminar, and self-directed study
- Student will become an active participant in regional Camphill conferences and local Anthroposophical branch meetings.

The Apprenticeship Year

Course Prerequisite:

- A letter of completion issued by the faculty chair of the first three years of formal course work and work experience in social therapy offered by Camphill Communities California*; or the equivalent from another training program in social therapy
- Membership in the Anthroposophical Society

**Letters of completion may be issued upon faculty recommendation even though the third year project has not been submitted by the end of the third year of training.*

Course Description

Because only the running of a program brings the totality of the trainee's new skills into practice, the fourth year of training, the Apprenticeship Year, will consist of the trainee taking on the running of a residential or day activities (work) program that requires the trainee to manage (1) a group of individuals with intellectual and development disabilities and (2) the co-workers necessary to run the program. The trainee will be responsible for all aspects of the program including records, reports, meetings with outside regulators and internal meetings. The trainee will take on this responsibility as an apprentice in partnership with and under the supervision of an experienced co-worker. However, the trainee is expected to not just assist but actually be co-responsible for the program with the supervising co-worker. The trainee will run the program for a minimum of nine months.

There will be an on-going, advanced seminar for all the fourth year trainees. This seminar will be focused on the study of the books listed under required reading. The trainees will conduct the seminar under the guidance of a faculty member. These seminars will be open to all long-term co-workers.

Instructional Contact Hours

The fourth year of the training program is an apprenticeship year. Each week, students lead a workshop, participate in various community meetings, plan at least one festival program, and participate in weekly independent study and mentoring sessions. Because the 4th year is an intensive practical training that requires extensive participation and leadership roles, it is conducted during a shorter term period of 35 weeks.

4th Year Practicum	No. of hours
<u>Apprenticeship:</u> Students manage a workshop program while under the supervision of a senior coworker. Regular meetings with supervisor coworker are required	140 hours (4 hours/week x 35 weeks)
<u>Community Life Meetings</u> Student are expected to participate in all community meetings that relate to the program that they are responsible for, including the community life meeting, day activities meeting and/or art program meeting. Students will also participate in all biography meetings related to individuals they are responsible for.	100 hours (3 1-hour/meetings x 35 weeks)
<u>Festival Leadership.</u> Students will be required to plan, organize and lead at least one community festival and/or community project.	35 hours (1 hour/session x 35 weeks)
<u>Independent Study.</u> Student in the 4 th year are required to meet in independent study sessions with a faculty member for 2 hours/week.	70 hours (2 hours/week x 35 weeks)
<u>Mentoring Session.</u> Students are required to attend weekly meetings with their mentor to discuss their progress, and to bring up any concerns or questions that they have relating to their apprenticeship, community responsibilities, or study program.	35 hours (1 hour/week X 35 weeks)

Total hours for the 4th year practicum is **380 instructional contact hours** based on a 35 week period.

Faculty	
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Name	Background Information
Katherine Lyles	<ul style="list-style-type: none"> • BA Psychology, Boston University • M.Ed. Counselor ed., Boston Univ • Pennsylvania Teacher Certification (Special Ed), West Chester University • Counseling Experience • International Camphill Certificate in Curative Education, School for Spiritual Science (Camphill Special Schools Seminar)
David Andrew Schwartz	<ul style="list-style-type: none"> • BA, Religious Studies (UC Santa Barbara); JD (Villanova University School of Law) • Foundation Year Certificate in Anthroposophical Studies (Emerson College) • Adult educator in various Camphill training courses for 30 years • Co-founder, The Kimberton Foundation Course in Anthroposophy (PA)
Coleman Lyles	<ul style="list-style-type: none"> • BA Psychology (George Washington University, Mark Hopkins College) • Certification in Special Education (West Chester University) • International Camphill Certificate in Curative Education, School for Spiritual Science (Camphill Special Schools Seminar)
Elizabeth Howe	<ul style="list-style-type: none"> • BSc, Physics (Imperial College of Science and Technology, London) • Certificate of Competency in Curative Education (Camphill Rudolf Steiner Schools, Aberdeen, Scotland) • Diploma, Science Teachers' Training (Wynstones Rudolf Steiner School, Gloucester, England)
Ronald Sanchez	<ul style="list-style-type: none"> • BS Psychology (University of Santo Tomas, Manila, Philippines) • International Camphill Certificate in Curative Education, School for Spiritual Science (Camphill Special Schools Seminar); affiliated with Camphill for 6 years
Steve Zipperlen	<ul style="list-style-type: none"> • AAS, Forestry, Paul Smiths College • Founder and director, multiple Camphill communities in North America • Faculty member of various Camphill training programs

Guest Faculty

Name	Background Information
Daniel Bittleston, <i>guest faculty</i>	<ul style="list-style-type: none"> MA, B Com (Edinburgh University, UK)
Jeannie Elliott, <i>guest faculty</i>	<ul style="list-style-type: none"> BA in French, Art History and American Literature, University of Colorado Waldorf Teacher Training Certificate, Rudolf Steiner College, Fair Oaks, CA Waldorf High School Humanities teacher (10 years, Summerfield Waldorf High School; 4 years, Santa Cruz Waldorf High)
Cheryl Ruby, <i>Guest faculty</i>	<ul style="list-style-type: none"> BA Degree in Humanities from New College of California, San Francisco, CA 2007 Certificate in the Art of Health, Taruna College, New Zealand 2007 Waldorf Teacher Training, Rudolf Steiner College, Fair Oaks, CA 1986-1991 Kindergarten teacher at Davis Waldorf School 1991- 1996
Laura Rider, <i>guest faculty</i>	<ul style="list-style-type: none"> BS Home Economics with a concentration on Clothing, Textiles, and Related Arts, from Oregon State University
Dean Pollard, <i>Guest faculty</i>	<ul style="list-style-type: none"> Waldorf teaching diploma from Rudolf Steiner College, Sacramento, Ca. (1987-89). Tone and Speech Eurythmy Diploma from Zuccoli Schule, Dornach, Switzerland (1990-94). Starting in 1994, 15 years of eurythmy teaching experience pre-K thru 12th grade at the Sacramento Waldorf School and the Santa Cruz Waldorf School. Currently on the faculty of WISC (Waldorf Institute of Southern California). Pioneer of Staff Eurythmy and the Fourth Eurythmy Discipline (Practical Eurythmy)."
Philipp Jacob	<ul style="list-style-type: none"> BA in Music Therapy, University of Applied Science, Heidelberg, Germany Music teacher and music therapist, Friedel-Eder-Schule, Munchen, Germany Music teacher, Waldorf High School, 2007-present
Nicole Anderson	<ul style="list-style-type: none"> Movement Education Teacher, Santa Cruz Waldorf School Spacial Dynamics Institute, Level I training student; Level II therapeutic training student
Ingelore Maier	<ul style="list-style-type: none"> Certificate in Special Education Appointed Lecturer Certificate, Dornach, Switzerland Board Member of the Association for Healing Education Current faculty, Camphill Special School Curative Education Seminar
Manfred Maier	<ul style="list-style-type: none"> International Camphill Certificate in Curative Education Twenty one years of experience at Camphill Special School Appointed Lecturer Certificate, Dornach, Switzerland