



WORLD JOURNAL FOR SAND THERAPY PRACTICE

PROMOTING THE ETHICAL PRACTICE OF SAND THERAPY

Editor's Commentary

Use of the Sand Tray Experience in Supervision

Linda E. Homeyer

U.S.A.

The flexibility of using sand therapy is one of its most powerful qualities. This includes using a sand tray within the clinical supervisory experience. There is increasing professional literature that demonstrates the many various applications. It can be used in individual supervision, triad, or group settings. In person or virtually. The supervisor can use a theory of supervision and integrate a counseling theory. For example, I might use my preferred supervision theory, the Integrated Developmental Model (Stoltenberg et al., 2014), with the supervisee's use of Adlerian Therapy/Individual Psychology. For example, having a supervisee who is working from an Adlerian perspective build a tray to show her understanding of her client's family provides several possibilities: more self-awareness of her view of the client's family, insight into family atmosphere/dynamics, what does 'belonging' look like in this family, etc. It can also assist the supervisee in case conceptualization. And, of course, experience the power of the sand tray for herself.

This combination delivers a theoretically sound, robust, and practical perspective for supervision. Adding the creative dynamic of the sand tray provides a parallel process of effectiveness in the supervision experience. It allows the supervisee to experience how to provide their client with a similar experience.

This issue's article, *Group Supervision Using Sandtray: A Protocol for Facilitation with Counselors-in-Training*, provides the reader a look at a 10-week protocol. The authors provided us with the prompts for each session and linked them frequently to Bernard's Discrimination Model. It's a fresh look at group work and extends the use of sand therapy.

While this article discusses group supervision of graduate students in a practicum/internship site, the application could easily be shifted to other group clinical situations. For example, I used sand trays with graduate students in a university-based practicum clinic. In my private practice, I also used sand trays in dyads and small groups in post-graduate licensure supervision. So many options.

The second edition of the book *Supervision Can Be Playful*, edited by Athena Drewes and Jodi Ann Mullen, has just come out. In full disclosure, Mary Morrison Bennett and I have a revised chapter on the use of sand therapy, *Supervision: Seeing Ourselves and Clients in the Sand*. It is child and play therapy focused. But it might be of interest to some of you non-child therapist supervisors as well. (This new book literally just came in the mail today as I was writing this!)

Happy reading, everyone!

References

- Morrison Bennett, M., & Homeyer, L. E. (2024). Supervision: Seeing ourselves and clients in the sand. In A. Drewes and J. Mullen (Eds.), *Supervision can be playful* (2nd ed., pp. 121-130.) Rowman & Littlefield.
- Stoltenberg, C. D., Bailey, K. C., Cruzan, C. B., Hart, J. T., & Ukuku, U. (2014). The integrated developmental model of supervision. In E. Watkins & D. L. Milne (Eds.), *The Wiley international handbook of clinical supervision* (pp. 576-599). Wiley.

Original content from this work may be used under the terms of the <https://creativecommons.org/licenses/by-nc-nd/4.0/> Any further distributions of this work (noncommercial only) must maintain attribution to the author(s), the title of the work, journal citation, and DOI.