

PM

FE '00
PSY 48090

Educational Wounding & Creative Healing

Instructor: Dr. Shannon Simonelli

Required reading & Materials:

Reader available upon registration

18"x24"art pad (not news print), 24 count box of chalk pastels, 12-18 count box of oil pastels, scissors and glue stick and a stack of old magazines – public libraries often give these away (any other art supplies you like or have are great too, these are the basics)

Important! If you plan to do well in this course I suggest you read this syllabus carefully, you may want to print it and keep it handy. If you are having difficulties with course material contact me, if you are having technical difficulties contact Kerry Kakazu (808) 735-4700, kkakazu@chaminade.edu

Course Description

This course is interdisciplinary in nature; it touches the fields of Psychology, Education, and Creative Arts Therapy. We will explore the issue of Educational Wounding from a societal and personal perspective, considering our cultural development away from trusting the body and the imagination. We will consider the phenomenon of placing our highest value on the development of the thinking function while narrowly defining what it means to think or to be intellectual. Learners will consider the role Educational Wounding has played in their lives and be guided through experiential work with imagery and the body to begin to reclaim a fuller definition and expression of what it means to be a thinking, creating, vital human being. While this course focuses on theory and personal connection to the issue, learners will also be expected to bridge this new learning to their current work and their future professional lives.

The course is designed in two phases.

The first phase covers five themes of Educational Wounding:

1. *The Split* between body and mind
2. *The Cult of Success* using judgement, shaming, humiliation, and control tactics in an effort to achieve conformity
3. *The Lie* over time students develop a false self to survive they begin to believe that they aren't very smart, that they can't cut it

4. *Soul Wounds & Broken Spirits* experienced as lost, disconnected, disappointed, impoverished spiritually, they feel stuck and afraid to risk
5. *Re-membering, Redefining & Hope* a broader definition of intelligence combined with recollecting our unique style and approach to learning allows for our fuller expression

The second phase of the course facilitates learners in their own **Personal Learning Project**. Your Core of Four group will provide “think tank” and support opportunities for you, while I serve as mentor and coach on a short term self directed learning project that facilitates learners in *Re-membering* their wholeness. The intention of this project is to support you in following your inclinations, and practicing validating your own authority, a large component of healing Educational Wounding. This project has three components:

- You are negotiating self directed new learning around something you are interested in related to Re-membering your wholeness and natural learning inclinations
- You are encouraged to notice and document what your internal experience is or what the subtext is to your learning experience. (For example, there may be internalized judgements, fears, places of feeling stuck, lost, or unclear, there may also be places of great joy and exhilaration.)
- You are asked to consider how your new awareness about Educational Wounding and healing could apply to your current work and/or relationships and to imagine how this new learning might apply in your future professional lives.

Objectives

Upon completion of this course you will have a deeper understanding of:

- The theory of Educational Wounding
- Personal Educational Wounding experiences and how these experiences have informed or effected your life
- What your personal learning style and preference is
- How the creative and expressive arts enrich personal learning and growth
- The dynamics of wounding and healing
- Learning and living from an undivided self
- How to find and follow your own authority
- How this new learning can be applied to your current or emerging professional work

Core of Four

I will be assigning you groups of three other learners to discuss your experiential activities with. The intention of these groups of four is to provide a place to practice non-judgement for others and for yourself. The group will serve as a place to go for support, for sharing and for being *seen* in our exploration and Re-membling of ourselves as natural and undivided learners. Occasionally the group might serve as a place to go for problem solving or to dialogue about an issue that arises from class.

Once I have emailed you the addresses and names of your Core of Four it is up to you to be in contact. This group can provide you with added support and belonging in the on-line experience.

Assignments

Each week you will:

- Read assigned readings
- Respond to web board question
- Do the experiential activity that I assign (this is where you will use your art materials)
- Discuss your experience from the experiential activity with your “Core of Four” (I may ask for informal summaries of these talks)
- Write and submit a 300-350 word integration paper (about two pages double spaced)

Some weeks I may give you an experiential activity and no web board question or visa versa, but expect that you may be doing both each week.

Assignments are due no later than 12:00 noon on Saturday of each week

*Do not send your papers as attachments, just send them as straight emails.

Mid Term

Theoretical and Personal Examination of Educational Wounding

Written paper of no more than 5 to 7 pages, emailed to me no later than 12:00 noon on Saturday of the week it is due. If it will enhance your process to do some art or movement or some other form of creative expression in conjunction to writing please do so and reflect upon that process in your paper. As you might imagine, I strongly encourage this and would be delighted to hear about your experience with this although it is not required.

There will be an opportunity for me to see all the artwork you do through the Final Project.

Although we will be dipping into personal material throughout the course, this is your arena to:

- Identify key components and specific experiences of your personal story of Educational Wounding
- Examine how your relationship to Educational Wounding relates to the theory presented (where does your experience match or resonate with the theory, where and how does your experience differ – this is equally important as this is an emerging theory and one that you are helping to flesh out as you share your own experience)
- Articulate how these experiences of Educational Wounding have informed or effected you in your life so far (how have these experiences played out for you?)

Naming your experience and being witnessed (by me) in a non-judgmental, supportive way can be very healing. Allowing you to re-story and remember yourself as a natural and undivided learner.

Final Project

The Final for this class is a video presentation, I imagine a 15-20 minute (max) video should give you ample time, if you are running over, part of your practice is getting concise. This is valuable and may help to add impact to your presentation. You can get creative with this or you can simply talk to me in front of the video camera, it doesn't have to be a formal stiff presentation. I want to *see you*, to get a feel for you. In the video I want you to show me the art that you did for the experiential component of the assignments, identifying which assignment the art is from and briefly explain or refer to what you learned or discovered, or what meaning the work holds for you. This should be a review to me as you will have discussed at least some of this in your weekly integration papers. Then I would like you to share your Personal Learning Project with me, what you did, what you learned, what you discovered about yourself as a learner and how this all might influence you in your current and/or future life as a professional in the world.

Chaminade has video equipment available, contact Steve in audio video, or you can use personal video equipment. I have standard VHS equipment for viewing.

Grades:

- Weekly integration papers (300-350 words) 25%
- Experiential activities and “Core of Four” discussion groups 20%
- Web board discussions and participation 15%
- Mid Term 20%
- Final Project (Personal Learning Project-video presentation) 20%

More about Assignments:

The integration papers for the first five weeks of class will incorporate your readings, the experiential work that you will do, insights from your “Core of Four” discussions (I will occasionally ask for summaries of these discussions), the Web Board discussions and any personal thoughts or awareness on the topic. These papers serve two main purposes, first they let me know that you are doing the reading and the experiential work and secondly that you are given an opportunity to communicate your ideas, thoughts, and feelings around this material. Please keep these papers between 300-350 words.

This subject can be filled with powerful personal material that you have not thought about for quite some time, it is important that you have a forum of non-judgement and support for the this exploration. As you will discover, through allowing these personal stories to come up and out you will open to new and exciting ways of considering yourself as a learner and creative being.

The integration papers for the second phase of the class will have a slightly different focus. They will be addressing the process you are going through related to learning something new that is interesting to you and that plays a role in *Re-membering* your wholeness, your natural and undivided self as a learner. This process is three-fold: first you will focus on the new learning and second you will practice being aware of the subtext that may come up for you, practicing holding yourself in non-judgement, lastly you will consider how all of this new learning and insight might be applied to your existing and emerging professional life.

This is a practice of NOTICING, noticing, without judgement, what goes on for you as you learn something new...where do you get excited, where do

you lose your way, where do you feel uncertain and what do you do with that.

We will spend more time clarifying this project later.

Web Board Discussions

I will post a question for you to address. I think this will be interesting for all of us to see where we are at as a group and what new perspectives each of you bring in. Please contribute to these discussions whole heartedly, whole bodily and whole spiritedly! We will all benefit from this contribution.

When participating click on the "Web Board" provided for you on the tool bar to the left of this page. (Sometimes it takes 2 tries to get hooked up). When the conference pops up, click on the question listed on the left. The question will pop up as a conference on the right. In order for you to reply to the question click on "Reply" which is at the top of the right screen as an option. When you are finished replying, then "Post" by clicking on the small box at the top right corner of the conference. This will place or post your response on the board for others to read.

I consider the Web Board like the classroom setting and hope you will utilize it as such, with reflective, considered and respectful comments and responses.

Closing Notes:

I expect that you will proof read and spell check your papers before you send them to me! I am a creative speller like none other but have learned that clear communication requires clear thought (mindbodyspirit) and good spelling to get across my ideas and truly honor the effort and attention that I am giving to my self and my studies. I expect the same from you, you deserve it.

Submit your papers with your name on it, often email addresses have no clue in them as to who you may be on my list!

Email communication works best for me, however if you feel you need to call me use the 1-800 number you receive at registration. Keep in mind that you may catch me when I can't talk and we may have to schedule an appointment, also REMEMBER THAT I AM IN CALIFORNIA my time is

two to three hours later than Hawaii time, don't call me at an unreasonable hour please!

I will be in contact with you on a weekly basis as a class, letting you know what the assignments are for the up coming week and giving you some thoughts and reflections on the material we are working with, this will be hosted on the Web Board.

I do not check my email every day, please be aware of this. Do not leave your questions and comments for the last moment. If you need clarification, first check with your Core of Four, then if you still need clarification from me about something be sure to give me a couple of days to receive and respond to your email. Keep in mind that you will be held accountable for the assignments for that week.

This course may hold great treasures for you. If you apply yourself to the work you will really be giving yourself an opportunity like none other. This is a unique course and the first time it has been offered on-line. I have taught this course several times in the classroom and some students report life changing experiences, I see the transformation in them. I believe in this material and have lived this process myself as a child diagnosed with learning disabilities, and dyslexia, and medicated with Ritalin for hyperactivity. The reader is directly from my dissertation (with supplemental articles) and tells the stories of the people I interviewed to explicate the theory of Educational Wounding. Your honest participation in this class is the continued articulation of the issue of Educational Wounding and considered a part of my ongoing research in this field.

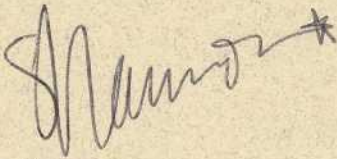
270 Mesa Verde Way
San Rafael, CA 94903
(415) 492-9140
shannonsimonelli@aol.com

Dear Donna:

Here is the syllabus for my class, I have enclosed a disc should you need to make any minor additions or changes.

I plan to get the reader to you within the next week, feel free to email or call with any questions.

Thanks for your help,

A handwritten signature in black ink, appearing to read 'Shannon', with a small star or asterisk at the end of the signature.

Shannon

Shannon Simonelli Ph.D.