

Supervision in the Arts Therapies  
SERIES EDITOR: JOY SCHAVERIEN

# *Supervision of Dramathrapy*



Edited by  
PHIL JONES AND DITTY DOKTER

# Supervision Of Dramatherapy Supervision In The Arts Therapies

**Sue Jennings, Åse Minde**



## **Supervision Of Dramatherapy Supervision In The Arts Therapies:**

**Supervision of Dramatherapy** Phil Jones, Ditty Dokter, 2008-11-19 Supervision of Dramatherapy offers a thorough overview of dramatherapy supervision and the issues that can arise during the supervisory task Phil Jones and Ditty Dokter bring together experts from the field to examine supervision in a range of contexts with different client groups including dramatherapy with children forensic work and intercultural practice Each chapter features theoretical grounding the importance of action methods position in the professional lifecycle application in relation to setting and client groups Using illustrative examples Supervision of Dramatherapy provides practical guidance and theoretical grounding appealing to supervisors and supervisees alike as well as psychotherapists interested in the use of dramatic methods in the supervisory setting

**Supervision and Dramatherapy** Elektra Tselikas-Portmann, 1999-01-01 Supervisors who wish to employ a more imaginative approach to their work will find concepts such as aesthetic distancing and techniques derived from dramatherapy the use of myths and stories dramatic play and roles particularly useful Supervision and Dramatherapy explores the ways in which dramatherapy techniques and concepts can be applied to supervision and looks at how supervisions are conducted within the field of dramatherapy The contributors leading dramatherapists from Britain Continental Europe the United States and Israel have written on the historical background of supervision in dramatherapy the process of dramatherapy supervision the training of supervisor dramatherapists taking a dramatherapy approach to business supervisions the supervision of crisis intervention teams and dramatherapy research They offer insights into the relationships between supervisor supervisee and client and the dramatic roles that unfold during the supervision process Drawing on their own experiences in clinical and non clinical settings and richly illustrating their accounts with examples from practice they offer exciting and creative ways of effectively supervising dramatherapists and non dramatherapists alike

**Supervision of Art Psychotherapy** Joy Schaverien, Caroline Case, 2007-05-07 Supervision of Art Psychotherapy will be an inspiration for advanced practitioners and students in training It is the first book to formulate a unique theoretical base to current practice in art psychotherapy supervision A central theme is the nature of the image in supervision defining its difference from other forms of supervision in the mental health professions Clinical practice is brought to life through vivid vignettes from diverse settings with a variety of client groups part I establishes a theoretical base introducing innovations in practice and addressing complex clinical issues in child and adult work Topics include the narrative of imagery in supervision enchantment ambivalence a topographical approach engagement in supervision and working with the network in art psychotherapy with children part II focuses on supervision in groups addressing training difference and peer group image consultation as well as supervision of experienced practitioners part III explores theory related to purposes and challenges in supervision and research A vital contribution to the literature in the context of Continuing Professional Development this volume establishes the image as central in the supervision of art psychotherapists It brings the experience of the artist in the

psychotherapist into the frame provoking questions about the meaning of images and image making in supervision

**Foundations of Art Therapy Supervision** Yasmine J. Awais, Daniel Blausey, 2020-10-19 Foundations of Art Therapy Supervision serves as a reference guide for art therapists who have found themselves in supervisor roles without prior training and supervisees hoping to learn what to expect from the supervision relationship and illustrates how to receive and provide clinical art therapy supervision Written by two art therapists with over 35 years of collective supervision experience this new resource includes a framework for providing effective supervision in the classroom and in the field case studies and art based supervisory exercises and guidance for new professionals seeking certification or licensure Chapters weave the authors supervision experience with a significant literature review and feature explanations on how professional identities art therapist psychotherapist counselor supervisor supervisee administrator educator etc and personal identities gender race sexuality etc influence the supervisory and therapeutic relationships This book will teach supervisees how to make the most of their experience while simultaneously providing a comprehensive reference for practicing supervisors

**Intercultural Arts Therapies Research** Ditty Dokter, Margaret Hills De Zárata, 2016-07-07 Intercultural Arts Therapies Research Issues and methodologies is the first overarching study on intercultural practice and research models in the arts therapies It provides a new departure from traditional arts therapies education and research in that it focuses on research studies only Written by international experts in the field the book offers a selection of diverse research undertaken within four arts therapies modalities art dance drama and music Drawing on methodologies such as ethnography phenomenology and case study research chapters focus on cultural identity the transposition of cultural practices to a different context and the implications of different languages for arts therapies and disability culture With reference to primary research it aims to help practitioners and students to develop further research by making the mechanics of the research process explicit and transparent Intercultural Arts Therapies Research will appeal to arts therapists psychological therapy practitioners postgraduate students and other health and social care professionals It will also be of interest to students artists teachers social workers and those working for international aid agencies

Understanding Cross-cultural Supervision in the Creative Arts Therapies Kay Choi, 2016 Cross cultural and or multicultural issues and considerations are increasingly becoming more relevant to the creative arts therapies practice and supervision This systematic literature review aimed to investigate the existing body of cross cultural multicultural supervision literature in the fields of music therapy art therapy drama therapy and dance movement therapy as well as to identify the gaps in the knowledge English language literature published between 2000 and 2015 was examined to ascertain its relevance to the cross cultural issues and challenges that exist within supervision of supervisors and supervisees with racial ethnic differences A search strategy that included a review of electronic databases and grey literature as well as hand searching of journals and edited books was undertaken Fourteen sources were identified as providing valuable information related to cross cultural multicultural supervision seven music

therapy three art therapy one drama therapy and three dance movement therapy publications Review of the identified sources indicated that cultural differences had an impact on the process and the relationship in the cross cultural supervision Furthermore these differences may provide opportunities for enhanced understanding and awareness of cultural backgrounds biases and assumptions of supervisors and supervisees through sharing and open discussions Findings also suggested the need for future research in the general topic of cross cultural supervision in the creative arts therapies fields This review offers an accessible resource for creative arts therapists to existing cross cultural supervision resources where they can assess the current state of the literature and better understand the complex dynamics of cross cultural supervision experiences

**Playing in a House of Mirrors** Elinor Vettraino, Warren Linds, 2015-07-27 This book explores the concept of reflection through a dramaturgical lens as practitioners in a wide range of disciplines hold up the mirror to their own practice using theatre and theatricality as a way of unpacking their individual and collective practice Editors and authors consider the use of drama as the vehicle through which learning takes place for the leader facilitator or manager of an experience rather than the use of drama and theatre as a tool for learning subject content Reflective practice is an often cited term in the professional thesaurus of educators social work practitioners and health care workers It is perhaps less commonly thought of as the purview of leaders of industry marketing managers and scientists We define reflective practice in this context as the development of capacities to reflect on actions behaviours and attitudes that impact on your own practice or on the way others engage in their practice so as to be part of a process of continuous learning It is therefore crucial for any professional to understand how and why we behave and interact with others the way we do

*Intercultural Dramatherapy* Ditty Dokter, Nisha Sajani, 2022-12-29 The first overarching work on dramatherapy intercultural practice and research this book explores the therapeutic encounter between therapists and participants as an intercultural space highlighting how attending to cultural differences informs care Drawing on international voices of practitioners and participants each chapter seeks to explore how social and political struggles such as rising global conservatism nationalism climate crisis increasing displacement and the coronavirus pandemic are experienced in dramatherapy Main themes covered include the development of intercultural good practice guidelines therapist transparency especially through self disclosure and transference issues for the therapist and the negotiation of power relationships across identity differences The book concludes with a section on recommendations for training supervision and practice A resource from which new practice and research can emerge this book will be valuable to dramatherapy educators practitioners and students specifically those interested in intercultural practice

**Expressive Arts Therapies in Schools** Karen Frostig, Michele Essex, 1998 This book provides helpful recommendations and guidelines for expressive arts therapists and educators who work in school settings as therapists supervisors supervisees and graduate school expressive arts interns It has been organized to provide readers with a practical and conceptual framework for school based art therapies as well as a detailed supervision model For expressive

arts interns who wish to work within a school setting reading this guide preplacement can assist in their assessment and selection of a site and or supervisor Reviewing the guide during placement will help orient interns to a new system assist them in developing an effective and successful treatment plan for the students as well as help anticipate how the year might unfold according to the school calendar This comprehensive book will also serve as an excellent resource guide for anyone interested in advocating and promoting the value of offering expressive arts therapies in school settings Digital Art Therapy Rick Garner,2016-11-21 As the field of digital art therapy rapidly expands this book guides readers through the many applications of digital media in art therapy With consideration of professional and ethical issues expert contributors discuss materials and methods with case examples to show how digital art therapy works in practice *A Traveler's Guide to Art Therapy Supervision* Monica Carpendale,2011 The intention of this book is three fold to be a supervision handbook for art therapy students to be a self or peer supervision resource for professional therapists and to provide a framework for training art therapy supervisors While the underlying framework is grounded in psychoanalysis and existentialism the Traveler s Guide introduces a hermeneutic phenomenological method which incorporates social constructivism and metaphor theory The book covers key aspects of supervision identifying the principles and goals discusses different models and techniques explores the state of mind and attitude of the supervisor focuses on the awareness of culture reflects on transference and counter transference dynamics the supervisee supervisor relationship and the challenges that can emerge Metaphors weave throughout the book The journey metaphor of engaging in open ended exploration runs through the chapters with ecological and gardening metaphors sprouting at different points Written as a traveler s guide the combination of theory and creative activities are intended to deepen the exploration The Traveler s Guide will be of value for all counselors and therapists beginners and professionals It provides the backbone for understanding the process and a rich resource of art based activities for deepening the supervisee s engagement *Theatre for Change* Robert Landy,David T. Montgomery,2012-04-03 Building on Robert J Landy s seminal text Handbook of Educational Drama and Theatre Landy and Montgomery revisit this richly diverse and ever changing field identifying some of the best international practices in Applied Drama and Theatre Through interviews with leading practitioners and educators such as Dorothy Heathcote Jan Cohen Cruz James Thompson and Johnny Salda the authors lucidly present the key concepts theories and reflective praxis of Applied Drama and Theatre As they discuss the changes brought about by practitioners in venues such as schools community centres village squares and prisons Landy and Montgomery explore the field s ability to make meaning of a vast range of personal and social issues through the application of drama and theatre **Art-Based Supervision** Barbara J. Fish,2016-06-23 Art Based Supervision is a unique text for graduate supervision classes and seminars as well as a resource for post graduate supervisors and practitioners It offers a new view of supervision one that incorporates both images and words as tools to investigate and communicate the interactions that occur in therapy and in the systems in which clinicians work The

fundamental principles of supervision provided in the book are useful for anyone interested in exploring the use of images to support reflection understanding and empathy in their work Full color images further enrich the narrative In addition to supervision courses Art based Supervision may be used for introductory art therapy psychology social work and counseling courses for readers interested in a broad range of intimate examples of the challenges of therapeutic work and the use of response art to grasp nuanced communication

**Supervision of Sandplay Therapy** Harriet S. Friedman,Rie Rogers Mitchell,2007-09-12 Supervision of Sandplay Therapy the first book on this subject is an internationally based volume that describes the state of the art in supervision of sandplay therapy Recognizing that practitioners are eager to incorporate sandplay therapy into their practice Harriet Friedman and Rie Rogers Mitchell respond to the need for new information and successfully translate the theories of sandplay therapy into supervision practice The book provides a meaningful connection and balance between theoretical principles practical application and ongoing therapeutic encounter involved in sandplay Divided into six sections contributors cover original supervision models contemporary supervision models special challenges in supervision international sandplay supervision supervision of special groups connections with other arts therapies Supervision of Sandplay Therapy expands the vision of what is possible in supervision and will be vital reading for those studying supervision and sandplay therapy as well as for those wanting to provide a depth oriented approach during supervision

Abstract Book of the 5th European Arts Therapies Conference Line Kossolapow,1999 *Creative Supervision Across Modalities* Anna Chesner,Lia Zografou,2013-12-21 This book takes a theoretical look at creative supervision discussing the background philosophy and creative technique and demonstrates through a series of chapters written by experienced practitioners from a variety of disciplines that creative approaches to supervision are applicable and beneficial across modalities

*Art Therapy and Dramatherapy* Sue Jennings,Åse Minde,1993 The book explores the relationship and differences between art therapy and dramatherapy based on eight years of research and practice in training clinical practice and theory

Edition XII Worldwide Directory of Postgraduate Studies in Arts, Humanities, and Social Sciences 1997/98 ,1996 **Edition XII Worldwide Directory of Postgraduate Studies in Arts, Humanities, and Social Sciences** ,1997

Supervision Can Be Playful Athena A. Drewes,Jodi Ann Mullen,2011-08-18 Supervision Can Be Playful offers clinical supervisors of mental health professionals a comprehensive and thoughtful resource The text focuses on the clinical supervision of child and play therapists with supervision interventions that can be augmented for use with mental health professionals who provide supervision to adolescent and adult therapists The perspectives discussed regarding the role of the clinical supervisor are universal and readers will find them relevant regardless of the age group they are working with The text addresses the roles and processes of clinical supervision from a unique playful perspective and from an eclectic theoretical orientation Each chapter author offers a piece of the supervision puzzle and offers the reader clear guidelines for implementing techniques and the rationale behind them

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web with astm c 665 type ii class c foil faced thermal batt insulation complies with astm c 665 type iii class b and c federal

specification hh 1 521f has been canceled and is replaced by astm c 665 the thermal resistance values for thermal batt insulation were tested in accordance with astm c 518 r value for insulation only the surface

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