

Art-Based Supervision: From implicit knowledge to explicit knowledge

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Since the beginning of the emergence of the art therapy profession, therapists have responded to the clinical condition using creative expression in order to explore and understand essential issues in the therapy room and within the therapeutic relationship (Deaver & Shiflett, 2011; Miller, 2012; Wadeson, 2003). In recent years, clinical literature has emphasized the importance of using the creative process during supervision sessions in order to explore the process of transference and countertransference (Deaver & Shiflett, 2011; Miller, 2012).

Researchers and clinicians who study human relationships emphasize the dual nature of all human interactions: the modality of explicit communication which is verbal, as well as the modality of implicit communication which is nonverbal, procedural and unconscious (Lyons-Ruth, 1998; Stern, 2004). Since visual symbolization has a unique value as a channel of expressing and communicating the implicit characteristics of the therapeutic relationship, creating art during the supervision session provides a container for these implicit domains.

The purpose of this article is to conceptualize theoretical knowledge about art-based supervision, based on the contemporary fields of relationships studies (Stern, 2004) and neuropsychology (Schore, 2012). In addition, this article will highlight the importance of attending to the non-verbal communication that exists in the therapeutic and supervisory relationships (Divino & Moore, 2010).

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