

## **Workshop; Using arts as an integrative educational tool within social work teaching and supervision**

The arts have a strong theoretical connection to social work because they can create a symbolic space within which to shift from homeostasis to change- for both service users and social workers. To elaborate, experiences gain coherence and meaning when described or reflected back through symbolic productions, and the broad hermeneutic base of arts expression that includes symbols and metaphors becomes a space to enable constant reconstruction and transformation of meanings. This opens a pathway to new perspectives and new behaviors and enables social work students to integrate the profession's inherent divides between micro and macro perspectives, between psychological and social theories, and between emotions and cognitions to name a few. Integrating these potential dichotomies is the multifaceted core of the profession and it's source of energy and innovation. This workshop will demonstrate how the arts can help with this educational challenge. Arts are central to the way we remain oriented in the world—by combining memory, and sensory information and images of past experiences, and of how we imagine the future. These characteristics among others make images an effective way to process experiences. This workshop will teach a set of structured methods through which to integrate micro and macro perspectives in social work, to co- creating knowledge with service users, and to address social workers secondary trauma and burn- out.

The overall objective is to create innovative methods for focus on learning from service users of marginal cultures and with diverse problems. It will outline methods for creating innovate practice curriculums and course contents.

More specific objectives are to go beyond generally endorsing the concept of creativity to demonstrating three specific skills for using a phenomenological arts discipline within teaching and supervision in social work. It will also define the theoretical rational for including the arts in social work education.

- 1) Using creative genograms in teaching, practice and research as a way to integrate subjective and objective family experience.
- 2) Using a single image to express stress situations, stress reactions, and coping as an interactive gestalt that situates trauma within social context.
- 3) Using a

A more detailed breakdown of skills taught in this workshop include;

Basic skills in using arts in practice, teaching and research in social work:

- Using arts to excavate a self-definition of a problem and a solution for silenced or processed groups.
- Contextualizing subjective experience within social context with the help of the compositional relationship between figure, background.
- Understanding how resources are divided through spatial organization.
- Negotiating conflicting stands through symbols as a broad hermeneutic space.
- Initiating new visions of the future through re-organizing compositional elements and symbols.

After practicing these methods, then they will be applied to the participant's specific teaching, supervision, practice and research concerns

**Blurb: Ephrat Huss** is a professor of social work at Ben-Gurion University of the Negev. She heads an innovative MA social work specialization that integrates arts in social work practice and theory. Her overall areas of research are the interface between arts and social work and using arts as a way for accessing the voices of marginalized populations such as the Bedouin indigenous people in the south of Israel, and as self-care for social workers. She is the author of two books published by Routledge and over fifty articles on the subject of arts in social work.

