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Expressive Arts: Enriching clinical supervision, reflective practice, and social science pedagogy

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This presentation will introduce participants to the value and use of expressive arts to deepen knowledge within clinical practice and curriculum design. Creative learning outcomes woven into social science pedagogy supports the synthesis of theoretical understanding evidenced in meaningful, personal application. Symbols, images, and associations are all seeds of creativity that can be enjoyed by all; although, many people may not know how to identify or make space for this natural, inner resource. Practitioners may say, "Oh, I'm not creative!" or "I am not an artist that's just not something I do" Such perceptions serve to isolate people from the power source of creativity to enrich their life, learning, and vocation. The inclusion of expressive arts into ones work naturally promotes the growth of the reflective practice and helps deepen personal insights and practice. The inclusion of expressive art within clinical supervision similarly increases engagement and communication between supervisor and supervisee. The invitation of arts-based supervision supports supervisees of all levels of experience to be witnessed in their work, validated and understood, particularly in relation to challenging, multi-layered variables contributing to situations/issues that require support, recommendation or resources. One's connection to creativity is nourishing; therefore, acts as an important buffer to burnout, compassion fatigue, and impairment. The inclusion of expressive art into clinical supervision and curriculum design offers a strengths-based modality to foster clinician/student self-esteem, supervisee/supervisor communication and awareness; as well as, student integration of theoretical knowledge.

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