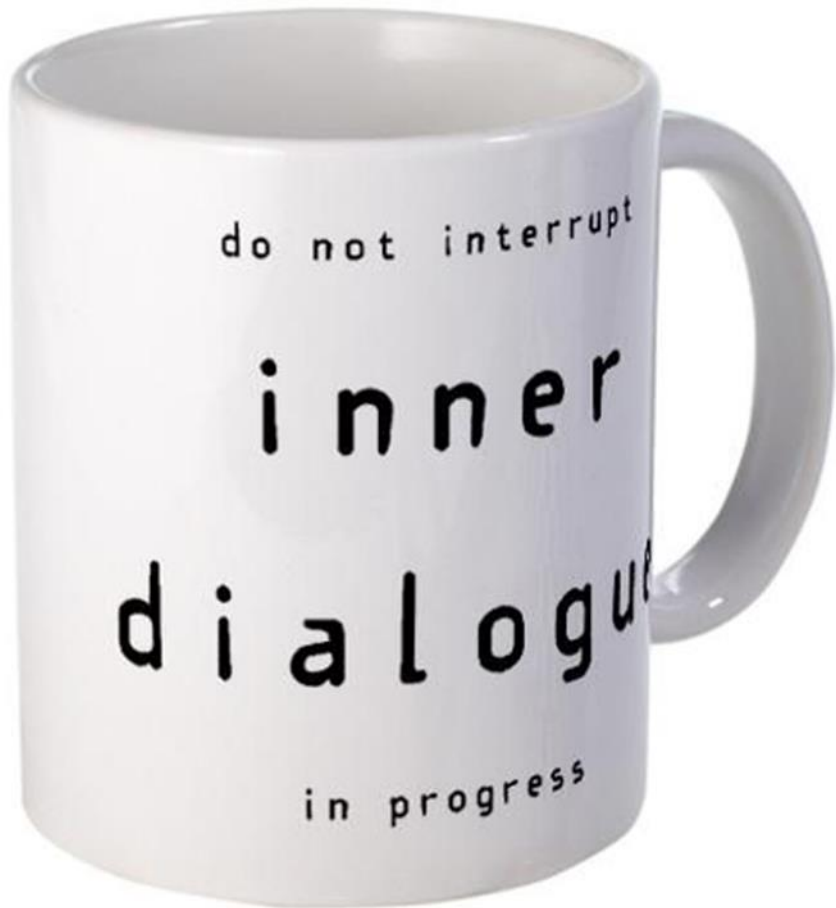


Developing Inner Dialogue through Creative Techniques in Supervision

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- Notion of therapists' inner conversations (Rober, 1999, 2005).
- Supervision enabling the externalization of inner conversations within the context of work with children and trauma.
- Playful externalisation can sustain the “capacity for wonderment” (Zinker, 1977) and render the inner conversations available to the external supervisory dialogue.
- Inner conversations may be re-aligned, re-examination, re-affirmed and perhaps re-scripted.

Why Inner Dialogical Conversations?

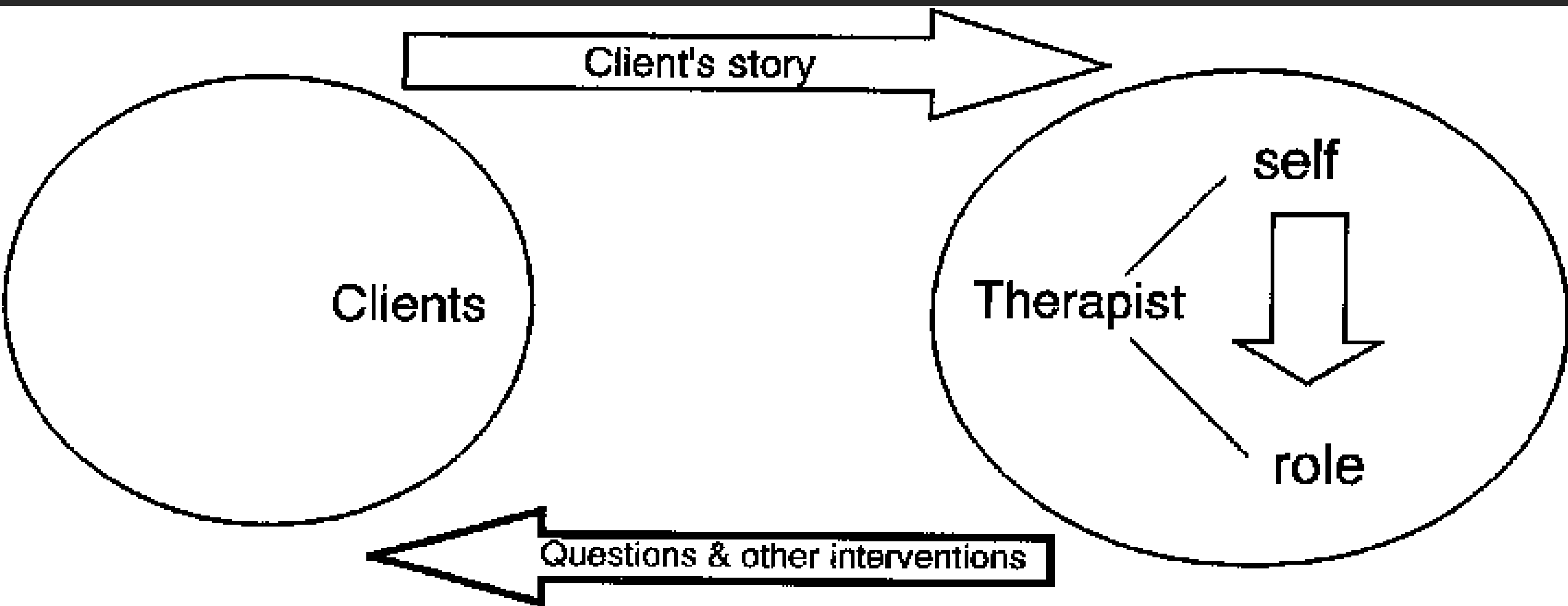
- Rober (1999) conceives the counsellor's inner conversation as a negotiation of meaning between the therapist's **role** and the therapist's **self**

observations
made



feelings
evoked

- "When I talk with others, I partly talk with the others, partly with myself." (Anderson, 1992)



Related to the value of self doubt, not-knowing (Anderson & Goolishian, 1992) and uncertainty

Self Compassion + Self Doubt
= Safe Uncertainty

Why Inner Dialogical Conversations?

Why Inner Conversations with children and trauma?

- We need to consider the impact of secondary traumatisation especially in terms of 2 impacts:
 - **Risk of Avoidance**
 - **Low toleration for Ambiguity**

I can talk, why use play techniques?

- Pair work
- Find a partner to work with for the next 30 minutes
- Get to know your partner
- Take it in turns to be a facilitator in your pair
- Focus on **yourself** in a **specific therapeutic / supervisory relationship**

Hands-on exercise

- Focus on **yourself** in a **specific therapeutic / supervisory relationship**
- Choose **2 objects** to represent **yourself** in that relationship
- Share objects with your partner (facilitator)
- Facilitator as a **naïve enquirer** will ask question to support you to explore the objects whilst **staying in the metaphor**

Hands-on exercise

- Facilitator as a **naïve enquirer** will ask question to support you to explore the objects whilst **staying in the metaphor**
 - What is the story of this object? Where does it come from? How come it is like that?
- Place the objects on the paper provided in any manner which now seems fit to you
- Write or draw anything you want on the paper

Hands-on exercise

- Write or draw anything you want on the paper
- Talk about what you have drawn with your facilitator
- Change roles

I can talk, why use play techniques?

- Internal playfulness (Jones, 2008)
 - “I regard playing as one of the functions of the internal supervisor, and it is through this that the therapist can share in the patient’s creativity. It is also here that he can discover a balance between what he knows of the nature of the unconscious and the pitfalls of premature assumption” (Casement, 1997, 36)
- Research indicates that the use of action techniques in supervision varies very widely (Jones, 2008)
 - “It would be wrong to simply ally creativity with active methods” (p.56)

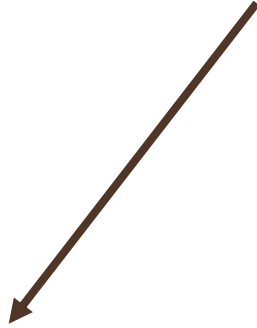
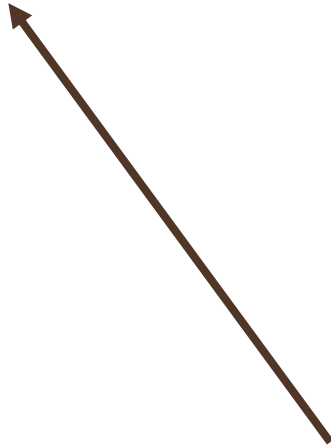
Some uses of object play

- To play without a set agenda and see what themes emerge
- To depict clinical interactions / relationships
- To represent clients' feelings or context
- To express supervisee's own feelings or issue
- To try out alternative interventions
- To represent aspects of the supervisory relationship

ME



NOT ME



**NOT
NOT ME**

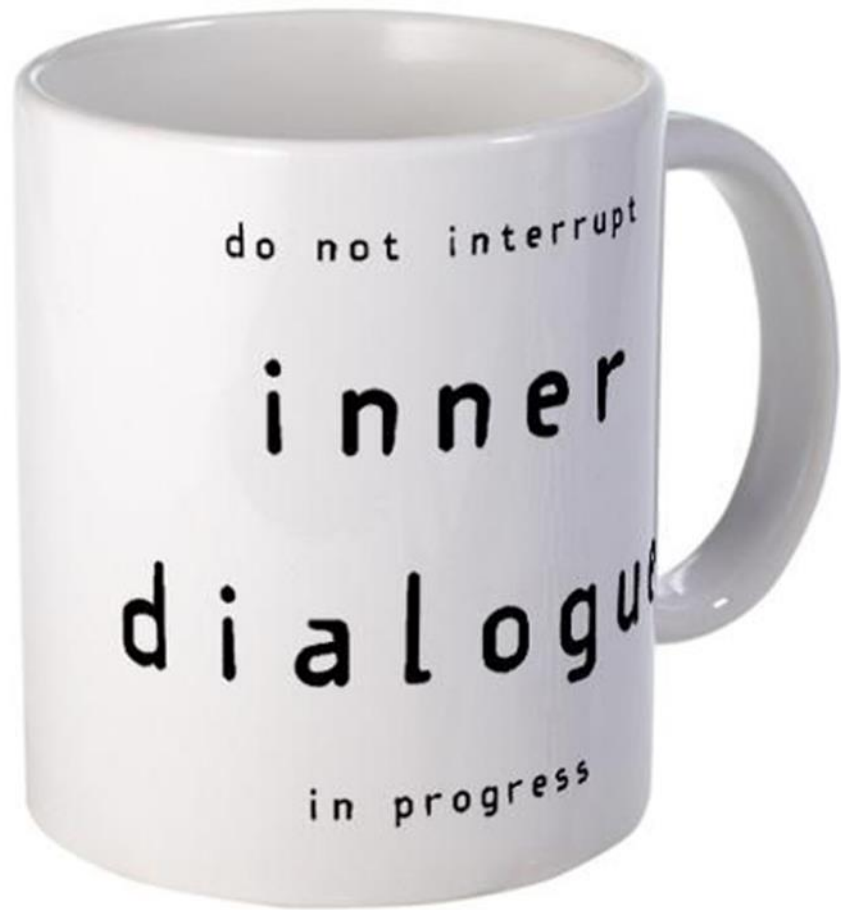
Capacity for Wonderment

- “a sense of Wow about some seemingly insignificant way in which the other person sees the world. It is the ability to partake with pleasure another person’s special experience”

(Zinker, 1977, p. 45).

References

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Grazzi

Thankyou