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Abstracts

Contemporary Israeli Artists' Home Representations – From Embodiment to Repair: Psychoanalytic and Art Therapeutic Perspectives

Adi Bezalel, Michal Bat Or

The article offers psychoanalytic and phenomenological perspectives on home representations based on interviews with – and artworks by – twelve contemporary Israeli artists. The study examined how the artists represented the home in their artworks, considering that Israel includes diverse societies whose security conditions range from relative safety to active combat zones. This qualitative research combines thematic analysis with hermeneutic phenomenology analysis. Its participants were the following artists (listed alphabetically): Hannan Abu-Hussein, Vered Aharonovitch, Maya Attoun, Hila Laiser Beja, Jack Jano, Saher Miari, Philip Rantzer, Anat Rozenson, Orly Sever, Hilla Spitzer, Micha Ullman and Gal Weinstein. The data analysis yielded four main home-description themes: The home as an embodiment of body and mind; the home and time; the home as a representation of a social/political experience; and the yearning for repair and transformation through artistic representation of the home. The discussion integrates interdisciplinary perspectives from art, psychoanalysis and art therapy, highlighting therapeutic implications derived from the study. It also addresses therapeutic challenges related to the experience of home in psychotherapy, in the aftermath of the October 7th, 2023 events.

Music and psychodrama in group therapy of psychiatric patients

Roni Zimmerman, Gonie Tsur, Yiftach Ron

This paper describes a psychodrama group therapy with psychiatric patients, which combined popular songs and other music. In the group, the songs served as a representation of mental processes and a mode of expression and storytelling. They functioned as a kind of “time capsule” that bridged between the “there and then” and dormant areas of the mind. The case study presented focuses on three group participants, whose stories emerged through the songs they chose. The paper also explores the group process that unfolded using the developmental group therapy model of MacKenzie and Livesley. In a broader context, the article seeks to shed light on the option of combining different modules of creative art therapy.

The Impact on Therapists of Treating Imprisoned Female Offenders

Matan Marom, Angi Jacobs-Kayam

Treating imprisoned offenders exposes therapists to the patients' narratives as both perpetrators and victims of past traumas. This dual exposure often evokes in the therapists various emotional responses and may significantly affect the therapeutic exchange. The present study explores the consequences of treating perpetrators who are also trauma victims, focusing on the implications of such work for therapists, particularly the occurrence of secondary trauma and vicarious trauma.

The article specifically examines the experiences of social workers who treat women in Israel's only prison for female inmates. It investigates the complex role of these social workers, who must navigate ethical dilemmas, social conflicts, and trauma-related challenges while operating within the institutional framework of the prison system.

This qualitative research used a phenomenological approach based on in-depth interviews with social workers treating female prisoners. It is a pioneering study that contributes to the existing literature on the impact of treating perpetrators on the involved professionals, and illuminates a unique therapeutic relationship – formed away from public scrutiny – between professionals committed to rehabilitation and individuals often regarded as the most violent women in Israeli society. It gives voice to the perspectives of prison-based social workers, a group largely neglected in the research on correctional institutions. The findings enrich the broader field of trauma research, offering new insights into the emotional toll of work with perpetrators on professional caregivers.

Interviewees reported symptoms corresponding to secondary and vicarious trauma, consistent with existing theoretical writings. Additionally,

they described a sense of rejection, which appears to be a distinctive experience among those providing therapeutic care to perpetrators. This research has practical value for organizations engaged in offender rehabilitation, offering a more nuanced understanding of the challenges professionals face in such roles. Significantly, therapists working with perpetrators clearly expressed a need for specialized training and support, essential for maintaining their well-being, professional efficacy, and long-term commitment to public service.

"We Speak Through Music": Music as a Therapeutic Tool in the Relationship Between Holocaust Survivors and Their Offspring

Atarah Fisher

The article explores the impact of Holocaust trauma and family atmosphere on the musical output of second-generation musicians, recognizing the influence of various factors on the musical development of composers. Among these factors are personal experiences, cultural influences, and the emotional baggage of the artist. In-depth interviews with eleven musicians whose parents are Holocaust survivors revealed two prominent home types: Homes characterized by a difficult and sad atmosphere against open, happy homes. In typically gloomy homes, music emerged as a therapeutic tool that helped the second-generation musicians process the Holocaust trauma they were exposed to in their childhood, perpetuate the stories of their parents and of family members who perished in the Holocaust, come to terms with their identity, and enable an honest and open dialogue with their parents, especially as adults. In contrast, in homes where the atmosphere was typically open and joyful, music was a means of commemoration and intergenerational mediation in addition to being a therapeutic tool. It allowed the survivors to pass on the musical heritage that was almost annihilated in the Holocaust to the next generations, and thus feel they have defeated the Nazis. The four life stories presented demonstrate how the Holocaust trauma and the family atmosphere determined the role of music in the composers' lives.

The Effect of Sandplay Therapy on Gastrointestinal Motility in Young Children with Toilet Training Difficulties and Elimination Disorders

Hana Yemini, Shimrit Fisher

Toilet training is a significant milestone in a child's development, and is closely tied to emotional dimensions such as independence and self-efficacy. For some children, however, this transition may be challenging and fraught with emotional or behavioral difficulties which may lead, in severe cases, to encopresis or enuresis, requiring therapeutic intervention. Sandplay therapy emerges as an effective intervention in such cases, offering children a nonverbal medium to articulate their emotions and experiences, thereby alleviating the anxiety that toilet training entails. This study explores the interplay between toilet training and sandplay therapy in fostering emotional and physical preparedness in young children. Through case studies, it examines how sandplay therapy helps facilitate the toilet training process, benefiting both the children and their parents. The study also identifies common behavioral patterns that surface during toilet training and illustrates how these are expressed in sandplay therapy and in interactions with caregivers and therapists. The findings underscore the therapeutic potential of sandplay therapy as a holistic approach, emphasizing the value of tailoring treatment to the unique needs of each child.

**Clinical Seminar:
A training model for first-year art therapy MA students**

Gal Abramovski, Aya Katz, Maya Gronner Shamai

The article presents a unique individual therapy model in a group setting within first-year Art Therapy MA students' clinical training process. The model connects theoretical learning with clinical application in students' art therapy work with patients. It emphasizes the use of art materials and language. The model has been developed and adapted to clinical-creative learning for about thirty years. The article reviews session preparations, student placing in various seminars, and group construction. It also presents the clinical seminar model of session structure, session management, the setting, and the approach to materials. The discussion focuses on integrating all these elements into various aspects of the instructor's role, art-based guidance, and presents the model's therapeutic qualities. The learning process represents the perspective of the authors—senior therapists and instructors at the Association for Art Therapy in Israel (YAHAT) – who trained along this model and have applied it for years in their teaching.