

2. introducing the position of the experienced beginner.

There are various ways to call and signify the given names of the people I work with. Generally speaking, the differences are mostly due to the provenience of the speakers and of the listeners¹.

It might be interesting to deepen the structure, to explore the connections and the interdependence at every level of the general organisation of the system of care. It means leaving those aesthetical debates to those who usually pretend to know the truth. I don't pretend I have one, I am not enough skilled for that. I work with individuals that need care.

Would it be for my lacanian horizons, or for the lessons from my Latin teacher, in any case I am attracted by words, because they have meanings. Even if it might sound obvious to some, it is in now way superficial.

Etymologically, the word “care” is a derivative from Latin word *Cura(m)*: its first original significant was thought, solicitude, but also anxiety and shortness of breath.

The whole speech is condensed all here already.

The word *care*² means at the same time the cause, the act of taking

¹ There are evident differences between the word “client”, “user”, “patient”, “people in need”, etc. These differences are set at various levels, such as semantic, means, pragmatic, political, geographical and cultural. Moreover, what a term means in one language, it might be referring to something else into another one. It is the well know “glossary” question. As my interest is focused to what happens in the inner world of the participants to the relationship of care, I prefer to use the expression “people, persons and individuals in need”.

² Differently, the term “treatment” indicates the act and the method displayed during care-work; while “therapy” is closer to the treatment and implies some degrees of pathology, becoming closer to the symptoms than the structure.

care of someone or of something (so allowing to take care of both the object and the subject); it also includes the concepts of responsibility and protection. It is closer to the structure than the symptoms. Just as the word *cure*. I like this multiple signification.

Working with individuals and groups involves the care-worker awareness on the chosen position within the relation of care itself. During training and supervisions, I often introduce the position of the experienced beginner.

It is a peculiar position where the qualities of being a beginner merge with those of being experienced.

Like any beginner, it is important to be fully concentrated on the relation of care, with all senses wide awake and tensed. The beginner knows that everything is a precious part where he/she can learn something. With emotions, curiosity and passions wide open, the beginner starts to taste each moment as the very first.

In any relation of care, any time is the first time.

The experienced position is somehow specular, as any experienced professional knows, it is basic to keep in mind how relative we are beside years of experiences, constant research and ever-lasting supervisions. Care-work is a very serious profession, that one can learn to do with art and joy. As in any work of art, the point is to deepen what one can see, what is behind the appearance, to enlighten what is behind the appearing structure, with humility and freedom.

The position of the experienced beginner recalls these specular aspects and merges those different qualities into one: keeping emotions, curiosity, passion and humility wide awake while being firmly set on the earth of experience. The experienced beginner never stays on the surface, even if he/she might appear so: even in such cases, there is always a look behind.

Self questioning what is behind the structure is exactly what I am looking for. For this challenge, I called physics to help me through. The reason is simple: I like metaphors.

Following my math teacher suggestions, I rather prefer to skip the given formula, try to have some fun by leaving the dogmatic paths to the ones who needs orthodoxy to dress up a certain lack of creativity and openness.

It's always been fascinating to me when differences congregate to create something new. It's always been challenging to contaminate the known, to explore and taste new flavours. It is a way to get closer to the meaning of life. It is life, actually.

Physics³: the study of nature in its multiple aspects, and so forth the effort to define and explain the whole phenomenons which take places under a comprehensive point of view.

It might sound familiar to all those care-workers who set their approaches on the multiple aspects of an individual, of social circumstances:it is the challenge to define and explain the ensemble of occurring phenomenons under a comprehensive and holistic⁴ point of view.

As the humanistic studies (such as sociology, psychology, anthropology, educational sciences, just to name a few), physics itself has developed significations and praxis through the passing time.

Physics is commonly divided into four main phases. The antic. The classic. The modern. The contemporary⁵. It has been a long way from the first attempts to correlate cause and effect to contemporary physics, focusing on the intimate structure by defining the real connections and the inter-dependance of phenomenons at every level

³ The term “physics” comes from the ancient Greek “physis - φύσις” meaning nature

⁴ A comprehensive and holistic approach includes a rational and open perspective, drawn without orthodoxy, dogmas, unconsciousness of rank and narcissism

⁵ The antic era, also known as “organicism”, can be set from the 5th century bC till the 15th century. The classic era is known as the the time of mechanicism, between the early renaissance (15th century) and the 17th century. The empirical or modern era is known as the period between 17th and 20th century. Contemporary is now.

of the general organisation of the system itself.

The physical domain of experiencing a given social situation is often structured around a dualistic scenario, such as in the common experience when care-work hits the ground of concepts such as disability and normality, inclusion and exclusion, and so on. Within such dualities, all terms are related for difference to their own contrary.

The third dimension is necessary to move forward a dualistic perspective. As children learn in their primary art-classes, to give dimension and shape a 2D representation, to add the dimension of depth, new points of perspective are needed. And perspective is not only an art-fact, it also evokes the language and the codes of Physics.

It offers the chance to introduce a third key element, the inner word, to say something about the condition of individuals inside a certain structure within a certain economic framework and system of rights.

At the end of this path, and to open up to some divertissements, metaphorically speaking, everyone can picture how different approaches are related with one part or another of the history of physics.