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Integrative Practice with an Emphasis on Working with Trauma

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Introduction

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Future volumes of this journal will be on theme issues based in an integrative perspective. Two members of the editorial board will act as co-editors with the support of the two consulting editors. If you are interested in submitting please visit our web site (www.ukapi.com/journal/) and download a copy of the submission guidelines.

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Editorial

Integrative Practice With An Emphasis On Working With Trauma

In this edition of the journal most of the contributions are related to working with different aspects of trauma primarily with individuals but also from a more systemic perspective. We have also chosen to include an exploration of the development of an integrative framework by a training organisation over their organisational lifetime. In all cases the authors are exploring their values and philosophy of practice as integrationists and how they have integrated different bodies of knowledge and experience over time. The authors illustrate for us the basic tenet of integration: that there is no one and only integrative approach: there is a great and creative variety of effective ways of working that all share a commitment to a coherent and systematic blending together of different modalities.

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Rainer Schiedel has generously shared his practice experience with foster children and their carers. His theoretical reflections on the challenges facing both these groups as well as the people who work with them, are grounded in moving practice examples. He particularly reminds us that foster carers are being asked to provide a corrective emotional experience through a form of 'therapeutic' parenting. He places emphasis on the support that such a task requires of the foster carers and illustrates this through his vivid examples. He also demonstrates how the Adult Attachment

Interview could be used in the selection of carers for such a complex and demanding task.

Zoe Lodrick provides an interesting and accessible review of neurobiological thinking concerning human response to threat and trauma and associated survival strategies. Zoe introduces the five F's, a useful summary of basic survival responses to traumatic experiences. She then goes on to describe principles of recovery to trauma that reference the neurobiological underpinning in approaches to the treatment of survivors of trauma. Zoe's article is a very useful overview of what can sometimes appear a very complex subject yet her article is an excellent introduction for people wanting to integrate neurobiological thinking into their current working practice.

In similar fashion, Philippa Perry provides a survey of some recent clinical writing on the techniques and management for working with people manifesting with dissociation and dissociative identity disorder. In the course of this discussion, she brings to life through the case material the difference between dissociation, dissociative identity disorder and repression and reminds us that all these processes are along a continuum of severity. Philippa writes in an experience-near style which engages the reader and invites you to consider your own practice from these perspectives.

By way of a contrast, we present to the readers Sue Jones' account of her findings

from her doctoral research into the shadow side and the potential abuses within psychotherapy training organisations.

After interviewing people from many different organisations she reflects on the conscious and unconscious dynamics that may be particular to the complex task of educating psychotherapists and relates this to findings reflected in the literature in the field. Sue offers a way of working in training organisations that might allow for greater transparency and freedom from fear in the development of psychotherapists.

By way of a further contrast, Michael Soth's article explores how a training organisation has faced the challenges within their own modality and the field of psychotherapy and psychology in general to evolve their own paradigm of 'Integral-relational body Psychotherapy'. Michael Soth reminds us that the 'integrative project' is relevant to an approach to thinking about individual clinical practice and to the development of a training organisation's model of education over time. This dense account illustrated with 'maps', requires the reader to carefully navigate complex ideas to arrive at a full appreciation of the richness of the emerging framework that is at the heart of this endeavour.

As is our tradition we have included an example of a student's theoretical discussion taken from her final dissertation for the MA in Humanistic and Integrative Psychotherapy. We have also included two book reviews.

Maria Gilbert and Katherine Murphy.
Consulting editors and co-editors of this issue.