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KEUEFF - ERIN FARMER

Marisa Pelella Melega came to Rome in 1988 to celebrate the foundation of the first Centro Studi Martha Harris, and to establish a link between the Centro Studi and her initiative in Sao Paulo. The link with the Centro Studi and with the Tavistock proved very fertile and this book is a witness to it. The valuable work documented here exemplifies vividly Martha Harris' own often-cited statement that psychoanalytical ideas have travelled... and found a home in which to flourish. This book is one of a short series on the teaching of post-Kleinian psychoanalysis, with a companion volume on Teaching Meltzer.

'Perversion is taken to mean different things within psychoanalytic discourse. In this book the authors view perversions,

not in terms of specific behaviours, but as a type of blueprint for object relations. While perversions may involve a quest for excitement through sex, drugs or gambling, for example, the focus here is on the underlying incapacity - or indeed at times refusal - to relate to the other as separate from the self and not as a narcissistic appendage. It is the anxieties aroused by intimacy and relatedness that drive the pursuit of ecstasy and excitement. Psychoanalytic thinking can help multidisciplinary teams to stand back and respond to the addictive state of mind in humane and containing ways that are not collusive. This book thus provides rich food for thought not only for the individual practitioner but also for those responsible for shaping services for addicted individuals.' - Alessan-

dra Lemma, from the Preface.

This new edition of Roger Money-Kyrle's classic work is published together with three of his late papers, 'Cognitive development', 'The aim of psychoanalysis', and 'On being a psychoanalyst'. Its intention is to introduce new readers to this key Kleinian thinker, whose influence has been quiet and uncontroversial but deep and formative. The book also includes Donald Meltzer's discussion of the paper on 'Cognitive development'.

Group Therapy for Adults with Severe Mental Illness explores a non-traditional application of treatment known as the group-as-a-whole model. This approach to group work derives from the Tavistock tradition, in which emphasis on the whole group versus any specific member makes the group a safe place to risk sharing and confronting painful issues. This text highlights the efficacy of utilizing this model in the treatment of severely mentally ill consumers in various settings including jails, nursing homes and group homes.

Includes papers from two pioneering child analysts, presented in four sections: Clinical Papers on the Psychoanalysis of Children and Adults; Papers on Child Development and the Family; Papers on Infant Observation; Papers on Training in Child Psychotherapy and Psycho-analysis.

Introduction : core concepts of the Tavistock couple psychotherapy model / Shelley Nathans -- Couples on the couch : working psychoanalytically with couple relationships / Stanley Ruszczynski -- Discussion of "couples on the couch : working psychoanalytically with couple relationships" / Rachel Cooke -- Unconscious beliefs about being a couple / Mary Morgan -- Discussion of "unconscious beliefs about being a couple" : beliefs about a

couple and beliefs about the other / Milton Schaefer -- The Macbeths in the consulting room / James V. Fisher -- Discussion of "the Macbeths in the consulting room" / Shelley Nathans -- Psychotic and depressive processes in couple functioning / Francis Grier -- Discussion of "psychotic and depressive processes in couple functioning" / Julie Friend -- Romantic bonds, binds and ruptures : couples on the brink / Virginia Goldner -- Discussion of "romantic bonds, binds and ruptures : couples on the brink" / Rachael Peltz -- How was it for you? Attachment, sexuality and mirroring in couple relationships / Christopher Clulow -- Discussion of "how was it for you? Attachment, mirroring, and the psychotherapeutic process with couples" / Leora Benioff -- Growing old together in mind and body / Andrew Balfour -- Discussion of "growing old together in mind and body" / Leslye Russell.

Few critical terms coined by poets are more famous than "negative capability." Though Keats uses the mysterious term only once, a consensus about its meaning has taken shape over the last two centuries. Keats's Negative Capability: New Origins and Afterlives offers alternative ways to approach and understand Keats's seductive term.

This book presents psychoanalytic thinking about the phenomenon of the couple and couple dynamics in internal and external reality and at different levels of organisation: the 'couple' in the individual's internal world, the dynamics between partners in a couple relationship, and the dynamics between the couple and the group. These different fields of observation shift the focus between the figure and the ground, from the 'couple' in the individual and the individuals in the couple, to the couple in the group.

Contributors bring different perspectives from theory and their therapeutic practice about how these multiple levels influence and constitute each other. Contributors: Andrew Balfour, Ronald Britton, William Halton, David Hewison, R. D. Hinshelwood, Otto Kernberg, Richard Morgan-Jones, Aleksandra Novakovic, Jenny Sprince, David Vincent

This tract was commissioned from Donald Meltzer and Martha Harris in 1976 by the Organisation for Economic and Cultural Development as part of a project to develop policies and programmes that would support families in their educational task. It was included in *Sincerity: Collected Papers of Donald Meltzer* ed. A. Hahn (1994) but has never until now been published as an independent work in English, though it has been published in French, Spanish and Italian and has had extensive use in those countries by therapists, teachers, teacher-trainers and social workers. It is a unique work owing to its integration of a psychoanalytical theory of learning with an ecological conception of how the various systems involved in the educational process are interconnected, and as such is still of great present-day relevance, both to clinical and educational practitioners and to policy-makers.

Donald Meltzer coined the term 'aesthetic conflict' to describe the emotional complexities of the 'apprehension of beauty'. It had its roots in art, literature, infant observation, and above all, in clinical experience. This concept affirmed and illustrated Bion's formula of L, H, K (Love, Hate, and Knowledge), together with its negative (minus L, H, K) as a revision of Klein's fundamental emotional dynamics of Envy and Gratitude. As such, any emotional situation may be read in terms of either struggling with or retreating from the aesthetic conflict that occurs natural-

ly at all key points of psychic development. Meltzer could be said to have encapsulated the essence of Bion's post-Kleinian trajectory when he wrote that 'If we follow Bion's thought closely, we see that the new idea presents itself as an emotional experience of the beauty of the world and its wondrous organisation.' The contributions in this book are by analysts and therapists from a wide variety of countries working with both children and adults. They have all, in individual ways, found 'aesthetic conflict' a useful frame of reference in terms of illuminating the significance of clinical observation, understanding countertransference responses, or practising the psychoanalytic method itself.

Infant observation carried out within the family is a compelling approach to the study of early human development, vividly revealing the impact of intergenerational patterns of child-rearing and the complex relationship between nature and nurture. It provides unique insights into the early origins of emotional disturbance and suggests ways in which healthy development can be promoted by both professional and parent, often resulting in changes to clinical practice. *Developments in Infant Observation: The Tavistock Model* is a collection of twelve key papers from international contributors. It offers an overview of current practice, explores the new concepts that have arisen from direct observation, and shows how the findings from observation are being applied in the research setting. An essential text for child psychotherapists in training and practice, this is a book that brings alive the academic theories of child development through thought-provoking and stimulating case-studies which will be of interest to any professional working with children.

This is one of a new two volume edition of Collected Papers of Martha Harris and Esther Bick, which includes some papers not published in the first edition. The companion volume, *Adolescence*, by Martha Harris and Donald Meltzer, contains those papers by Martha Harris specifically related to adolescence.

'Counterdreaming' is Donald Meltzer's term for the psychoanalytic reverie that arises from the countertransference during the session, in response to the analysand's own dreams and phantasies. He writes: 'It is difficult to explain the technique of counterdreaming... I compare it with waiting in the dark for the deer, grazing at night, seen by their flashing white tails.' This nocturnal vigilance is on the alert for movement of the quarry, part object minimal movements which with patience can be seen to form a pattern of incipient meaning cast before. The contributions in this book belong to analysts and psychotherapists of widely different ages and experience and from a variety of countries, languages, and institutional affiliations. Their experience of counterdreaming, sometimes in the form of actual dreams and sometimes as dreamlike reactions to specific clinical situations, makes vivid the struggles and rewards of the method. In addition to viewing the psychoanalytic session from the other partner's vertex, they help to establish the senses in which the practice of psychoanalysis may be seen as an autobiographical art-science rather than solely investigating confidential material of the analysand. Contributions suggest it can apply also to technology-mediated analysis; and is also an appropriate way of seeing supervision situations.

Only by the method of free-association could Sigmund Freud have demonstrated how human consciousness is formed

by the repression of thoughts and feelings that we consider dangerous. Yet today most therapists ignore this truth about our psychic life. This book offers a critique of the many brands of contemporary psychoanalysis and psychotherapy that have forgotten Freud's revolutionary discovery. Barnaby B. Barratt offers a fresh and compelling vision of the structure and function of the human psyche, building on the pioneering work of theorists such as André Green and Jean Laplanche, as well as contemporary deconstruction, feminism, and liberation philosophy. He explores how 'drive' or desire operates dynamically between our biological body and our mental representations of ourselves, of others, and of the world we inhabit. This dynamic vision not only demonstrates how the only authentic freedom from our internal imprisonments comes through free-associative praxis, it also shows the extent to which other models of psychoanalysis (such as ego-psychology, object-relations, self-psychology and interpersonal-relations) tend to stray disastrously from Freud's original and revolutionary insights. This is a vision that understands the central issues that imprison our psychic lives - the way in which the reflections of consciousness are based on the repression of our innermost desires, the way in which our erotic vitality is so often repudiated, and the way in which our socialization oppressively stifles our human spirit. Radical Psychoanalysis restores to the discipline of psychoanalysis the revolutionary impetus that has so often been lost. It will be essential reading for psychoanalysts, psychoanalytic psychotherapists, mental health practitioners and students and academics with an interest in the history of psychoanalysis.

This book investigates the experiences of severely troubled children and their

families, teachers, and child psychoanalytic psychotherapists working together in primary schools. The book begins by looking at children's emotional life during the primary school years and what can disrupt ordinary, helpful social development and learning. It examines what child psychoanalytic psychotherapy is, how it works, and why it is offered in primary schools. The following chapters intersperse accounts of creative child psychoanalytic approaches with interviews with parents, carers, teachers, and clinicians. A section focusing on mainstream primary schools presents parent-child interventions for a nursery class; child group psychotherapy with children from traumatized families; and consultation to school staff, with personal accounts from parents, a kinship carer, a family support worker, a deputy head, and a child psychotherapist. Chapters then focus on alternative educational settings, featuring a school for children with severe physical and cognitive disabilities; a primary pupil referral unit; and a therapeutic school. These chapters show psychotherapy with a non-verbal boy with autism; therapy groups with children who have missed out on the building blocks of development alongside reflective groups for school staff; and child psychotherapy approaches at lunchtime and in breaks, with insights from a parent, a clinical lead nurse, a head teacher, and a child psychotherapist. Finally, there is an evaluation of evidence about the impact of child psychotherapy within primary schools. Recognizing the increasing importance of attending to the emotional difficulties of children whose relationships and learning are in jeopardy, this book will be invaluable to all those working in primary schools, to commissioners of child mental health services, to parents and carers, and to experienced and

training clinicians.

Manuel Perez-Sanchez has presented a very vivid description of a baby's first year of life. Direct observational material is lent understanding through the combination of his and Esther Bick's thoughts regarding the weekly infant observations. We read how the baby progresses from a state of unintegration in which the anxious baby requires the containing presence of the parents and uses primitive bodily methods of providing protection against anxiety in their absence. We then move to a more comfortable stage in which the baby has introjected the parents as providing a sense of internal security. We see how each step in the baby's development involves a reciprocal change in the parents' relationship to the baby.

Martha Harris (1919-1987) was one of the most influential and also one of the most loved psychoanalysts of the generation that trained with Melanie Klein. She also worked with Wilfred Bion, and wrote many books and papers on psychoanalytic training and child development. Her colleague James Gammill cites Mrs Klein as saying: "She is one of the best people I have ever known for the psychoanalysis of children ... and she has a mind of her own." Harris was responsible for the child psychotherapy training at the Tavistock Clinic from 1960 onwards, developing laterally the method founded on infant observation that had been put in place by Esther Bick. She established cross-clinic work discussion groups, a pioneering schools' counselling course (in collaboration with her husband Roland Harris), and individual work with disturbed children in the school environment. Her belief that psychoanalytic ideas could and should "travel", both geographically and across the professions,

led to her seeding the "Tavi Model" in many other countries through regular teaching trips, in company with her later husband Donald Meltzer. Her influence was not as a theorist, but as a teacher with an extraordinary capacity to engage processes of introjective learning in both students and readers. This tribute by some of those who studied with her is not simply testimony to a remarkable teacher and clinician whose wisdom has been rarely equalled; it also offers inspiration to others who may be struggling to find ways of using psychoanalytic ideas imaginatively in a variety of contexts - clinical, social or scholarly - in what can at times appear to be an un-receptive world.

This book is about children in State care and its title - *Waiting to be Found* - is derived from an observation about such children by the child psychotherapist Hamish Canham. In one of his early papers Canham wrote that children's homes often reminded him of "station waiting rooms with children waiting to move on to their next placement and staff waiting for the next shift, or working as a residential social worker in order to get experience before moving on to do something else or further training." This book takes his comment about waiting rooms as its starting point, with each contributor building upon its central implications. The contributors to this book each explore the importance of relationship; whether between child and care system, child and clinician or other practitioner, practitioners with practitioners, or individuals with the organisation in which they work.

Doing Things Differently celebrates the work of Donald Meltzer, who was such a lively force in the training of child psychotherapists at the Tavistock Clinic for many years. The book represents the har-

vest of Meltzer's thinking and teaching, and covers such topics as dimensionality in primitive states of mind, dreaming, supervision, and the claustrum.

The Healing of Trauma during Pregnancy, Birth, and the First Years of Life: From Dreaming to Being focuses on the inner world of the woman in the creative processes of pregnancy, birth, and early life and the healing of the traumas of this period. It gives an in-depth understanding of the Aboriginal woman during pregnancy, birth, and infancy and the effects of culture and transgenerational trauma on these processes.

Includes the paper 'The experience of the skin in early object relations'.

Following the critically acclaimed *Couples on the Couch*, this volume offers further compelling ideas about couple psychotherapy from a psychoanalytic perspective. The book well represents the foundational basis of the Tavistock model and draws deeply from the work of Freud, Klein, Bion, Meltzer and the contemporary Kleinians, while expanding the theoretical model by featuring ideas about couple relationships written from a variety of psychoanalytic frameworks. These additional frameworks include Winnicottian Theory, Fairbairn's Object Relations Theory, Link Theory, Self Psychology, Attachment Theory, Mentalization Theory, and Contemporary Relational Theory. This rich array of theoretical models, presented with exemplifying clinical material, results in a diverse assembly of papers that offer the reader an in-depth and complex view of a psychoanalytic approach to understanding and working with the dynamics of couple relationships. With clear clinical guidance, this book will be invaluable for all psychoanalysts and psychotherapists working with couples.

Observation helps social workers and students to reflect upon situations before intervening. The Tavistock Model of Observation, which is informed by psychoanalytic ideas (especially those of Klein and Bion) is the starting point of this general book on the role of observation in social work. Karen Tanner and Pat Le Riche have brought together a range of contributions from practitioners and social work academics in order to discuss the application of ideas about observation to social work education and practice. While the Tavistock Model remains influential, the writers draw on material from a number of other disciplines, such as behavioural ethnography, psychology and critical social policy, on observation and social work. The central theme of the book is that of power relations. The authors focus on power in relation to the process of observation, and how observation can be used to counteract oppressive and dehumanising practices. Clearly and perceptively written, the book develops the debate on the purposes of observation and provides an overview of current practice. It will be of use to students and professionals alike.

This book illustrates the distinctive psychoanalytic contribution to mental health services for children, young people, and adults, with detailed case vignettes illustrating therapeutic treatment and the ways in which staff are supported to do work that is frequently difficult and disturbing. Psychoanalytic thinking contributes to effective mental health work on many levels, from Balint's "Flash" technique in the brief GP/patient encounter to the psychiatric medical and nursing care in secure units, where the most challenging patients need to be held. Starting with the historical contribution of psychoanalysis to the NHS in the

1940s, this book goes on to explore two key psychoanalytic concepts that remain highly relevant to the work of mental health: containment and countertransference. The authors include psychoanalysts, psychotherapists, organisational consultants, consultant psychiatrists, and a leading practitioner in the field of primary care.

The poems in this book were written between 1944 and 1946 whilst the author was serving with the Friends Ambulance Unit, first in London hospitals and then in northwest Europe following the Allied advance. He remained in Germany during the aftermath of the war working with displaced persons, refugees, and civilians. Roland J. Harris (1919–1969) became a teacher and pioneering educational researcher, and author of textbooks and articles on the teaching of English grammar and poetry. On the Schools Council he was instrumental in raising the school-leaving age to sixteen. Together with his wife Martha Harris he conceived and started the Schools Counselling course at the Tavistock Clinic. Later he taught psycholinguistics at Brunel University. *A Journey Abroad* (his own title) is accompanied by photographs that he took at the time. These complex poems constitute a historical record, an analysis of pacifist convictions, a deeply introspective autobiographical narrative, and above all, a celebration of life.

Post-Autism recounts in close and vivid detail the story of the author's struggle to analyse and communicate with a pubertal boy who presented with a diagnosis of untreated infantile autism. Marisa Melega, who was at that time a young and relatively inexperienced analyst, worked with Mario in Sao Paulo, Brazil, from 1978 to 1982 and during most of that period the case was supervised by

Donald Meltzer, who had recently published his pioneering work *Explorations in Autism*, based on ten years of collaborative endeavour with a group of therapists. At that period the condition of autism was relatively little understood, and psychological therapies undeveloped.

The constant and polymorphous development of the field of psychoanalysis since its inception has led to the evolution of a wide variety of psychoanalytic 'schools'. In seeking to find common ground between them, Alberto Stefana examines the history of countertransference, a concept which has developed from its origins as an apparent obstacle, to become an essential tool for analysis, and which has undergone profound changes in definition and in clinical use. In *History of Countertransference*, Stefana follows the development of this concept over time, exploring a very precise trend which begins with the original notion put forward by Sigmund Freud and leads to the ideas of Melanie Klein and the British object relations school. The book explores the studies of specific psychoanalytic theorists and endeavours to bring to light how the input from each one may have been influenced by previous theories, by the personal history of the analyst, and by their historical-cultural context. By shedding light on how different psychoanalytic groups work with countertransference, Stefana helps the reader to understand the divergences that exist between them. This unique study of a key psychoanalytical concept will be essential reading for psychoanalysts in practice and in training, and academics and students of psychoanalytic studies and the history of psychology.

Gathering together an incredible array of contributors from the past century of the

Tavistock to cover all aspects of amazing work they do. With chapters from David Armstrong, James Astor, Andrew Balfour, Fred Balfour, Sara Barratt, David Bell, Sandy Bourne, Wesley Carr, Andrew Cooper, Gwyn Daniel, Dilys Daws, Domenico di Ceglie, Emilia Dowling, Andrew Elder, Caroline Garland, Peter Griffiths, Rob Hale, Sarah Helps, Beth Holgate, Juliet Hopkins, Marcus Johns, Sebastian Kraemer, James Krantz, Mary Lindsay, Julian Lousada, Louise Lyon, David Malan, Gillian Miles, Lisa Miller, Mary Morgan, Nell Nicholson, Anton Obholzer, Paul Pengelly, Maria Rhode, Margaret Rustin, Michael Rustin, Edward R. Shapiro, Valerie Sinason, Jenny Sprince, John Steiner, Jon Stokes, David Taylor, Judith Trowell, Margot Waddell, and Gianna Williams *The Tavistock Century* traces the developmental path taken from the birth of a progressive and inspirational institution. From their wartime and post-war experience, John Rickman, Wilfred Bion, Eric Trist, Isabel Menzies, John Bowlby, Esther Bick, Michael Balint, and James Robertson left us a legacy of innovation based on intimate observation of human relatedness. The book contains entries across the full range of disciplines in the lifecycle, extending, for example, from research to group relations, babies, adolescents, couples, even pantomime. It will be of enormous value to anyone working in the helping professions; clinicians, social workers, health visitors, GPs, teachers, as well as social science scholars and a host of others who are directly or indirectly in touch with the Tavistock wellspring.

This volume contains a representative selection of talks and writings by Martha Harris and Donald Meltzer on the key developmental phase of adolescence, from their teachings both separately and together over many years. Similar books

on this topic by these authors have existed for some time in Italian and in Spanish but not until now in English.

'This book offers a definitive reading of Bion's remarkable autobiographical writings from a perspective embedded in the poetry of the ages, that of the Romantics in particular. It is at once learned and, utterly freshly, able to explore the inside story of Bion's life and mind. The volume is a distillation and elaboration of the work of many years. Whilst ostensibly an extended commentary on the autobiographical works themselves, it is also, in its own right, a tour de force, engaging, as it does, with the heart of the matter: with the development of a psychoanalyst, of a life, a self, a mind, thoroughly inward with the "dark and sombre world of thought".'- Margot Waddell, psychoanalyst and consultant child psychotherapist, Tavistock Clinic

This book describes some of the important aspects of the development of infants and young children from birth to school age. It is illustrated by vignettes of scenes between parents and children and it touches on many of the questions and feelings evoked by the intense emotional relationship between parents and children.

This book is all about the emotional experience of the baby who has not had enough of one type of life to be able to transfer its emotional allegiances to the new one. The approach to this problem, as it is illustrated here, involves a philosophy that goes far beyond the humane attitude of alleviating suffering which operates in hospital medicine.

Thinking Space was set up to develop the capacity of staff and trainees at the Tavistock Clinic to think about racism, and other forms of hatred toward difference in ourselves and others. Drawing

on Bion's (1962) distinction between 'knowing' and 'knowing about', the latter of which can be a defence against knowing a subject in a deeper and emotionally real way, Thinking Space sought to promote curiosity, exploration and learning about difference, by paying as much attention as to how we learn (process) as to what we learn (content). This book is a celebration of ten years of Thinking Space at the Tavistock Clinic and a way of sharing the thinking, experience and learning gained over these years. Thinking Space functions, among other things, as a test-bed for ideas and many of the papers included here began as presentations, and were encouraged and developed by the experience.

In a radically powerful interpretation of the human condition, this book redefines the discipline of psychoanalysis by examining its fundamental assumptions about the unconscious mind, the nature of personal history, our sexualities, and the significance of the "Oedipus Complex". With striking originality, Barratt explains the psychoanalytic way of exploring our inner realities, and criticizes many of the schools of "psychoanalytic psychotherapy" that emerged and prospered during the 20th century. In 1912, Sigmund Freud formed a "Secret Committee", charged with the task of protecting and advancing his discoveries. In this book, Barratt argues both that this was a major mistake, making the discipline more like a religious organization than a science, and that this continues to infuse psychoanalytic institutes today. What is Psychoanalysis? takes each of the four "fundamental concepts" that Freud himself said were the cornerstones of his science of healing, and offers a fresh and detailed re-examination of their contemporary importance. Barratt's analysis demonstrates how the profound work, as

well as the playfulness, of psychoanalysis, provides us with a critique of the ideologies that support oppression and exploitation on the social level. It will be of interest to advanced students of clinical psychology or philosophy, as well as psychoanalysts and psychotherapists.

As perspectives on private art therapy practice evolve, this book provides an overview of the range of approaches, clinical settings, ethical issues and professional considerations when working outside of the formal structures of publicly-funded services. An essential guide for art therapy students and experienced practitioners moving into private practice, it considers the impact of a private context on theory, practice and research. The book features contributions from art therapists with extensive experience in both private practice and public services and gives practical advice on potential difficulties, such as managing relationships with fee-paying clients, self-promotion and maintaining boundaries when practising from home.

This book is one of a short series on the teaching of post-Kleinian analysis, with a companion volume on Teaching Bion.

The new diagnosis of Complex Post Traumatic Stress Disorder presents diagnostic and treatment challenges that need to be grappled with, since, in a troubled

world, it is increasingly important to understand the impact and aftermath of traumatic experiences and, crucially, how to work with those affected by them. In *Complex Trauma*, Joanne Stubley and Linda Young have assembled a fascinating range of approaches in order to explore the questions of understanding and intervention. They detail the relevance of an applied psychoanalytic approach, both in the Tavistock Trauma Service and, more broadly, in illuminating understanding of traumatized individuals. The book includes chapters related to the impact of trauma on the body, as well as on the mind, incorporating neurobiological and attachment theory to develop ideas on the impact and aftermath of complex trauma. A number of specialist areas of trauma work are covered within this volume, including work with adolescents, with refugees and asylum seekers, with military veterans, and with survivors of child sexual abuse. The editors bring together chapters that will be of interest to those working with traumatized individuals in a variety of settings and using different modalities. The central importance of relationships, as understood within the psychoanalytic model, is depicted throughout as being at the heart of understanding and working with traumatic experience.