

Editorial: Celebrating new ‘voices’

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The articles in this issue are diverse in terms of their focus, style and substance. The authors, too, come from different fields of psychotherapy and they vary in their experience. What links the papers is that all the authors are all relatively new voices in our academic/research/writing world. For most, indeed, this is their first ever published paper.

In the first article, Kate Evans, a recently graduated psychotherapeutic counsellor, utilises a literature review to reflect insightfully on Writer’s Block and the shame of exposure attached to academic writing. While she shows her experience and ease as a writer, her growing edge is finding an academic-researcher voice. This is her first experience of doing a sustained literature review.

The next three contributions are trainees at the Scarborough Psychotherapy Training Institute (UK). All of them are discovering new voices as both relational therapists and researchers. Their papers show, in different ways, the transformative potential of relational-centred research and how the research process of witnessing another’s experience impacts on both participants and researchers. Helen Germaine, training to become an integrative psychotherapist, sensitively explores the lived experience of being a single mother in the 1960s, an experience which resulted in a painful permanent rupture between the participant and her mother. Vivien Sabel, also an integrative psychotherapy trainee, explores one woman’s experience of life after childbirth. Her account well highlights the ambivalent reactions of the new mother who may well be undergoing some level of post-natal depression. Alex Adamson, a gestalt therapy trainee, draws evocatively on metaphors to explore the personal meanings of his participant’s tattoos and the way they intertwine with her life story.

Next comes a contribution from Tami Avis, a recent recipient of a doctoral award as a counselling psychologist, who is also finding her voice as a researcher and academic. Tami gives us a glimpse of her wider doctoral research using phenomenological methodology to explore the financial burden and mixed responses of both trainees and therapists about the training requirement to have mandatory therapy.

The last two contributions explore the impact of different therapeutic environments. Lydia Noor, an experienced integrative psychotherapist, provides an account of her inspiring therapeutic work with young people in schools. As she celebrates the way the students have found a voice, she too claims her own. Finally, Usha Srinath and Vijendra Kumar describe their fascinating work in a therapeutic community in India. They outline how new therapists are nurtured in supervision to find their place and voice the challenges of their work.

In this issue, I invite you, the reader, to celebrate these ‘new voices’ and their readiness to share their diverse practices and interests with us.