

1. Record Nr.	UNINA9910154260703321
Autore	Saint-Saens Camille
Titolo	Trio no. 2 in E minor, opus 92 : for piano, violin and cello / / Camille Saint-Saens
Pubbl/distr/stampa	[Los Angeles, California] : , : Kalmus, , [1985] ©[1985]
ISBN	1-4574-8752-7
Descrizione fisica	1 online resource (98 pages) : illustrations
Collana	A Kalmus Classic Edition
Disciplina	786.3
Soggetti	Piano music Piano trios
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia

2. Record Nr.	UNINA9910792101303321
Autore	Dryden Windy
Titolo	Learning from mistakes in rational emotive behaviour therapy / / Windy Dryden and Michael Neenan
Pubbl/distr/stampa	Hove, East Sussex ; ; New York : , : Routledge, , 2012
ISBN	1-136-59757-3 1-283-59008-5 9786613902535 0-203-35693-4 1-136-59758-1
Descrizione fisica	1 online resource (305 p.)
Classificazione	PSY036000
Altri autori (Persone)	NeenanMichael
Disciplina	616.89/14
Soggetti	Rational emotive behavior therapy Psychotherapy
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Learning from Mistakes in Rational Emotive Behaviour Therapy; Copyright; Contents; Preface; PART I: General mistakes; 1 Exploring for too long your clients' expectations of REBT and their previous experiences of therapy; 2 Developing the therapeutic relationship first; 3 Not setting or keeping to a therapeutic agenda; 4 Not being active and directive; 5 Not wanting to intervene in your clients' problems without knowing the `big picture' first; 6 Believing you need to understand the past before you can deal with the present 7 Wanting to give your clients opportunities to express themselves in their own way instead of through the REBT model 8 Listening passively; 9 Not ensuring that your clients have answered the questions you have asked; 10 Not interrupting rambling or verbose clients; 11 Being verbose yourself; 12 Failing to obtain feedback; 13 Avoiding confrontation; 14 Not working collaboratively; 15 Not adopting a problem-orientated focus; 16 Failing to keep your clients on track; 17 Not checking your clients' understanding of REBT terminology; 18 Not developing a shared vocabulary 19 Trying to teach `B`-'C' thinking while struggling unsuccessfully to

abandon 'A'-'C' language²⁰ Not socializing your clients into REBT in the first or early sessions of therapy; ²¹ Not teaching the 'ABC' model in a clear way; ²² Being didactic with clients who would profit more from Socratic dialogue and vice versa; ²³ Being insufficiently repetitive in teaching REBT concepts; ²⁴ Not explaining the purpose of an intervention; PART II: Assessment mistakes; ²⁵ Allowing your clients to provide too much detail about the activating event; ²⁶ Accepting your clients' vagueness in describing 'A'

²⁷ Allowing your clients to talk compulsively about their feelings²⁸ Not obtaining a problem list; ²⁹ Not asking for a specific example of the target problem; ³⁰ Readily assuming that an irrational belief is your clients' problem; ³¹ Failing to intervene to make imprecise emotional 'C's precise; ³² Not explaining why disturbed feelings are unhealthy/unhelpful and why non-disturbed feelings are healthy/helpful; ³³ Pressurizing your clients to be exact about their feelings; ³⁴ Treating frustration as a 'C' instead of an 'A'

³⁵ Generalizing from an emotional 'C' when you need to be specific, and being specific when it is important to generalize³⁶ Focusing on a behavioural 'C' instead of using it to find an emotional 'C'; ³⁷ Becoming obsessive in searching for the critical 'A'; ³⁸ Challenging inferences instead of waiting to dispute uncovered irrational beliefs; ³⁹ Pursuing theoretical inferences instead of clinically significant ones; ⁴⁰ Not realizing that your clients' target emotion has changed; ⁴¹ Not noticing that your clients have provided you with a 'C' instead of an inference; ⁴² Not clarifying the 'it'

⁴³ Using theory-driven questions in assessing irrational beliefs when open-ended questions would be more productive for your clients and vice versa

Sommario/riassunto

"Mistakes are often an inevitable part of training; Learning from Mistakes in Rational Emotive Behaviour Therapy encourages the trainee to pinpoint potential errors at the earliest possible stage in training, helping them to make fast progress towards becoming competent REBT practitioners. Windy Dryden and Michael Neenan have compiled 111 of the most common errors, explaining what has gone wrong and how to put it right, and have divided them into eight accessible sections: general mistakes, assessment mistakes, goal setting mistakes, disputing mistakes, homework mistakes, dealing with client doubts, reservations and misconceptions, working through mistakes, self maintenance. Learning from Mistakes in Rational Emotive Behaviour Therapy is an indispensable guide for anyone embarking on a career in the REBT field"

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3. Record Nr.	UNIORUON00126924
Titolo	Anthologie Japonaise : poésies anciennes et modernes des insulaires du Nippon : traduites en français et publiées avec le texte original / par Léon de Rosny ; Avec une preface par Ed. Laboulaye
Pubbl/distr/stampa	Paris, : Maisonneuve, 1871
Descrizione fisica	xxxii, 222, 72 p. ; 22 cm
Classificazione	RARI GIA VI AA
Soggetti	Letteratura giapponese - Poesia - Antologie Letteratura giapponese - Poesia - Periodo Tokugawa o Edo (1603-1867)
Lingua di pubblicazione	Giapponese Francese
Formato	Materiale a stampa
Livello bibliografico	Monografia