

1. Record Nr.	UNINA9910454385603321
Autore	Pincus Donna
Titolo	Mastery of anxiety and panic for adolescents [[electronic resource]] : riding the wave : therapist guide / / Donna B. Pincus, Jill T. Ehrenreich, Sara G. Mattis
Pubbl/distr/stampa	Oxford ; ; New York, : Oxford University Press, 2008
ISBN	0-19-023037-1 1-281-37482-2 9786611374822 0-19-971471-1
Descrizione fisica	1 online resource (169 p.)
Collana	Treatments that work
Altri autori (Persone)	EhrenreichJill T MattisSara Golden <1968->
Disciplina	616.85/223
Soggetti	Panic disorders - Treatment Anxiety disorders - Treatment Cognitive therapy for teenagers Electronic books.
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 (p. [151]-154).
Nota di contenuto	Introductory information for therapists -- Assessment -- Involving parents -- Session 1: introduction to treatment and the three component model -- Session 2: physiology of panic and breathing awareness -- Session 3: cognitive component of anxiety: probability overestimation and catastrophic thinking -- Session 4: cognitive restructuring (thinking like a detective) -- Session 5: interoceptive exposure (not letting how we feel scare us) -- Session 6: introduction to situational exposure -- Session 7: safety behaviors and exposures -- Sessions 8-10: exposure sessions -- Session 11: relapse prevention and therapy termination -- Adaptation.
Sommario/riassunto	The treatment described in this Therapist Guide is specifically designed for adolescents with panic disorder and agoraphobia. Panic disorder often first appears in adolescence, making effective treatment for this age group a priority. Left untreated, panic disorder can severely impair an adolescent's development and functioning. It can put an adolescent

at risk for depression and have consequences into adulthood. The program was developed at the Center for Anxiety and Related Disorders at Boston University and targets patients ages 12-17. It is comprised of 12 sessions to be delivered over an

2. Record Nr.	UNINA9910791779903321
Autore	Glenn Charles L.
Titolo	The Ambiguous Embrace : Government and Faith-Based Schools and Social Agencies / / Charles L. Glenn
Pubbl/distr/stampa	Princeton, NJ : , : Princeton University Press, , [2002] ©2000
ISBN	1-282-96433-X 9786612964336 1-4008-2351-X
Edizione	[Core Textbook]
Descrizione fisica	1 online resource (330 p.)
Collana	New Forum Books ; ; 26
Altri autori (Persone)	BergerPeter L
Disciplina	361.7/5/0973 361.75
Soggetti	Church and state -- Europe Church and state -- United States Church charities -- Europe Church charities -- United States Church schools -- Europe Church schools -- United States Civil society -- Europe Civil society -- United States Human services -- Contracting out -- Europe Human services -- Contracting out -- United States
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di contenuto	Front matter -- CONTENTS -- FOREWORD -- ACKNOWLEDGMENTS -- INTRODUCTION -- 1. REACHING OUT TO CIVIL SOCIETY -- 2. STRINGS WITHOUT MONEY -- 3. HOW CLOSE AN EMBRACE? -- 4. FUNDING WITH

Sommario/riassunto

This is a time of far-reaching change and debate in American education and social policy, spurred in part by a rediscovery that civil-society institutions are often better than government at meeting human needs. As Charles Glenn shows in this book, faith-based schools and social agencies have been particularly effective, especially in meeting the needs of the most vulnerable. However, many oppose providing public funds for religious institutions, either on the grounds that it would threaten the constitutional separation of church and state or from concern it might dilute or secularize the distinctive character of the institutions themselves. Glenn tackles these arguments head on. He builds a uniquely comprehensive and persuasive case for faith-based organizations playing a far more active role in American schools and social agencies. And, most importantly, he shows that they could do so both while receiving public funds and while striking a workable balance between accountability and autonomy. Glenn is ideally placed to make this argument. A leading expert on international education policies, he was for many years the director of urban education and civil rights for the Massachusetts Department of Education, and also serves as an Associate Minister of inner-city churches in Boston. Glenn draws on all his varied experience here as he reviews the policies and practices of governments in the United States and Europe as they have worked with faith-based schools and also with such social agencies as the Salvation Army and Teen Challenge. He seeks to answer key theoretical and practical questions: Why should government make greater use of faith-based providers? How could they do so without violating First Amendment limits? What working relationships protect the goals and standards both of government and of the organizations that the government funds? Glenn shows that, with appropriate forms of accountability and a strong commitment to a distinctive vision of service, faith-based organizations can collaborate safely with government, to their mutual benefit and that of those they serve. This is a major contribution to one of the most important topics in political and social debate today.
