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Nota di contenuto	Cover; Half Title; Title Page; Copyright Page; Table of Contents; Introduction; The Residential Setting in Psychotherapeutic Work with Adolescents; Introduction; On Residential Therapeutic Settings; The Adolescent Process; Containment; ""Basic Assumption"" and ""Work"" Group Functioning; Group and Institutional Processes at Work; The Conditions for Institutional Containment; Conclusion; Angry Children, Frightened Staff: Implications for Training and Staff Development; Selecting and Hiring New Staff; Trust versus Control: The Pitfalls in the Agency Setting; The Child's Quest for Power Anger and ArmoringAngry Children, Frightened Staff; The Problem of Fear; Holding Environments-For Staff and Clients; Strengthening the Therapeutic System; Summary; Applications of the Tavistock Group Relations Model in Community Mental Health and Protective Service Systems; Part I. Introduction: Core Concepts of the Tavistock Model;

Part II. Application Case Study 1: Community Mental Health Day-Treatment Program for Children and Adolescents; Part III. Between a Rock and a Heartache: An Application of Tavistock Theory and Method in the Context of a Child Protective Service System
Revitalizing Human Service Organizations: An Action Research PerspectiveIntroduction; The Method of Inquiry; The Underlying Dynamics of Human Service Organizations; The Setting; The Change Effort; Development of a Strategic Theme; The Dynamics for Hope and Grandiosity; Issues of Leadership; Implications for Managers; Conclusion; The School Romance: Approaches to Subjective Experience of School Life; Desperately Seeking School and the Contradictions of School Life; The School Romance: A Paradigm for Understanding the Subjective Experience of the School; Transference to the School
Idealizing the School: The School as a Stage for Developmental DramasDisillusionment, Loss and Ambivalence; Romance and Ritual in the Senior Year; The Emotional Structure of the School: Towards a Reparative Process

Sommario/riassunto

When Love Is Not Enough relates how a multitude of factors--the competence of staff; the safety, nurturing, and protective elements of the emotional, physical, and political setting; and all overt and covert organizational dynamics--determine whether or not a treatment setting accomplishes its therapeutic aims. Authors in When Love Is Not Enough continue the emphasis on the group-as-a-whole "Group Relation" model of organizational and group processes begun with Wilfred Bion's work at the Tavistock Clinic in London in the 1940s. This model helps those providing services to children and adolescen
