

1. Record Nr.	UNINA9910779696603321
Autore	Carr Claudia
Titolo	Beginning criminal law // laudia Carr and Maureen Johnson
Pubbl/distr/stampa	Abingdon, Oxon : , : Routledge, , 2013
ISBN	1-136-74575-0 0-203-38567-5 1-299-44802-X 1-136-74568-8
Descrizione fisica	1 online resource (xxii, 165 pages)
Collana	Beginning the Law
Altri autori (Persone)	JohnsonMaureen (Lawyer)
Disciplina	345.42
Soggetti	Criminal law - England
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Includes index.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	General introduction -- Actus reus, acts, omissions and causation -- Mens rea, intention, recklessness and strict liability -- Murder and voluntary manslaughter -- Involuntary manslaughter -- Defences : duress, necessity, self defence, mistake and intoxication. --Non fatal offences -- Sexual offences -- Theft, burglary, robbery and fraud -- Inchoates and joint enterprise : forms of liability.
Sommario/riassunto	Whether you're new to higher education, coming to legal study for the first time or just wondering what Criminal Law is all about, Beginning Criminal Law is the ideal introduction to help you hit the ground running. Starting with the basics and an overview of each topic, it will help you come to terms with the structure, themes and issues of the subject so that you can begin your Criminal Law module with confidence. Adopting a clear and simple approach with legal vocabulary explained in a detailed glossary, Claudia Carr and Maureen Johnson break the subject of criminal law down using practical everyday examples to make it understandable for anyone, whatever their background. Diagrams and flowcharts simplify complex issues, important cases are identified and explained and on-the-spot questions help you recognise potential issues or debates within the law so that you can contribute in classes with confidence. Beginning Criminal Law is an ideal first introduction to the subject for LLB, GDL or

ILEX and especially international students, those enrolled on distance learning courses or on other degree programmes.

2. Record Nr.	UNINA9910963114103321
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
Edizione	[1st ed.]
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' language  
20 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 feelings  
28 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 generalize  
36 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

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## 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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