

evidence based group therapy curriculum

evidence based group therapy curriculum is a crucial component in modern mental health and behavioral treatment settings. As group therapy continues to gain recognition for its effectiveness, the need for structured, research-backed programs has never been greater. This article provides an in-depth exploration of evidence based group therapy curriculums, including their fundamental components, benefits, implementation strategies, and common evidence-based models. Readers will discover how these curriculums are designed, the science supporting their use, and best practices for successful group facilitation. By the end, both practitioners and program administrators will understand how to select, adapt, and implement a robust evidence based group therapy curriculum for diverse populations and therapeutic goals. Read on to learn how to improve outcomes and deliver high-quality, impactful group therapy experiences.

- Understanding Evidence Based Group Therapy Curriculum
- Core Principles of Evidence Based Group Therapy
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Understanding Evidence Based Group Therapy Curriculum

An evidence based group therapy curriculum is a structured, systematic approach to group therapy that is grounded in scientific research and proven clinical methods. These curriculums are designed to maximize therapeutic outcomes by relying on interventions and techniques with demonstrated effectiveness. The curriculum typically includes session outlines, therapeutic exercises, skills training, and clear objectives aligned with specific clinical goals. By utilizing evidence based group therapy curriculums, clinicians ensure consistency, accountability, and a higher likelihood of positive outcomes for participants.

Evidence based group therapy curriculums are used across a range of settings, including hospitals, outpatient clinics, schools, addiction treatment centers, and community mental health agencies. They

are tailored to various populations and presenting issues, such as anxiety, depression, trauma, substance use disorders, and behavioral challenges. The core advantage of an evidence based approach lies in its foundation on empirical data, ongoing outcome monitoring, and adaptability to clients' needs.

Core Principles of Evidence Based Group Therapy

A high-quality evidence based group therapy curriculum is built upon a series of foundational principles that guide its development and implementation. These principles are essential for ensuring both the integrity and effectiveness of the therapeutic process.

Research-Informed Interventions

All therapeutic activities and interventions included in the curriculum are supported by peer-reviewed research. This ensures that every technique used in the group setting has a proven track record of efficacy.

Standardization and Consistency

Evidence based curriculums provide standardized materials and session structures, ensuring consistency across facilitators and groups. This helps maintain the fidelity of the intervention and enhances the reliability of outcomes.

Outcome Measurement and Evaluation

A key aspect of evidence based practice is the regular assessment of participant progress. Reliable measurement tools are integrated within the curriculum to track changes in symptoms, behaviors, and group dynamics over time.

Cultural Sensitivity and Individualization

While structure is important, evidence based group therapy curriculums are also designed to be adaptable to the unique cultural backgrounds and individual needs of participants.

Design and Structure of Group Therapy Curriculums

Developing an effective evidence based group therapy curriculum requires careful planning and attention to detail. The curriculum must be comprehensive, user-friendly, and tailored to the needs of

both facilitators and participants.

Session Outlines and Objectives

Every curriculum provides clear session outlines, including objectives for each meeting. These objectives guide facilitators and help participants track their progress throughout the program.

Therapeutic Techniques and Activities

Curriculums incorporate a range of therapeutic techniques, such as cognitive restructuring, mindfulness exercises, skills training, role-plays, and group discussions. Activities are chosen based on their relevance to the treatment goals and their empirical support.

Group Process Guidelines

Guidelines for group process, including norms, confidentiality, and communication skills, are established at the outset. This helps create a safe, supportive, and effective therapeutic environment.

Materials and Resources

Facilitators are provided with handouts, worksheets, and supplementary materials to enhance learning and skill development during sessions.

Popular Evidence Based Group Therapy Models

Several well-established models form the foundation of evidence based group therapy curriculums. Each model is designed to address specific issues and populations, with unique therapeutic mechanisms.

- **Cognitive Behavioral Therapy (CBT) Groups:** CBT-based curriculums focus on identifying and changing maladaptive thoughts and behaviors. They are widely used for anxiety, depression, and substance use disorders.
- **Dialectical Behavior Therapy (DBT) Skills Groups:** DBT groups emphasize emotion regulation, distress tolerance, mindfulness, and interpersonal effectiveness, especially for borderline personality disorder and self-harming behaviors.
- **Acceptance and Commitment Therapy (ACT) Groups:** ACT-based curriculums help participants develop psychological flexibility and acceptance through mindfulness and values-

driven action.

- **Psychoeducational Groups:** These groups provide education about specific conditions, coping skills, and relapse prevention strategies, often used for chronic illness, trauma, and addiction recovery.
- **Interpersonal Therapy (IPT) Groups:** IPT curriculums focus on improving relationships and social functioning, particularly for mood disorders and grief.

Benefits of Using Evidence Based Curriculums

Implementing an evidence based group therapy curriculum offers a wide range of benefits for clients, clinicians, and organizations. These advantages make a compelling case for adopting structured, research-backed approaches in group settings.

1. Improved treatment outcomes and symptom reduction
2. Standardized care delivery across different facilitators
3. Enhanced participant engagement and retention
4. Efficient use of clinical time and resources
5. Increased ability to monitor progress and adjust interventions

Furthermore, evidence based curriculums provide a sense of predictability and structure, which can be particularly reassuring for participants entering group therapy for the first time.

Implementation Strategies for Group Therapy Programs

Launching a successful evidence based group therapy curriculum involves several key steps. Adhering to best practices during implementation ensures the program achieves its intended outcomes.

Staff Training and Competency

Facilitators must receive thorough training in both the specific curriculum and the principles of group

therapy. Ongoing supervision and professional development bolster facilitator confidence and effectiveness.

Program Customization

While maintaining fidelity to the evidence based model, curriculums can be tailored to the unique needs of the group population, such as age, cultural background, or presenting issues.

Participant Screening and Preparation

Screening participants for suitability and preparing them for group dynamics is essential for creating a cohesive and productive group environment.

Monitoring and Feedback Loops

Implementing regular feedback mechanisms allows facilitators to identify challenges, make real-time adjustments, and enhance the group experience.

Challenges and Solutions in Group Therapy Facilitation

Facilitating an evidence based group therapy curriculum can present challenges, ranging from group cohesion issues to participant resistance or varying levels of engagement. Addressing these barriers is vital for program success.

- **Challenge:** Diverse participant backgrounds can make it difficult to maintain group cohesion.
- **Solution:** Use ice-breaker activities and establish clear group norms early in the curriculum.
- **Challenge:** Resistance to structured activities or new techniques.
- **Solution:** Allow space for feedback, validate concerns, and explain the evidence supporting each activity.
- **Challenge:** Varying levels of engagement or attendance.
- **Solution:** Foster a sense of accountability and belonging among participants with regular check-ins and collaborative goal setting.

Best Practices for Adapting Curriculums

Adapting an evidence based group therapy curriculum for different populations or settings requires careful consideration to preserve the core elements while meeting specific needs.

Cultural Adaptation

Incorporate culturally relevant examples, language, and materials to enhance participant engagement and ensure the curriculum resonates with the group.

Developmental Appropriateness

Modify activities and materials to match the developmental stage of participants, whether working with children, adolescents, adults, or older adults.

Feedback-Driven Adjustments

Collect ongoing feedback from participants and facilitators to identify areas for improvement and refine the curriculum over time.

Conclusion

An evidence based group therapy curriculum is a powerful tool for delivering effective, structured, and impactful group interventions across diverse clinical settings. By grounding group therapy in scientific evidence, clinicians can ensure the highest standards of care, improve outcomes, and foster lasting positive change. Understanding the key principles, models, and best practices enables organizations and practitioners to implement group therapy programs that are both efficient and responsive to participant needs.

Q: What defines an evidence based group therapy curriculum?

A: An evidence based group therapy curriculum is a structured program for group therapy that uses interventions and techniques supported by scientific research and clinical evidence. It includes session plans, therapeutic activities, and outcome tracking to ensure effective and consistent care.

Q: What are the main benefits of using an evidence based

group therapy curriculum?

A: The main benefits include improved treatment outcomes, standardized care, increased participant engagement, efficient use of clinical resources, and the ability to monitor and adjust interventions based on measurable progress.

Q: Which group therapy models are commonly evidence-based?

A: Common evidence-based group therapy models include Cognitive Behavioral Therapy (CBT) groups, Dialectical Behavior Therapy (DBT) skills groups, Acceptance and Commitment Therapy (ACT) groups, psychoeducational groups, and Interpersonal Therapy (IPT) groups.

Q: How is participant progress measured in evidence based group therapy?

A: Progress is measured using standardized assessment tools and regular outcome monitoring, allowing facilitators to track symptom changes, skill development, and group dynamics throughout the program.

Q: Can evidence based group therapy curriculums be adapted for different populations?

A: Yes, curriculums can be adapted for various age groups, cultural backgrounds, and clinical needs while maintaining fidelity to the core evidence-based principles.

Q: What are some common challenges in group therapy facilitation?

A: Common challenges include maintaining group cohesion, managing resistance to activities, and addressing differing levels of engagement or attendance among participants.

Q: How are facilitators trained for evidence based group therapy?

A: Facilitators receive specialized training in the specific curriculum, group therapy techniques, and ongoing supervision to ensure effective delivery and adherence to best practices.

Q: Why is standardization important in group therapy curriculums?

A: Standardization ensures consistency across groups and facilitators, helps maintain intervention fidelity, and contributes to reliable measurement of outcomes.

Q: What role does cultural sensitivity play in evidence based group therapy?

A: Cultural sensitivity is essential for adapting materials and approaches, ensuring participants feel understood and respected, and enhancing the effectiveness of the curriculum for diverse groups.

Q: What should organizations consider when implementing a new group therapy curriculum?

A: Organizations should consider staff training, customization to population needs, participant screening, ongoing assessment and feedback, and strategies for addressing potential challenges to ensure successful implementation.

Evidence Based Group Therapy Curriculum

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Evidence-Based Group Therapy Curriculum: A Comprehensive Guide

Are you a therapist seeking to enhance the efficacy of your group sessions? Or perhaps a training program looking to develop a robust and impactful curriculum? The effectiveness of group therapy hinges on a structured approach rooted in evidence-based practices. This comprehensive guide delves into the crucial components of creating an evidence-based group therapy curriculum, addressing key considerations from theoretical foundations to practical implementation. We'll explore proven models, essential elements, and strategies for maximizing client outcomes and program success. Let's dive into building a curriculum that truly makes a difference.

Building Blocks of an Evidence-Based Group Therapy Curriculum

Developing a successful evidence-based group therapy curriculum requires a thoughtful and systematic approach. This isn't simply compiling a list of activities; it's about creating a cohesive and

impactful learning experience. Here are the fundamental building blocks:

1. Selecting a Theoretical Framework: The Foundation of Your Curriculum

The cornerstone of any effective group therapy curriculum lies in a strong theoretical foundation. Choosing a model that aligns with your target population and therapeutic goals is paramount. Popular evidence-based approaches include:

Cognitive Behavioral Therapy (CBT): Focuses on identifying and modifying maladaptive thoughts and behaviors. This model lends itself well to structured group sessions with clear goals and techniques.

Dialectical Behavior Therapy (DBT): Primarily used for borderline personality disorder, DBT emphasizes mindfulness, distress tolerance, emotion regulation, and interpersonal effectiveness. A DBT curriculum requires specialized training and careful adaptation for group settings.

Acceptance and Commitment Therapy (ACT): Emphasizes acceptance of difficult thoughts and feelings while committing to valued actions. This approach can be highly effective in various group settings.

Psychodynamic Group Therapy: This approach explores unconscious processes and interpersonal dynamics within the group setting. While less structured than CBT or DBT, it's grounded in decades of research.

The choice of theoretical framework dictates the selection of techniques, exercises, and assessment methods used throughout the curriculum.

2. Defining Clear Learning Objectives and Outcomes

Before designing individual sessions, articulate specific, measurable, achievable, relevant, and time-bound (SMART) objectives. What specific skills or knowledge should participants gain? How will their progress be measured? Clearly defined learning outcomes ensure that the curriculum stays focused and that its effectiveness can be evaluated.

3. Structuring Group Sessions: A Blend of Theory and Practice

Each session should follow a logical structure that incorporates theoretical principles with practical application. Consider incorporating these elements:

Check-in: Provide a space for participants to share their experiences since the last session.

Education: Present relevant information and concepts related to the chosen theoretical framework.

Skill-building activities: Employ exercises and role-plays to practice new skills and coping mechanisms.

Processing and feedback: Facilitate discussion and reflection on the session's activities and insights.

Homework assignments: Reinforce learning and encourage continued practice outside of sessions.

4. Assessment and Evaluation: Measuring Success

Measuring the efficacy of your group therapy curriculum is essential. Employ both formative and summative assessments.

Formative assessments: Ongoing evaluations throughout the curriculum to monitor progress and make adjustments as needed (e.g., weekly feedback forms, therapist observations).

Summative assessments: Evaluations at the end of the curriculum to assess overall outcomes (e.g., pre- and post-therapy questionnaires, clinical interviews).

This data informs refinements to the curriculum, ensuring its ongoing relevance and effectiveness.

5. Addressing Ethical Considerations and Cultural Competence

Ethical considerations are paramount. The curriculum must incorporate confidentiality guidelines, informed consent procedures, and strategies for addressing potential challenges or crises within the group setting. Moreover, culturally competent practices are crucial for ensuring that the curriculum is inclusive and responsive to the needs of diverse populations.

Implementing Your Evidence-Based Group Therapy Curriculum

Effective implementation requires meticulous planning and ongoing evaluation. This includes:

Recruiting and training facilitators: Ensuring facilitators possess the necessary skills and expertise to deliver the curriculum effectively.

Creating a safe and supportive group environment: Establishing ground rules and fostering a sense of trust and mutual respect amongst participants.

Monitoring and adapting the curriculum: Regularly reviewing the curriculum to ensure it remains effective and relevant to the changing needs of participants.

Conclusion

Developing an evidence-based group therapy curriculum is a significant undertaking, but the

benefits – improved client outcomes, enhanced professional credibility, and a greater impact on mental health – are immeasurable. By thoughtfully considering the theoretical framework, learning objectives, session structure, assessment methods, and ethical considerations, you can create a powerful and impactful curriculum that transforms lives.

FAQs

1. What are some readily available resources for evidence-based group therapy curricula?

Several professional organizations and publishers offer resources, including manuals, workbooks, and training materials. Search for curricula related to specific theoretical models (CBT, DBT, ACT) or target populations.

2. How often should I review and update my curriculum?

Regular reviews, ideally annually or even semi-annually, are recommended to account for new research, evolving best practices, and feedback from participants and facilitators.

3. What if a participant experiences a crisis during a group session?

Your curriculum should include a clear crisis management plan outlining procedures for addressing such situations, including appropriate referrals and emergency contacts.

4. How can I ensure the cultural competence of my curriculum?

Consult with experts in cultural diversity and mental health, incorporate diverse case studies and examples, and consider offering culturally tailored versions of your curriculum.

5. Can I adapt an existing evidence-based curriculum to fit my specific needs?

Adaptation is often necessary and encouraged. However, ensure any modifications maintain the core principles and integrity of the original evidence-based approach. Consult with experts to ensure the changes remain aligned with evidence-based practices.

evidence based group therapy curriculum: Ten Great Therapy Groups Kristen Brown, 2020-03-31 Ten Great Therapy Groups offers group curriculum for substance abuse and mental health therapy groups. The group curriculum is evidence based, and designed to allow for quick and easy group preparation. Packed full with worksheets and stimulating discussion questions, Ten Great Therapy Groups provides over 20 hours of easy-to-run group material. Adaptable to clients from diverse backgrounds, this work book reduces the stress of coming up with group material and promotes group cohesion and learning through meaningful group topics.

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Provides innovative solutions for achieving efficient, effective therapy as mandated by emerging health care priorities, as well as trouble-shoots for common problems such as dropouts Details unique strategies for working with ethnic minorities and clients across the age spectrum, along with material on mindfulness augmentation and transdiagnostic approaches Includes clear, accessible instructions, complete with references to DSM-5 diagnostic changes, real-life clinical examples, and group session transcripts

evidence based group therapy curriculum: Group Therapy for Substance Use Disorders Linda Carter Sobell, Mark B. Sobell, 2011-06-22 This authoritative book presents a groundbreaking evidence-based approach to conducting therapy groups for persons with substance use disorders. The approach integrates cognitive-behavioral, motivational interviewing, and relapse prevention techniques, while capitalizing on the power of group processes. Clinicians are provided with a detailed intervention framework and clear-cut strategies for helping clients to set and meet their own treatment goals. More than two dozen ready-to-use reproducible assessment tools, handouts, homework exercises, and session outlines are supplied in a convenient large-size format.

evidence based group therapy curriculum: Core Principles of Group Psychotherapy Francis J. Kaklauskas, Les R. Greene, 2019-08-22 Core Principles of Group Psychotherapy is designed as the primary curriculum for the Principles of Group Psychotherapy course in partial fulfillment of the Certified Group Psychotherapist credential awarded by the International Board for Certification of Group Psychotherapists. The text is divided into five modules: foundations, structure and dynamics, formation and development, leadership tasks and skills, and ethics, neuroscience, and personal style. The book is part of the AGPA Group Therapy Training and Practice series. This series aims to produce the highest quality publications to aid the practitioner and student in updating and improving their knowledge, professional competence, and skills with current and new developments in methods, practice, theory, and research, in the group psychotherapy field. In addition to helping group psychotherapists bolster their skills so as to ensure the availability of quality mental health services, this guide is an essential resource for students and clinicians interested in learning more about group psychotherapy, as a text in academic courses, or as part of a practicum or internship training curriculum.

evidence based group therapy curriculum: *Creative Arts-Based Group Therapy with Adolescents* Craig Haen, Nancy Boyd Webb, 2019-01-15 Creative Arts-Based Group Therapy with Adolescents provides principles for effective use of different arts-based approaches in adolescent group therapy, grounding these principles in neuroscience and group process practice-based evidence. It includes chapters covering each of the main creative arts therapy modalities—art therapy, bibliotherapy, dance/movement therapy, drama therapy, music therapy, and poetry/expressive writing therapy—written by respected contributors who are expert in the application of these modalities in the context of groups. These methods are uniquely effective for engaging adolescents and addressing many of the developmental, familial, and societal problems that they face. The text offers theory and guiding principle, while also providing a comprehensive resource for group therapists of diverse disciplines who wish to incorporate creative arts-based methods into their practice with teens.

evidence based group therapy curriculum: **Handbook of Evidence-Based Day Treatment Programs for Children and Adolescents** Jarrod M. Leffler, Elisabeth A. Frazier, 2022-12-08 This book examines the intermediate level of mental health services with a focus on partial hospitalization program (PHP) and intensive outpatient program (IOP) models of care for youth. It reviews the history of PHPs and IOPs and highlights their current care models, demonstrating the increase in the development and implementation of evidence-based treatment (EBT) practices. The book explores issues relating to program development, implementation, and considerations for sustainability. It provides interventions designed to enhance the well-being of youth who are experiencing a range of mental health concerns as well as strategies to engage and involve their families. In addition, the book offers feasible strategies for measuring outcomes and applying these results to meaningful clinical evaluations in PHP and IOP settings. It describes the process of

accessing and using these intermediate services as well as additional treatment resources that may be necessary in the continuum of mental health care for youth. Key areas of coverage include: The history and purpose of mental health care and the role of day treatment programs for youth. Working with program administration and other stakeholders, identifying a patient population, and engaging community and referral sources. The importance of family involvement, coordination of care, and simultaneously addressing the transactional relationship between physical and mental health. Transitioning youth from pediatric mental health services into the adult mental health system. Working with a diverse patient population in intermediate treatment programs. Providing practical information for families and practitioners navigating the pediatric mental health continuum of care. The Handbook of Evidence-Based Day Treatment Programs for Children and Adolescents is a must-have resource for researchers, professors, and graduate students as well as clinicians, therapists, course instructors, and other professionals in child and adolescent psychiatry, clinical child and school psychology, social work, counseling, public health, family studies, developmental psychology, pediatrics, and all related disciplines.

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evidence based group therapy curriculum: Psychoeducational Groups Nina W. Brown, 2004 The second edition of Nina's Brown's Psychoeducational Groups provides an overview of the

major learning and instructional theories together with specific guidelines for conducting a variety of psychoeducational groups. Presented are principles of group instruction; specific guidelines for creating groups and understanding phases of group development; and a guide for planning and leading experimental activities. This new edition includes two new chapters covering aspects of group planning and providing examples of preparing themed sessions with special population groups such as children, adolescents and adults.

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implemented play therapy knowledge and interventions for, child and family therapists who work in a range of settings including schools, hospitals, residential treatment centers, and community mental health settings.

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evidence based group therapy curriculum: Learning ACT for Group Treatment Darrah Westrup, M. Joann Wright, 2017-06-01 For many clients, group therapy is a more practical treatment option than one-on-one therapy sessions. The financial cost of group therapy is substantially less than individual therapy, and research shows it can be just as effective. However, group therapy also presents unique challenges, and is often more difficult to administer. That's why professionals need a solid plan of action when using group therapy to treat clients. In recent years, acceptance and commitment therapy (ACT) has gained immense popularity. Based in values, mindfulness, and committed action, this therapeutic model has proven successful in treating a number of psychiatric disorders, including anxiety, depression, stress, addictions, eating disorders, trauma, and relationship problems. However, despite the popularity of this modality, there are very limited resources available when it comes to applying ACT in a group setting. Learning ACT for Group Treatment is a comprehensive, powerful manual for clinicians, therapists, and counselors looking to implement ACT in group therapy with clients. A composite of stand-alone sessions, the book provides detailed explanations of each of the core ACT processes, printable worksheets, tips on group session formatting, and a wide range of activities that foster willingness, cooperation, and connection among participants. In the book, professionals will see how the benefits of ACT can actually be enhanced in a group setting, particularly because there are more participants for ACT exercises. This leads to increased accountability among clients, and allows them to play both an active role and the role of the observer during treatment. The book also includes concrete tips for applying ACT to a number of treatment scenarios, including inpatient group therapy, partial hospitalization programs, outpatient programs, and community self-help groups. With detailed exercises and group activities, this book has everything therapists need to start using ACT in group settings right away.

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topics, addressing a range of different cognitive, behavioral, and interpersonal domains. Each topic provides highly practical tools and techniques to engage patients in treatment; teach safe coping skills that apply to both disorders; and restore ideals that have been lost, including respect, care, protection, and healing. Structured yet flexible, topics can be conducted in any order and in a range of different formats and settings. The volume is designed for maximum ease of use with a large-size format and helpful reproducible therapist sheets and handouts, which purchasers can also download and print at the companion webpage. See also the author's self-help guide *Finding Your Best Self*, Revised Edition: Recovery from Addiction, Trauma, or Both, an ideal client recommendation.

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evidence based group therapy curriculum: *Building Champions* Carol Miller, 2016-05-31 A fun-filled game plan to help boys of upper elementary and middle-school age build trust, respect, and peer connections, *Building Champions* covers the topics boys most want and need to become better friends, classmates, and citizens. Numerous hands-on and interactive experiences maintain group members' interest and allow them to practice targeted skills while learning. Each lesson after the first includes three teaching options to address the needs of different types of groups. Eight group lessons cover the following topics: Introduction to Building Champions, Breaking a Sweat (Goal Setting), In the Huddle (Integrity and Respect), Hands In (Relationships), Game Time (Leadership and Teamwork), Sitting on the Bench (Self-Control), The Last Play (Confidence), Shake Hands, Game Over (Being a Good Sport). A CD included with the book provides reproducible items, including lesson exit slips, student handouts, and program organization and progress tracking forms.

evidence based group therapy curriculum: *Handbook of Child and Adolescent Group Therapy* Craig Haen, Seth Aronson, 2016-10-14 This handbook describes in detail different contemporary approaches to group work with children and adolescents. Further, this volume illustrates the application of these models to work with the youth of today, whether victims of trauma, adolescents struggling with LGBT issues, or youth with varying common diagnoses such as autism spectrum disorders, depression, and anxiety. It offers chapters presenting a variety of clinical approaches written by experts in these approaches, from classic (play therapy and dialectical behavior therapy) to cutting-edge (attachment-based intervention, mindfulness, and sensorimotor psychotherapy). Because of its broad scope, the book is suitable for a wide audience, from students to first-time group leaders to seasoned practitioners.

evidence based group therapy curriculum: *Recovery-Oriented Cognitive Therapy for Serious Mental Health Conditions* Aaron T. Beck, Paul Grant, Ellen Inverso, Aaron P. Brinen, Dimitri Perivoliotis, 2020-12-08 This book can help you develop a spirited savvy in recovery-oriented cognitive therapy over the course of fifteen chapters, which we have organized into three parts: The first six chapters in Part I introduce you to recovery-oriented cognitive therapy, the basic model and how it works. Building on the basics, the five chapters in Part II extend understanding, strategy, and intervention to the challenges that have historically gotten the person stuck: negative symptoms, delusions, hallucinations, communication challenges, trauma, self-injury, aggressive behavior, and substance use. The final four chapters in Part III delve deeper into specific settings and applications - individual therapy, therapeutic milieu, group therapy, and families--

evidence based group therapy curriculum: *Evidence-Based School Mental Health Services* Gayle L. Macklem, 2010-12-31 The challenges of providing mental health services to school children are numerous and diverse, ranging from staffing shortages to insufficient funding to

family resistance to administrative indifference. Yet with the U.S. Surgeon General estimating that approximately 20% of young people display signs of psychological problems, the need for such services – particularly for interventions that not only address mental health issues but also reinforce protective factors – is considerable. Evidence-Based School Mental Health Services offers readers an innovative, best-practices approach to providing effective mental health services at school. The author draws on the widely used and effective three-tiered public health model to create a school-based system that addresses the emotional and behavioral needs of students most at risk for experiencing, or showing strong signs and symptoms of, emotional problems or disabilities. This prevention-oriented program adapts cognitive behavioral and other clinical therapies for use in primary through high school settings. In several concise, easy-to-read chapters, the author addresses such important topics as: The rationale for building a three-tier mental health system in schools. The importance of making emotion regulation training available to all students. Designing strategies for adding affect education and emotion regulation training at each tier. Providing empirical support for implementing CBT in school settings. Preparing young children to benefit from school-based CBT. Also included is an Appendix of specific group activities and exercises that can be put to use in the school setting. Evidence-Based School Mental Health Services is a must-have resource for researchers, scientist-practitioners, and graduate students in school psychology, clinical child psychology, pediatrics, psychiatry, social work, school counseling, education as well as for those who develop or influence public policy. And it is essential reading for any professional who is responsible for and interested in children's well-being and development.

evidence based group therapy curriculum: Game-Based Cognitive-Behavioral Therapy for Child Sexual Abuse Craig I. Springer, PhD, Justin R. Misurell, PhD, 2014-12-02 DELIVERS AN EFFECTIVE, ENGAGING NEW TECHNIQUE FOR TREATING CHILDHOOD SEXUAL ABUSE

Treating a confirmed or suspected case of childhood sexual abuse is undoubtedly one of the most challenging situations a clinician can face. This unique book, written by recognized experts on the evaluation and treatment of childhood sexual abuse, is the first to disseminate a comprehensive and integrative approach to treating child sexual abuse that combines the power of structured play therapy with cognitive-behavioral treatment. Created by the authors, game-based cognitive-behavioral therapy (GB-CBT) is a complete therapeutic package containing engaging techniques and effective strategies to treat the problems experienced by children and families impacted by sexual abuse. The book provides the rationale, underlying theory, and step-by-step instructions for providing GB-CBT to families affected by child sexual abuse. Detailed descriptions of evidence-based techniques and required materials are included, along with reproducible game boards and other items needed to implement activities. These structured therapeutic games and role-plays are enjoyable and provide multiple opportunities for children to learn and rehearse such skills as emotional expression, anger management, relaxation strategies, social skills, social problem solving, and cognitive coping. A detailed session framework complete with behavioral expectations and reward systems, along with illustrative case examples, further demonstrates how to implement GB-CBT. Also included are recommendations for effective and comprehensive assessment procedures. The book describes activities for individual, conjoint child-caregiver, and group therapy that can be used in a multitude of therapeutic environments and can be incorporated into clinical practice across a variety of orientations. Additionally, it includes information about cultural considerations critical for effective delivery with diverse populations. The book also contains strategies for training and educating students and clinicians about GB-CBT. KEY FEATURES Delivers an effective new method for treating child sexual abuse that combines structured play therapy with cognitive-behavioral therapy Written by the originators of GB-CBT, recognized experts in this field Designed for use in a variety of settings and with different therapeutic modalities Presents concrete strategies, step-by-step instruction, and required materials for treating problems related to child sexual abuse Includes illustrative case examples and a complete description of structured sessions with behavioral expectations and reward systems

evidence based group therapy curriculum: Evidence-Based Group Work in Community

Settings David E. Pollio, Mark J. Macgowan, 2013-09-13 There has been a strong recent trend towards incorporating evidence into Social Work practice in general, and into group work in particular. This trend has focused on the education of students in the use of evidence, development of evidence-based interventions, and discussion of how evidence can be used to improve practice. A limitation of most of this literature is that it has been written by researchers for the consumption of practitioners, limiting the ability of evidence-based practices to be incorporated into unique community settings and with specific populations. In spite of this difficulty, implementation of evidence-based practices continues quietly in practice settings. This book describes efforts to integrate evidence into community settings, which have two foci. The first part details group models developed through collaborations between researchers and community agencies. Each chapter details efforts to implement, research, or review programs in community settings. The second part deals with issues around instruction and dissemination of evidence-based group work into practice settings. The volume makes a significant contribution to the discussion about evidence-based group work. This book was published as a special issue of *Social Work with Groups*.

evidence based group therapy curriculum: Interpersonal Psychotherapy For Group

Denise E. Wilfley, 2000 This is the first-ever application to group therapy of the popular, replicable, time-limited, evidence-based approach initially developed to treat individual depression. Denise Wilfley adapted it in the course of researching the management of eating disorders; her collaborators include a national authority on group work plus an originator of Interpersonal Psychotherapy. Their step-by-step identification of the goals, tasks, and techniques attendant on running normalizing, cost-effective groups makes a real contribution to the clinical repertoire.

evidence based group therapy curriculum: Ending Discrimination Against People with Mental and Substance Use Disorders National Academies of Sciences, Engineering, and Medicine, Division of Behavioral and Social Sciences and Education, Board on Behavioral, Cognitive, and Sensory Sciences, Committee on the Science of Changing Behavioral Health Social Norms, 2016-09-03 Estimates indicate that as many as 1 in 4 Americans will experience a mental health problem or will misuse alcohol or drugs in their lifetimes. These disorders are among the most highly stigmatized health conditions in the United States, and they remain barriers to full participation in society in areas as basic as education, housing, and employment. Improving the lives of people with mental health and substance abuse disorders has been a priority in the United States for more than 50 years. The Community Mental Health Act of 1963 is considered a major turning point in America's efforts to improve behavioral healthcare. It ushered in an era of optimism and hope and laid the groundwork for the consumer movement and new models of recovery. The consumer movement gave voice to people with mental and substance use disorders and brought their perspectives and experience into national discussions about mental health. However over the same 50-year period, positive change in American public attitudes and beliefs about mental and substance use disorders has lagged behind these advances. Stigma is a complex social phenomenon based on a relationship between an attribute and a stereotype that assigns undesirable labels, qualities, and behaviors to a person with that attribute. Labeled individuals are then socially devalued, which leads to inequality and discrimination. This report contributes to national efforts to understand and change attitudes, beliefs and behaviors that can lead to stigma and discrimination. Changing stigma in a lasting way will require coordinated efforts, which are based on the best possible evidence, supported at the national level with multiyear funding, and planned and implemented by an effective coalition of representative stakeholders. *Ending Discrimination Against People with Mental and Substance Use Disorders: The Evidence for Stigma Change* explores stigma and discrimination faced by individuals with mental or substance use disorders and recommends effective strategies for reducing stigma and encouraging people to seek treatment and other supportive services. It offers a set of conclusions and recommendations about successful stigma change strategies and the research needed to inform and evaluate these efforts in the United States.

evidence based group therapy curriculum: Evidence-Based School Counseling Greg

Brigman, Elizabeth Villares, Linda Webb, 2017-10-05 *Evidence-Based School Counseling* presents a

unique method for training graduate students to become effective school counselors that is presented in a Tell, Show, Do, Coach approach to instruction and reflective of ASCA, CACREP, and CAEP standards. This method is based on three interrelated components: (a) the ASCA National Model, especially its Mindsets & Behaviors for Student Success and its related student competencies, (b) the extensive research base associated with social/emotional learning (SEL), non-cognitive factors and college/career readiness, and (c) evidence-based programs tied to this research base and suited to school counselor implementation. The text highlights how the new ASCA Mindsets & Behaviors for Student Success have been modeled after this research base and provides resources for school counselors to find evidence-based programs and interventions connected to this research. Evidence-Based School Counseling provides extensive practice and coaching so students can arrive at practicum and internship feeling confident, and they can hit the ground running as they start their careers.

evidence based group therapy curriculum: *Flexibility within Fidelity* Philip C. Kendall, 2021-08-03 Among mental health researchers, there is a consensus that empirically supported treatments (ESTs) have favorable outcomes and that the outcomes are typically better than other approaches. The majority of these are available as therapist manuals, brief books, or other extended volumes. However, among mental health service providers, there is often a view that these manuals and books can be formulaic and rigid, and likely insensitive to individual patient needs or presentations. With these conflicting perspectives in place, there is a need for accurate communication and reconciliation. *Flexibility within Fidelity* identifies how effective ESTs can be implemented with both integrity and flexibility. The book is comprised of chapters focusing on specific ESTs for identified problem areas amongst adults and children/adolescents, including anxiety disorders, PTSD, pain management, and depression among others. Chapter authors focus on the specific treatment components that are required to maintain fidelity and the features of the EST which can be applied with flexibility, promoting a personalized implementation. Written in an accessible style featuring in-depth clinical discussions, this book will equip mental health practitioners with the tools to implement ESTs across client presentations.

evidence based group therapy curriculum: Foundations of Evidence-Based Social Work Practice Albert R. Roberts, Kenneth R. Yeager, 2006-02-02 This concise introduction to evidence-based social work is a student-friendly overview of the issues and methods most frequently encountered while preparing for evidence-based social work practice. Part I defines terms and critical issues, introducing students to the language and importance of evidence-based practice and critical thinking. Chapters will explain how to search for and evaluate evidence, how to ask the right questions, how to develop standards, and how to make use of the best research. Part II illustrates practical applications, including such topics as cognitive-behavioral approaches to suicide risks, manualized treatment with children, treating juvenile delinquents, and interventions for OCD, anxiety disorders, substance abuse, PTSD, depression, and recovery. This much-needed overview familiarizes students with the process and practice of evidence-based social work, teaching them to be critical thinkers and judicious decision-makers. The guidelines it distills are equally valuable to seasoned practitioners seeking to better serve their clients, making this an excellent foundation for the study and practice of evidence-based social work.

evidence based group therapy curriculum: **Mindfulness-Based Substance Abuse Treatment for Adolescents** Sam Himelstein, Stephen Saul, 2015-06-12 *Mindfulness-Based Substance Abuse Treatment for Adolescents* is a group-based curriculum incorporating mindfulness, self-awareness, and substance-abuse treatment strategies for use with adolescents dealing with substance use. The evidence-based, how-to format provides a curriculum for professionals to implement either partially, by picking and choosing sections that seem relevant, or in full over a number of weeks. Each session comes equipped with clear session agendas, example scripts and talking points, what-if scenarios that address common forms of resistance, and optional handouts for each session. Sections cover the major principles of working with adolescents—relationship building, working with resistance, and more—along with a full curriculum. The book is a natural fit for

psychotherapists, but addiction counselors, school counselors, researchers, mentors, and even teachers will find that Mindfulness-Based Substance Abuse Treatment for Adolescents changes the way they work with young people.

evidence based group therapy curriculum: *Art Therapy for Groups* Marian Liebmann, 2004 First published in 2004. Routledge is an imprint of Taylor & Francis, an informa company.

evidence based group therapy curriculum: The Ethics of Group Psychotherapy Virginia Brabender, Rebecca MacNair-Semands, 2022-04-19 The Ethics of Group Psychotherapy provides group psychotherapists with the ethical and legal foundation needed to engage in effective decision-making in their everyday group practices. This text provides readers with a framework for understanding ethical dilemmas through a review of major models of ethical thinking, including principlism, feminism and the ethics of care, and virtue ethics. The authors use this foundation to explore those problems emerging most routinely in group practice, among which are safeguarding members' personal information, protecting members' autonomy, and helping members to process differences—particularly those related to privilege and oppression—in a way that furthers interpersonal relations and social justice. Throughout the text, practical tools such as using assessments to aid in member selection and tracking progress and outcome through measurement-based care are offered that bolster the group psychotherapist's effectiveness in ethical decision-making. Featuring questions for discussion and items to assess the reader's master of the material, this text will be a valuable tool in classroom and small-group learning.

evidence based group therapy curriculum: Evidence-Based Practices and Treatments for Children with Autism Brian Reichow, Peter Doehring, Domenic V. Cicchetti, Fred R. Volkmar, 2010-11-25 Autism spectrum disorders (ASDs) have been increasingly diagnosed in recent years and carries with it far reaching social and financial implications. With this in mind, educators, physicians, and parents are searching for the best practices and most effective treatments. But because the symptoms of ASDs span multiple domains (e.g., communication and language, social, behavioral), successfully meeting the needs of a child with autism can be quite challenging. Evidence-Based Practices and Treatments for Children with Autism offers an insightful and balanced perspective on topics ranging from the historical underpinnings of autism treatment to the use of psychopharmacology and the implementation of evidence-based practices (EBPs). An evaluation methodology is also offered to reduce the risks and inconsistencies associated with the varying definitions of key autism terminology. This commitment to clearly addressing the complex issues associated with ASDs continues throughout the volume and provides opportunities for further research. Additional issues addressed include: Behavioral excesses and deficits treatment Communication treatment Social awareness and social skills treatment Dietary, complementary, and alternative treatments Implementation of EBPs in school settings Interventions for sensory dysfunction With its holistic and accessible approach, Evidence-Based Practices and Treatments for Children with Autism is a vital resource for school psychologists and special education professionals as well as allied mental health professionals, including clinical child and developmental psychologists, psychiatrist, pediatricians, primary care and community providers.

evidence based group therapy curriculum: Handbook of Evidence-Based Therapies for Children and Adolescents Ric G. Steele, T. David Elkin, Michael C. Roberts, 2007-12-03 The comprehensive coverage in this hugely important and timely handbook makes it invaluable to clinical child, school, and counseling psychologists; clinical social workers; and child psychiatrists. As a textbook for advanced clinical and counseling psychology programs, and a solid reference for the researcher in child/adolescent mental health, its emphasis on flexibility and attention to emerging issues will help readers meet ongoing challenges, as well as advance the field. Its relevance cannot be overstated, as growing numbers of young people have mental health problems requiring intervention, and current policy initiatives identify evidence-based therapies as the most effective and relevant forms of treatment.

evidence based group therapy curriculum: Handbook of Assessment and Treatment Planning for Psychological Disorders Martin M. Antony, David H. Barlow, 2020-08-18 This authoritative

clinical reference and text--now revised and updated with 50% new content--presents the assessment tools and strategies that every evidence-based psychotherapy practitioner needs. Unlike most assessment texts, the volume is organized around specific clinical problems. It explains how to select and use the best measures to assess clients' symptoms, generate diagnoses, plan appropriate treatments, and monitor progress. Clinician- and student-friendly features include tables comparing and contrasting relevant measures, sample forms, and case examples. Every chapter addresses considerations for primary and managed care settings. New to This Edition *Chapters on new topics: assessment of well-being and transdiagnostic assessment. *New chapters on core topics: eating disorders, personality disorders, and insomnia. *Updated throughout with DSM-5 diagnostic changes, new and updated instruments, current research, and increased attention to transdiagnostic concerns. *Expanded coverage of obsessive-compulsive and related disorders. See also Clinical Handbook of Psychological Disorders, Sixth Edition, edited by David H. Barlow, which presents evidence-based treatments step by step.

evidence based group therapy curriculum: Mental Health and High School Curriculum Guide (Version 3) Stan Kutcher, 2017-07-12 The Mental Health & High School Curriculum Guide (Version 3) is an updated and revised version of the original edition. This comprehensive curriculum guide provides six modules that can be used together or separately in High School classrooms to enhance mental health literacy.

evidence based group therapy curriculum: Art Therapy, Research and Evidence-based Practice Andrea Gilroy, 2006-10-09 `This is an important and topical book coming at a time when there is growing pressure to show evidence of good practice, in order to reassure the prospective client, and to demonstrate financial accountability. It gives valuable guidelines and examples for art therapists. The book is innovative and inspiring, and the author's enthusiasm shines through. I end with the last line of this topical, readable, relevant book - one that encapsulates its content: 'We need the facts, we need the figures, but we need the stories and the pictures, too' - Therapy Today `This book makes a major contribution to the field of art therapy by reviewing, in an accessible and informed manner, the issues around the development of research-informed practice. The author offers an overview of different traditions of inquiry that will be of value to practitioners as well as those actually involved in carrying out research' - John McLeod, Tayside Institute for Health Studies, University of Abertay Dundee `This impressive book is lively, inspiring and innovative. Andrea Gilroy's energetic enthusiasm for her subject is infectious. She breathes life into the topics of research and EBP. This rich exploration combines a rigorous investigation of the existing literature with intelligent, original and practical suggestions. A thorough, informative approach that challenges existing thinking. This is a must for art therapists - at last a book that places art at the centre of our evidence in a convincingly argued, accessible and rewarding read' - Professor Joy Schaverien PhD Art Therapy around the world is under increasing pressure to become more evidence-based. As a result, practitioners now need to get to grips with what constitutes evidence, how to apply research in appropriate ways and also how to contribute to the body of evidence through their own research and other related activities. Written specifically for art therapy practitioners and students, Art Therapy, Research & Evidence Based Practice: traces the background to EBP critically reviews the existing art therapy research explains the research process links research with the development of clinical guidelines, and describes the knowledge and skills needed to demonstrate efficacy. Drawing on her own experience as a researcher, practitioner and lecturer, Andrea Gilroy looks at the implications of EBP for art therapy and examines common concerns about the threat it may pose to the future provision of art therapy within public services. Art Therapy, Research Evidence-Based Practice addresses issues which are critical to the future development and even the survival of art therapy. Combining insightful analysis with practical guidance and examples, this is an ideal resource for practitioners and for those in training. Andrea Gilroy is Reader in Art Psychotherapy at Goldsmiths, University of London.