diagnostic terms, this section tries to contextualize “what is being talked about” and to break the barrier of ignorance associated with these circumstances. The third and fourth chapters are devoted to communication and practical resources, respectively. The third emphasizes the importance of communication and listening as central axes of care and exposes different formats of communication between the person who is suffering and the environment, from dyadic and group interaction to the communication of the environment with oneself. The fourth chapter presents some practical tools, such as acts of care, specifying situations and strategies, mutual support groups, accompaniment, and sharing the problem and the information with the environment.

In the last section, composed of four chapters, the author offers general guidelines to be considered regarding professional care (pharmacotherapy and psychotherapy) and exposes some personal reflections on the objective and its limitations. Finally, a list of references is included.

This book serves two fundamental purposes, the personal and the professional. Its careful and amenable language makes it accessible to all audiences, whether or not they are linked to the field. In addition, the accuracy and synthesis of the contents make it suitable for students and professionals of mental healthcare and/or for those who in one way or another feel the need to enter into it. It should be noted that the publication has been self-managed and its profits go to similar collective projects, and neither the authors nor the publishers receive personal financial benefits.

In short and following Javier, although the subtitle of the work defines it as a guide, We will get over this does not attempt to solve all of the doubts, since doubts are precisely the motivation for the writing of this work. It is not —nor does it aim to be— a new model, but “only the basic foundations of how to decide or act.” In addition, it is a call to “talk of people again” when we work, support, claim, talk or write about mental health.

We will get over this is a resource of collective effort and defense of the human rights of all of us who, inevitably, feel the need to take care of ourselves collectively as far as mental health is concerned.

PARENT-CHILD INTERACTION THERAPY. AN EVIDENCE-BASED TREATMENT FOR CHILDREN
Ferro García, R and Ascanio Velasco, L
Madrid: Editorial Síntesis, 2017

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It is not the same to be shown a house by an employee of a real estate agent as by someone who lives in it. Its inhabitants will be able to show you what neither the eye of the newcomer nor that of the employee can see: the magic of the sunsets, or the unrepeatable mix of lights and aromas on a spring morning, the stories that are not seen in a five minute visit, but that can give you the key to know that you have found what you are looking for. This feeling is one that you experience when you read the book that Rafael Ferro and Lourdes Ascanio have created for us on Parent-Child Interaction Therapy (PCIT) in the publisher’s summary: Throughout its eight chapters the authors invite us to a guided tour of the dependencies of a “home” unknown for many in our country, understanding it from the inside, in the first person. Those of us who work in the children’s clinic, and have been grappling with the need to try to help change behavior in childhood, knowing the vital importance that parents will have in the process, we greatly appreciate the effort made by pioneering clinicians such as Rafael and Lourdes to systematize and provide the keys to encourage us to live in this house and to experience the advantages of a therapy which from its very name directs us towards the key variable in the genesis of behavior and in any attempt at change: the interactions between parents and their children.

Therefore, this is a magnificent review of the literature on PCIT, not from the perspective of the academic, but from the person who is using it. And this is a luxury that we are not accustomed to have simultaneously: scientific rigor coupled with habitual and professional practice (we can often find them separately, from the university on one hand and from the practice, on the other).

The first chapter is dedicated to the origin and development of PCIT, as well as the exposition of its most relevant characteristics. The second chapter begins by exposing the psychological principles of behavior that underpin PCIT before presenting the therapy itself to the reader, with its components and phases, time structure, etc., emphasizing the need for personalization of the intervention from this perspective. The following chapter presents an exhaustive review of the evaluation and intervention materials, with examples of application by the authors themselves.

In the fourth chapter, we find an excellent bibliographical review of the effectiveness, efficacy and efficiency of PCIT, data from which professionals can appreciate the scientific solidity that supports this therapy, also useful for students and teachers. This house seems to have solid foundations.

A fifth chapter, dedicated to the applications to the school, makes it useful for the collective of counselling and school professionals, who are increasingly exposed to having to deal with disruptive, negative and externalizing behavior in their professional field. And the following chapter presents the wide variety of contexts and problems in which PCIT has been successfully applied: anxiety and post-traumatic stress, global developmental delay, hospitalized children, depression in children, etc.

The house viewing ends with a guided tour of the neighborhood, and the authors place PCIT in relation to contextual and third generation therapies, about which they can speak with authority because Rafael Ferro is one of the most relevant figures in the Spanish context of these therapies, especially in Functional Analytic Psychotherapy (FAP). And the final chapter, dedicated to the new directions of therapy, presents the exponential growth in its use, as well as its online application, which is certainly an interesting aspect and clearly shows its versatility.

It should not be surprising that this therapy works for so many children’s problems (from disruptive behavior to language problems) and contexts (clinical, school, home, online, etc.), because the only thing that it shows is that intervening or improving the parent-child interaction, will improve a wide variety of aspects of children’s behavior in which such interaction is relevant. The same can be said of the interaction between teaching staff and students and therapists and their clients. And I believe, together with the authors, that this is the secret of its great versatility and adaptability: the interaction is studied and intervention is carried out to change it. And in relation to this interaction between clients and therapists, in this book there is also an interesting reflection on therapeutic skills, which leads the authors to even talk about “therapeutic love” as a model of the relationship or alliance between the two.

Without a doubt, the visit to this house is getting interesting...