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Engage! Building recovery capital through learning optimization

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Just like learning to swim or ride a bike, skills cannot be learned through the passive absorption of information alone. Have you ever had a group where silence seemed to be the norm or where you were quite certain half of the patients weren't paying attention? Have you met patients that knew so much they could recite the curriculum talking points by heart but were in treatment yet again?

Group therapy plays an influential role in behavioral health and recovery. Yet, current delivery methods often fail to engage patients or effectively build recovery skills necessary for success outside of the treatment space. Didactic facilitation and instruction, while an important part of the beginning of any session, can quickly lead to patient disinterest and disengagement. Current clinical licensing courses do not address group dynamics or delivery skills beyond theory, but, as with all skills, clinicians need practice in group facilitation to move a group of diverse learners towards a common session goal.

Biography

Andrew Bordt, M.Ed., is a licensed educator with certifications through Columbia University's Teacher's College and Cambridge University. He is an expert in the neuroscience of learning and engaging diverse groups to improve knowledge and skill acquisition, retention and recall to help more patients heal and improve recovery outcomes.

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