

presentation of illness in patients from other cultures, rather than attempting to explore and understand the feelings, experiences, and social realities of the patient seated before them. It will be hotly debated in circles where such issues are faced daily, but deserves to be read outside them too.

LINDA GASK, *Lecturer in Psychiatry, University Hospital of South Manchester*

**Trance and Treatment: Clinical Uses of Hypnosis.** By HERBERT SPIEGEL and DAVID SPIEGEL. Washington, DC: American Psychiatric Press. 1987. 382 pp. £15.00.

Central to the arguments of this book is the use of the Hypnotic Induction Profile (HIP), a relatively brief test procedure which, according to the authors, provides both a measure of biological potential for hypnosis and an indication of the level of usable hypnotic capacity. They claim that "if usable or experienced capacity is significantly lower than biological potential, it ... gives an indication of the presence of severe psychopathology".

Spiegel & Spiegel claim that different personality types (which they label Dionysian, Odyssean and Apollonian) tend to be associated with different levels of hypnotisability as measured by the HIP, and they contend that it can be helpful to take account of the patient's personality type when devising a treatment strategy. The book discusses treatment approaches to a variety of problems (e.g. smoking, eating disorders, anxiety, and "conversion symptoms"), and the authors place considerable emphasis on self-hypnotic procedures.

This is a paperback version of a book first published in 1978. It is disappointing that the text has not been updated. Failing this, one might have expected to see an addendum with information about recent developments bearing on the authors' original assertions. Another demerit of the book is that various errors present in the original version have reappeared. In places, the authors' language is ponderous and idiosyncratic, and some of their diagrams are not very easy to understand.

PETER A. McCUE, *District Clinical Psychologist, Sale & Brooklands Hospital, Sale, Cheshire*

**Cognitive-Behavioural Counselling in Action.** By PETER TROWER, ANDREW CASEY and WINDY DRYDEN. London: Sage. 1988. 152 pp. £7.95.

Although not as explicitly acknowledged as it could have been, the underlying counselling or therapeutic approach described in this book is drawn largely from Albert Ellis' rational-emotive theory. According to this

theory, inappropriate emotions are determined by the irrational beliefs an individual holds about certain events or experiences, and not by the events or experiences themselves. Therapy consists of making clients aware of these beliefs and then eliminating them.

The book has been written as a practical guide to teach trainee counsellors the basic skills of this approach, principally adopting the social skills training model to do this. This entails breaking down the counselling process into a series of clearly described steps, each of which is illustrated with a verbatim example of what might be a typical client-therapist exchange taken from the same fictitious case. The material is divided into four sections. The first provides an all-too-brief overview of the theoretical model. The second, which accounts for about half the book, outlines a sometimes overly elementary and yet insufficient step-by-step account of how to implement this model. The third discusses briefly general techniques for changing irrational beliefs, including the use of homework assignments, while the fourth section shows how the approach can be applied to specific common problems such as anxiety, depression, guilt, shame, and anger.

While an introductory guide on how to apply rational-emotive therapy is needed, it is unlikely that this book on its own will satisfy that requirement. In teaching a skill, it is important that its critical features should be identified and conveyed. Unfortunately, the book does not succeed in doing this. Those unfamiliar with rational-emotive therapy will not grasp the essence of this method from this book alone, and so will not have a clear idea of what it is they are supposed to be doing in counselling.

DUNCAN CRAMER, *Lecturer in Social Psychology, Department of Social Sciences, Loughborough University of Technology*

**Study Guide and Self Assessment for the American Psychiatric Press Textbook of Neuropsychiatry.** By MICHAEL D. FRANZEN and MARK R. LOWELL. Washington, DC: APA (distributed in UK by Cambridge University Press). 231 pp. £15.00.

The Study Guide is designed as a learning aid written to accompany the *American Psychiatric Press Textbook of Neuropsychiatry*, edited by Robert E. Hales and Stuart C. Yudofsky. The preparation of the study guide has been the responsibility of two psychologists, who claim that its use in parallel with the textbook should promote a more thorough understanding of the material than would be gained by selective reading of the textbook alone. In essence, they provide 15-20 clearly formulated multiple-choice questions per chapter, devoid of the verbal nuances that often bedevil examination questions. The answer section is lucid and succinct, although for detailed reference one must consult the mother volume.