

Alzheimer's disease" will be on the market within the next two years. *Worthwhile* improvement in 40% of cases? And what is "uncomplicated Alzheimer's disease"? Levy has himself suggested that those patients who do well with tacrine may in fact not be suffering from Alzheimer's disease, but from Lewy body dementia. But he made that suggestion only last year; in a text of this scale it is sometimes impossible to be up-to-date even with oneself.

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Unspeakable Crimes: Prevention Work with Perpetrators of Sexual Abuse. By GRAHAM C. WILLIS. London: The Children's Society. 1993. 94 pp. £7.99 (pb).

This is a short book which provides a clear introduction to the current thinking, practice and research into sexual offending. Patterns of offending are described, and the concept of the cycle of abuse is discussed. The attitudes and belief systems of offenders are examined, as well as the rationalisation, minimisation and denial that allow the abuse to occur and continue. These are well illustrated throughout with case examples. The present psychological and sociological treatment methods are clearly presented.

The author also discusses a collaborative approach between the Brighton child protection team and the Children's Society in setting up a treatment programme for perpetrators of sexual abuse. He reflects upon the practical issues of a multidisciplinary approach to sexual offending, setting out a model of good practice, and discusses difficulties which they encountered in achieving this. There is a comparative perspective based on visits to similar projects in North America and the UK.

This concise and easily readable book provides a broad and up-to-date introduction to sexual offending. It covers the assessment and treatment of offenders while reflecting upon current research and thinking, and provides an insightful examination of an inter-agency approach to the treatment of sexual offenders. It would be useful as an introduction to sexual offending and as a practical guide to those involved in the treatment of sexual offenders.

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Practice Issues in Sexuality and Learning Disabilities. Edited by ANN CRAFT. London: Routledge. 1994. 277 pp. £40.00 (hb), £13.99 (pb).

When I started reading this book I expected to be reading one that was similar to most of the past literature on sexuality and learning disability. I

expected a theoretical book with a message, but of little practical help. I should have remembered that the editor has already said her message and produced the audio-visual aids to help practitioners. As I became engrossed, I rapidly realised that this book starts to overcome the lack of theoretical material written from a practical viewpoint by practitioners for practitioners. It is an impressive book, containing little dogma but a lot of thought-provoking material and ideas by which to structure your thoughts around practical issues.

The authors primarily come from a social work, psychology and psychotherapy background, with some managers. The chapters on the staff role, working with parents, and on difficult sexual behaviour, in themselves justify reading this book. The least practically useful chapter is a manager's analysis of parenting programmes. Other chapter subjects include: aspects of sexual abuse and work with female victims; working in a multiracial society and with potential HIV victims; reproductive health clinics for people with learning disabilities; and a case study of a pregnant woman who had severe learning disabilities. In addition there is the 21-page appendix of the Hertfordshire County Council policy document on sexuality.

I have only a few reservations about this book: antilibidinal drugs are covered in one paragraph, which is unfortunate as they are widely prescribed and their use in this population would have benefited from a more extensive consideration. There is no brief review of the current state of the law on sexuality and learning disability, and the legal chapter on competency and consent, as the foreword points out, is now in part superseded by developments since 1991, when it was written.

Although the book may not be all that up-to-date, it is usefully practical and down-to-earth. I recommend this book to all staff working with people with learning disability. All the staff I showed it to were keen to obtain a copy and I would advise you to keep your copy on your desk.

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Psychiatric Rehabilitation – A Practical Guide. By MOUNIR EKDAWI and ALISON CONNING. London: Chapman & Hall. 1993. 141 pp. £13.99 (pb).

It is often difficult to interest trainees in psychiatry in rehabilitation. Lured by the immediacy and perceived glamour of work in acute services, they tend to ignore the very real successes and rewards which can be found elsewhere, although by different methods and over a different timescale. Books like this one can do so much to remedy the situation.

The authors, from a nationally recognised centre of excellence in rehabilitation, offer what is indeed a

practical handbook for use in day-to-day work with people who have long-term mental health needs. However, their approach is firmly based on research studies, descriptions of models and philosophies, and could also receive the trainee's accolade of being "exam-orientated". The role of the multidisciplinary team in the overall framework of rehabilitation is emphasised throughout. The chapter on assessment reinforces the central place of this process, and also gives a step-by-step list of information which should be obtained, ways of obtaining this information, and topics which should be highlighted in assessment conferences and reviews. An account of behavioural interventions is well illustrated by case studies, and the sections on resettlement issues and accommodation are excellent. With increasing emphasis on the provisions of the Community Care Act, case management and the care programme approach, it is good to see a checklist of essentially practical tasks which should be carried out before a patient moves out of hospital. The importance of audit issues and quality assurance in mental health work is recognised in the last chapter on rehabilitation outcomes.

This book is well written, concise and clear. Good use is made of paragraph numbering and headings to underline its use as a handbook to be kept on the rehabilitation ward for reference. It deserves to be read by those of all disciplines, both clinical and managerial, who are involved in the care of the long-term mentally ill.

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The Emerging Self: A Developmental, Self And Object Relations Approach to the Treatment of the Closet Narcissistic Disorder of the Self. By JAMES F. MASTERSON. New York: Brunner/Mazel. 1993. 306 pp. US\$28.50 (hb).

In this book Masterson, a respected American theorist on disorders of the self, attempts to open up and describe his views of the fashionable DSM-III diagnosis of narcissistic personality disorder. He starts by criticising DSM-III for not being sufficiently detailed in its description of this condition, and then goes on to elaborate why he feels there are really two specific types of narcissistic personality disorder. The first he

calls the "exhibitionistic narcissist", which is what people mostly think of as the narcissistic personality: someone who has a grandiose sense of self-importance combined with cool indifference, contempt and rage for those who don't share this view. The second he calls a "closet narcissist", someone who feels inadequate and fragile but who survives by idealising another and 'basking in the glow' of the other's wonderfulness. These are convincing clinical descriptions, but are, of course, two sides of the same psychic structure, which Masterson partly acknowledges. The bulk of the book is a detailed account of the closet narcissist along with psychotherapeutic treatment, and how the disorder mimics and can be distinguished from others such as borderline, schizoid, and avoidant personality disorders. His theoretical understanding of the conditions derives from ego psychology, self psychology and object relations theory, as the title suggests.

To the British reader, what is striking is the American preoccupation with accurate diagnosis of a notoriously inaccurate area of the human personality. Much is made of distinguishing the different personality disorders, because for Masterson's approach to analytical psychotherapy the technique used will vary, sometimes quite strikingly, depending upon which of these chameleon personality disorders the therapist believes himself to be dealing with.

The last section gives an interesting account of Masterson supervising trainee therapists, where he helps them understand the countertransference issues in psychotherapy. His accounts are clear and convey his particular style of therapeutic intervention.

This recommended and interesting book will suit those British psychiatrists and psychotherapists who want to get an idea of what our American colleagues do in a similar sort of once-weekly NHS type of psychotherapy setting. I think it shows how different the American and British approaches are. In the US there is a great deal of telling the patient what is wrong with them intrapsychically, while here in the UK these intrapsychic problems are talked about as they manifest themselves in the transference and countertransference, in the belief that it is only by experiencing their problems in the patient-therapist relationship that any successful treatment can occur.

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