

## Book reviews

*Psychological Medicine*, **37** (2007).  
doi:10.1017/S003329170600924X

*Seminars in Child and Adolescent Psychiatry (College Seminars Series) – Second Edition.*  
Edited by S. G. Gowers. (Pp. 370; £25.00;  
ISBN 1-904671-13-6.) Gaskell: London. 2005.

The task of taking a complex subject area such as child and adolescent psychiatry and compressing it into a concise textbook that manages to educate with a reasonable breadth and depth whilst, at the same time, maintaining the interest of the reader is not an easy one. Gowers and his panel of distinguished contributors have risen to this challenge well.

This book consists of 22 chapters with chapters 1–7 and 15–22 devoted to more generic aspects and chapters 8–14 devoted to specific categories of disorders seen in child and adolescent psychiatry. The introductory chapter ('A brief history of child and adolescent psychiatry') puts the subject area in context and is a very useful starting perspective for a trainee. The chapter on assessment in child and adolescent psychiatry gives helpful practical hints to trainees who may at first feel somewhat daunted and de-skilled at the thought of comprehensive assessments of young people and their families. In this chapter, Eminson emphasizes the need of ensuring that the young person and his/her family should experience the child and adolescent psychiatry assessment as a positive experience of 'being heard and understood' and makes several practical suggestions as to how this could be achieved.

All chapters contain reference lists for those who may seek more detailed information. Chapter 2 ('Normal development and developmental theories') and chapter 17 ('Disorders of parenting and child abuse') have particularly useful suggestions for further reading. The book contains various tables and boxes to highlight key areas, have some vivid children's drawings (chapter 2) to illustrate aspects of development, and present numerous case vignettes to emphasize important clinical points.

In terms of relative weaknesses, we found that the more generic chapters held our interest better than the more specific ones on disorders. We were rather surprised to find no specific section or chapter on attention deficit hyperactivity disorder (hyperkinetic disorder), in spite of the frequency of referrals for 'possible ADHD' to child and adolescent mental health services.

All in all, this is a stimulating and thought-provoking introduction to child and adolescent psychiatry. It has a wealth of useful information, perhaps particularly for junior trainees who are preparing for college examinations. If used appropriately, some of the answers to those elusive multiple-choice examination questions may even be discovered here. It is also a good source of information throughout specialist training in child and adolescent psychiatry. We would, therefore, recommend the book without any hesitation to all specialist trainees in the field of child and adolescent psychiatry.

The future challenge to the editors will be to keep the book up to date, relevant and useful in the rapidly changing world of child and adolescent mental health.

THUSHYANTHI PEIRIS  
(Email: thushyanthi.peiris@cambsmh.nhs.uk)  
ZEINAB IQBAL  
(Email: zeinab.iqbal@cambsmh.nhs.uk)

*Psychological Medicine*, **37** (2007).  
doi:10.1017/S0033291706009263

*Neuroethics. Defining the Issues in Theory, Practice and Policy.* Edited by J. Illes. (Pp. 329; £29.95; ISBN 0198567219 pb.) Oxford University Press, Oxford, UK. 2006.

Where do we come from? What are we? Where are we going?'  
(Gauguin, 1897)

Neuroethics is the study of the ethical, legal and social questions that arise when scientific findings about the brain are carried into medical practice, legal interpretations and health and social policy (see Marcus, 2002). This book,