if they are even explanations at all. An entire range of levels that exist between the biological and the phenomenological have been left out of psychiatry, but those levels are where some of the best scientific discoveries can occur, and possibly where more satisfying answers to the why questions can be found. Furthermore, whether the causal influences come from genes or from dysfunctional family dynamics, they all end up in the integrative level of brain function studied by the cognitive sciences.

Broadly considered, *cognitive science* refers to the information processing that occurs in thinking, reasoning, perception and affect. It studies how the different parts of the brain work together to create psychological states. Clinical cognitive neuroscience would study the ways in which the various cognitive mechanisms break down. Murphy also notes that the mechanistic explanations that the cognitive neurosciences seek may not be available for every condition classified as a mental disorder.

The targeted focus of this book will frustrate some readers. Murphy has limited sympathy for descriptive psychopathology, which he suggests is harmful because it is designed specifically to discourage research into the etiological aspects of psychopathology. In fact, one of the purposes of operationally defined descriptive categories was to identify more homogeneous groups so that etiology could be better investigated. Of course, it did not turn out that way. Descriptive psychopathology also functions similarly to secularism in the political sphere – it seeks agreement on basic issues so that the taxonomy can be used by those with differing philosophical perspectives such as psychoanalysis, behaviorism, cognitivism, etc. Murphy, however, contends that a psychiatric taxonomy properly belongs to the scientific study of psychopathology. Because he views 'additional' uses of the taxonomy, such as clinical uses, as derivative, the secularist intent behind the DSM does not concern him.

That is not to say that practitioner-relevant information is lacking. Murphy recommends an exemplar-based view of classification which is similar to the prototype matching view proposed by Drew Westen and Jonathan Shedler. What he adds to previous proposals is the claim that exemplars should be placed in casual frameworks. He also engages in an interesting exploration of the dynamic relationship between the general and the particular that occurs when models or '*exemplars + causes*' are applied to specific cases and groups of cases.

A wide range of topics are covered, including an extensive critique of Wakefield's definition of mental disorder, plus discussions of natural function, rationality, values, social construction, evolution, psychiatric nosology and the nature of explanation in science. His discussion of these topics is worth a careful read. Befitting a Caltech philosopher, he tends to side with the more hard-core scientific perspectives on most issues, but, surprisingly, he resists the prevailing winds in scientific psychiatry and canvasses with categorical rather than dimensional models.

The book is primarily written for philosophers, but I'd recommend it to any psychiatrist or clinical psychologist with an interest in conceptual issues related to taxonomy, science, or the mind. As the book progresses, it increasingly illustrates an interaction between a firm belief in the ability of science to tell us how the world really is and a confrontation with the complexities of multifaceted disciplines such as psychiatry and clinical psychology, where attempts to develop literally true representations of the world invariably fall short, seemingly by philosophical necessity.

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Clinical Psychology for Trainees: Foundations of Science-Informed Practice. By A. Page and W. Stritzke. (Pp. 289; £29.99; ISBN 0521615402.) Cambridge University Press: Cambridge. 2006.

This paperback book provides a useful overview of most of the skills that clinical psychologists need to develop throughout their training and to my knowledge it is the first published book aimed specifically at this group. It could also be a very useful resource for those contemplating a career in clinical psychology or working as assistant psychologists. The authors describe their aim as 'to consider each of the core

competencies that a trainee clinical psychologist will acquire with the question in mind, ''how would a scientist-practitioner think and act?''' (p. 3). The chapters of the book are organized around core competencies and do not necessarily need to be read in order. The book largely accomplishes the goal of bringing together science and practice with regular emphasis of the role of the clinical psychologist as a scientist practitioner. One of the major strengths of the book is that it outlines clinical skills with clarity (aided by useful case examples) yet it constantly reminds the reader of the wider empirical framework that is required.

The book covers a diverse range of issues, which reflects the multiple skills required by clinical psychologists. Where in-depth detail is lacking on a particular issue the authors typically provide useful references where the topic can be followed-up further. However, there were a couple of omissions. Although the emphasis on core competencies is a useful one, a couple of short chapters detailing the unique challenges and skills required for different client groups would have been valuable. Another pertinent omission was the failure to mention neuropsychological testing.

The book should be of interest for trainees across different courses as it covers many skills that all psychologists need to develop regardless of therapeutic orientation. However, where specific therapies are discussed the focus is on those that are empirically supported. It describes the basics of behaviour therapy, dialectical behaviour therapy, cognitive therapy and interpersonal psychotherapy.

The book begins with a theoretical chapter that discusses the science-informed model of clinical psychology practice. The following five chapters are more skills-focused and provide useful information on relating with clients, assessing clients, case formulation, treating clients and group treatment. Much of the information in these chapters should be invaluable to trainees when they first start to see clients. These chapters might also remain a useful reference for those later in training and may provide a source from which to reflect on clinical practice. The use of case examples in these chapters is invaluable as they help to consolidate the information provided and assist in applying skills in practice.

Chapter 7 covers programme evaluation and is likely to be a useful reference when trainees are planning their service evaluation projects. The following chapter on case management covers professional issues and provides useful information on record keeping, confidentiality, and assessing and managing risk. Chapter 9 covers supervision and might be useful both to trainees and clinical psychology supervisors. The following three chapters cover the more specific issues of treatment non-compliance, cross-cultural and ethical aspects of practice and working in rural and remote settings. Each of the chapters helpfully discusses the unique issues that might arise and strategies for dealing with these. The final chapter places the psychologist in the wider political and social context and discusses psychologists as health-care providers. Although the authors are Australian, the book should be highly relevant for trainees from different countries. However, I felt this limited the final chapter, as reference to a countries' particular health-care system is important in order to achieve this wider understanding and to develop ways of working accordingly.

In conclusion, this book should provide an invaluable resource for all clinical psychology trainees, especially those early in training, and also for those considering or attempting to embark on a career in clinical psychology. It is novel in being written specifically for clinical psychology trainees and provides a lot of diverse and useful information within one source.

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By Their Own Young Hand: Deliberate Self-harm and Suicidal Ideas in Adolescents. By K. Hawton and K. Rodham (with E. Evans). (Pp. 264; £17.99; ISBN 9781843102304 pb.) Jessica Kingsley: London. 2006.

This very helpful book combines research findings, a review of the international literature and accounts of the views of adolescents themselves. There is also practical guidance for those who would like to gain a better understanding of the phenomenon of adolescent self-harm and who