



BOOK REVIEWS

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The happiest days of your life?

THE author has, for almost 20 years now, been at the forefront of the debate between the role of education and the responsibilities individuals have to others and themselves. Noddings has previously discussed the relationship between caring, morality and schooling, and *Happiness and Education* seeks to develop this by focusing on defining and

Happiness and Education

NEL NODDINGS

CAMBRIDGE: CAMBRIDGE UNIVERSITY PRESS, 2005; Pb £14.99 (ISBN 0 521 61472 4)

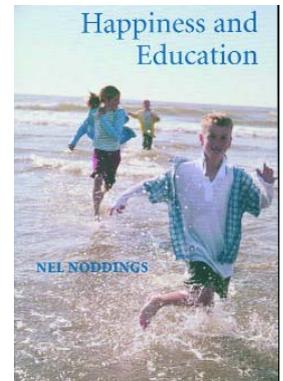
REVIEWED BY Alan Bainbridge

exploring the experience of happiness. The result is a thesis that can offer all those who work with young people the opportunity to re-evaluate the

nature of children's educational experiences and how these can impact on later experiences in life.

A central premise for Noddings is that happy people are not cruel, mean or violent; and that in these times shaped by an accountability/economic discourse, trust is eroded, as is the potential for individuals to develop the qualities and virtues that allow for appropriate moral judgements to be made. The book is clearly structured into three parts. The first seeks to provide a definition of happiness, while the second and third parts relate this to education for personal and public life.

Noddings reviews happiness from a variety of philosophical viewpoints, and in acknowledgement of the complexity of the human condition is reluctant to present a simple solution. For her, mutually supportive interaction is a principal source of happiness, and one of the main aims of education is to extend the qualities that enable individuals to develop 'response-ability'. These individuals can make informed choices that are largely dependent on how they have been treated by others, and do so by using 'healthy guilt' that alerts them to when their actions may violate their responsibility as carers of others. A strong case is made by Noddings for education to return to 'aims talk' and to consider if schools are simply about preparing children for



adulthood, or to answer more fundamental existential issues. Parts two and three of the book are where Noddings attempts to deal with such issues by questioning the basis of the school curriculum and life.

The curriculum for happiness, one that enables responsible human interaction, should be founded on material known and used by 'happy, competent homemakers'. It is here that many readers may begin to find the views of the author too challenging. The new curriculum places homemaking and parenting at the centre, as a child's future is dependent on the home they are born into, so what is more important: algebra; providing a healthy diet; time management; discussing the positives and negatives of drug use? For Noddings, the curriculum should not be coercively imposed, rather entered into as a dialogue to meet the needs and aspirations, academic or personal, of the young. Noddings even recalls keeping her children out of school to stay home and bake! In the global McEducational world of standards, testing and targets, surely the time has come for all involved to education to consider the insight of this mother of ten.

■ Alan Bainbridge is a senior lecturer in childhood studies at Canterbury Christ Church University College.

CBT MARCHES ON

Cognitive Therapy of Schizophrenia

DAVID KINGDON & DOUGLAS TURKINGTON

NEW YORK: GUILFORD PRESS, 2005; Hb £25.00 (ISBN 1 59385 104 9)

REVIEWED BY Emma Williams

IT is an exciting time to be a clinical psychologist. The quiet revolution of cognitive behaviour therapy (CBT) has now developed to successfully treat seemingly the most intractable of all mental disorders – schizophrenia. Psychological approaches were, until recently, viewed as futile or even harmful: colluding with patients could exacerbate and entrench symptoms. However an accumulation of research evidence for the effectiveness of CBT in reducing distress and alleviating psychotic symptoms has led to the development of a range of cognitive-behavioural interventions that can help people with schizophrenia.

Kingdon and Turkington have contributed greatly to this field, their first book *Cognitive-Behavioral Therapy of Schizophrenia*, published in 1994, was one of the first to describe this treatment approach. Their current book draws on recent advances in, and evidence for, CBT for schizophrenia. They describe four common presentations that they have termed 'sensitivity psychosis', 'drug-related psychosis', 'traumatic psychosis' and 'anxiety psychosis'. This typological approach is based on clinical experience and has good face validity, but it has yet to be validated by formal research. The four clinical subgroups are expanded as case study examples throughout the book.

Clinicians not familiar with this client group will find that the skills and techniques successful with other mental health problems are transferable to psychosis – the therapeutic relationship, setting treatment goals, normalisation, case formulation, enhancing coping strategies and developing cognitive control are all applicable.

CBT for schizophrenia continues to develop, widening the treatment options and improving the quality of life for people previously viewed as untreatable except by medication. One story is good until another is told.

■ Emma Williams is Consultant Clinical Psychologist with West London Mental Health NHS Trust.

Uncovering the reality beyond magical voluntarism

WHEN I first read David Smail, it was because a reviewer had said that Smail was 'psychology's Voltaire'. I was intrigued. Could Smail's work match the fearless satire and the perspicacity of the 17th-century genius? The answer, when I read one of his earlier books, *The Origins of Unhappiness*, was yes. And it is yes again in this, his latest book. Smail, a clinical psychologist, scythes through the shibboleths of modern clinical psychology and teases its heroes: Freud was a saloon bar bore; Albert Ellis simple-minded.

But *Power Interest and Psychology* isn't just an iconoclastic romp. Certainly, the book is irreverent and destructive (or perhaps I should say 'deconstructive'), but it is powerfully and originally constructive too. It begins with an assault on what Smail calls 'magical voluntarist psychology' and its perpetrators: psychologists and counsellors. What these professionals cruelly peddle, says Smail, is the delusion that through some kind of voluntarist process one can be helped to see the error of one's ways, gain insight and ultimately find freedom from despair.

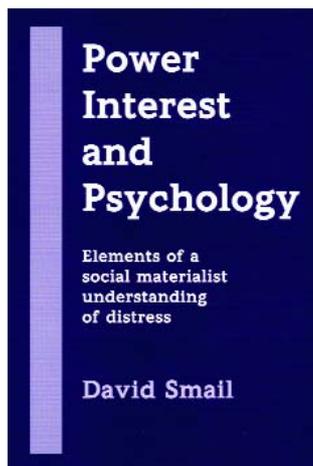
This is all a charade on the part of the therapeutic community, Smail argues, albeit one where that community has allowed the reality to remain curtained off from itself as well as its clients. There is precious little evidence for the success of 'therapy', he notes. But it continues to thrive, both because it is in the interest of professional psychologists for it to thrive, and more generally in the interests of a consumer society for its inhabitants to believe in myths of self-determination.

Power Interest and Psychology: Elements of a Social Materialist Understanding of Distress

DAVID SMAIL

ROSS-ON-WYRE: PCCS BOOKS; 2005; Pb £12.00 (ISBN 1 898059 71 3)

REVIEWED BY Gary Thomas



The more difficult reality beyond magical voluntarism is that the forces that determine our despair or happiness are distal and inaccessible rather than proximal. Smail argues for a social environmentalist

psychology that helps people demystify the causes of distress and therein understand the limits of their own responsibility for their conditions.

Power is the armature around which all of this plays, and power is unavailable – except in a limited, bodily sense – to the vast majority. Power is wielded, to the detriment of the many, by the very few. The economic and cultural machinery that maintains this state of affairs is bolstered by academic and clinical psychologies that help perpetrate the illusion that it is not the material world but rather the inner self that manufactures the reality – and the unhappinesses – of daily life. The result according to

Smail: 'Thieves sack the mansion undisturbed while its occupants remain sunk in their dreams.'

Challenging, disturbing, revelatory and genuinely original, Smail's work has had too little influence to date on the world of academic and professional psychology. Perhaps this is because it is 20, maybe 50, years ahead of its time and doesn't satisfy our contemporary demand for 'serious' (that is, tunnel-visioned, involuted and introverted) psychology. There's a surging current of analysis here that should be read by all students of psychology. And it is beautifully written. It represents a rare thing amongst the dross that is churned out to satisfy the appetite of the Research Assessment Exercise – a book worth buying.

■ Professor Gary Thomas is in the School of Education, University of Birmingham.

Intimate stories of social research

Reflections on Research: The Realities of Doing Research in the Social Sciences

NINA HALLOWELL, JULIA LAWTON & SUSAN GREGORY (Eds)

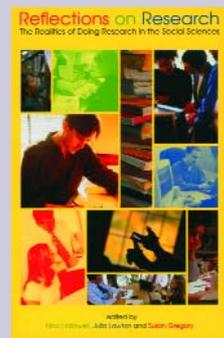
MAIDENHEAD: OPEN UNIVERSITY PRESS; 2005; Pb £19.99 (ISBN 0 335 21309 X)

REVIEWED BY Rachel Egan

THIS book is a refreshing and delightful read. It contains a series of anecdotes about the experiences of qualitative researchers. The authors share their intimate stories which they feel summarise some of the unwritten truth about social research. The underlying theme of the book is that all researchers are human beings and therefore no research project is without its flaws. The book is not a set of rules or guidelines; however, the authors do explain the difficulties involved in conducting in-depth interviews – for example, maintaining professional boundaries, remaining objective and not getting emotionally involved in the research.

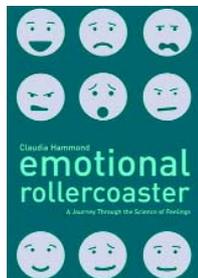
The stories in this book are enlightening because they highlight the difficulties in conducting research while recognising the personal benefit to the researcher. This book provides a useful insight into the realities of conducting social research from many experts in the field. Any individual or student embarking on a career in research would find this book a breath of fresh air.

■ Rachel Egan is an assistant psychologist in the South London and Maudsley NHS Trust.



Emotions unravelled

AUTUMN has arrived, and the time has come to consider book provisions for the darker evenings. Claudia Hammond's *Emotional Rollercoaster* is one recommended offering for those interested in, but new to, emotions research. Hammond's conversational style is lively and entertaining, and her eagerness to ground theory in real-life examples hooks the reader from the outset of each chapter. Nestling down in front



of a cosy fire reading *Emotional Rollercoaster* provides a welcome break from some of the more weighty books in the field.

Emotional Rollercoaster: A Journey Through the Science of Feelings

CLAUDIA HAMMOND

LONDON: FOURTH ESTATE; 2005; Hb £14.99 (ISBN 0 00 716466 1)

REVIEWED BY **Anne Finucane**

Hammond dedicates each of the nine chapters in the book to a specific emotion: joy, sadness, disgust, anger, fear, jealousy, love, guilt and hope

are all covered. Each emotion is discussed from multiple perspectives, and the work of neuropsychologists, evolutionary, developmental and social psychologists as well as psychobiologists is interwoven to provide a comprehensive overview of each.

Take love for instance: research has shown that women tend to have affairs with men who are more symmetrical than their regular partners. Symmetry, Hammond reminds us, may be a marker of genetic health. Pheromones are also thought to play a role: in one experiment a group of men were given clean T-shirts to wear for two nights in succession and instructed not to wear any scented products during that time. Afterwards each T-shirt was placed in a box with a sniffing hole at the top and female volunteers were required to sniff each box in turn. It transpired that each woman preferred the T-shirts belonging to men with different immune system genes than her own. The explanation proposed for this is that choosing someone with a different immune system from your own gives your children a better combination of genes. It is also suggested that falling in love is thought to be more likely when a person's self-esteem is low, and that once people do fall in love, self-esteem rises. From a developmental perspective

BEYOND THE BOUNDARY

Contemporary Cognitive Therapy: Theory, Research, and Practice

ROBERT L. LEAHY (ED)

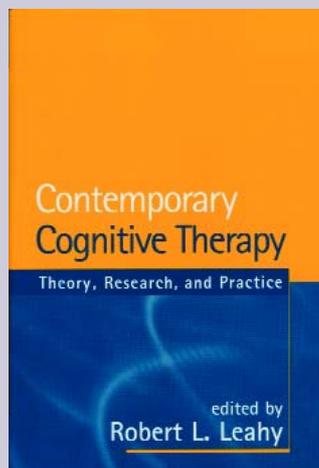
LONDON: GUILFORD PRESS; 2004; Hb £35.00 (ISBN 1 59385 062 X)

REVIEWED BY **Jenny Firth-Cozens**

MANY of the principal names in the cognitive therapy world, primarily from the US, are in this edited book. However, the book is primarily a tribute to Aaron Beck, arising out of a meeting of therapists who had worked with him at some time or other. Beck, the preface tells us, 'got the patient off the couch and into the real world to test out their "cognitions" with behavioral experiments'. Because of this focus, what is presented, such as the theory of vulnerability, takes a Beckian view rather than any other.

Despite losing the couch, I always find good cognitive therapists sound not unlike other more psychodynamics ones, and that is the case in this book. Scher *et al.*, for example, discussing Beck's theory of depression, quote Bowlby quite happily. Boundary fences seem much lower than they once were, despite there

being no mention of 'official' combinations such as cognitive-analytic therapy. In the fascinating chapter on cognitive therapy for borderline personality disorder, a menu of different therapies is used to help what is called the Abandoned Child, deal with the Punitive Parent, set limits on the Angry and Impulsive Child, and so on. This chapter and others on schizophrenia,



bipolar disorder and substance abuse show how far cognitive therapy has come from its original focus on depression and anxiety.

The theoretical chapters are interesting and cover new concepts such as portfolio theory (yes, using some of the same language as your financial adviser!) as well as the effectiveness of treatments. It is somewhat ironic, but perhaps just as well, that the rise of cognitive therapy parallels that of antidepressant medication. If you want to see the extent to which it has progressed over the last decade, then this is a very comprehensive means of bringing you up to date. In addition, it offers something new even to those for whom the words *cognitive therapy* get them reaching for the garlic.

■ *Professor Jenny Firth-Cozens is at the London Deanery of Postgraduate Medical Education, University of London.*

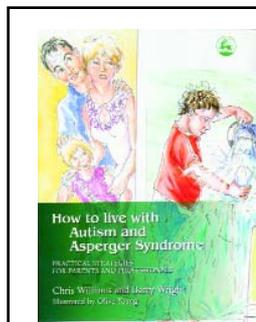
Hammond discusses some interesting studies on attachment styles which propose that attachment styles learned in early childhood are carried over into adult relationships.

The chapters on disgust, fear, love and jealousy are particularly good. Each emotion is discussed from a range of perspectives illustrated by a series of colourful examples that make the reader both wince and laugh. Unfortunately, the chapter on sadness falls below the mark and the overuse of personal examples in this section gives the impression that the author is trying to compensate for a lack of theoretical evidence that otherwise would have added depth. In addition, key theoretical debates, such as

whether emotion pre-empts cognition or vice versa, are not given much attention. However, many other publications do a good job of this, and Hammond is right to focus on her strength – to provide an entertaining yet comprehensive overview of emotions research without getting lost in the details associated with various theoretical approaches.

Overall, *Emotional Rollercoaster* is a most enjoyable journey, characterised more by exciting highs than monotonous lows. Hammond's book is bound to appeal to a wide audience and will be enjoyed not only by psychologists but also by the general public.

■ *Anne Finucane is a postgraduate student at Edinburgh University.*



How to Live with Autism and Asperger Syndrome: Practical Strategies for Parents and Professionals

CHRIS WILLIAMS & BARRY WRIGHT
LONDON: JESSICA KINGSLEY; 2004;
Pb £13.95 (ISBN: 1 84310 184 X)

REVIEWED BY **Andy Clarke**

AMONG the proliferation of books on autism spectrum disorders (ASD), Chris Williams and Barry Wright have done well to write an extremely useful practical guide for parents and professionals alike.

The book has a clear layout. Part 1 covers understanding ASD and the assessment process, and the management of difficulties that commonly emerge in children's behaviour. Part 2, which I particularly liked, considers how children with ASD view the world. The authors specifically deal with mindblindness, 'getting the gist', sensitivities, imagination, time perception, planning, memory and language, all of which can be complex, fascinating and frustrating when they are significant factors within a child's ASD. These concepts are then illustrated in an accessible way as the authors consider the process of helping and managing in Part 3.

I would highly recommend this book to anyone with an interest in autism spectrum disorders.

■ *Andy Clarke is with Calderdale's Child & Family Mental Health Team.*

Harry the Hypno-potamus Metaphorical Tales for the Treatment of Children

Linda Thomson PhD MSN CPNP



Empowerment at the zoo

Harry the Hypno-potamus: Metaphorical Tales for the Treatment of Children

LINDA THOMSON

CARMARTHEN: CROWN HOUSE; 2005; Pb £25.00 (ISBN 1 90442 457 0)

REVIEWED BY **Linda Rowland**

THIS is a collection of illustrated tales about a range of animals who live in Ashland Zoo in the United States. The stories are aimed at young children from about five to twelve years of age and are designed to be read to children or adapted for use by a clinician. The animals present with different rudimentary child mental health problems such as encopresis, problems sleeping, anxieties and anger problems, through to more specialised paediatric concerns, such as pain management, coping with diabetes, epilepsy and leukaemia. The animals are helped in the stories by Dr Dan the Zoo Veterinarian and Harry the Hypno-potamus, through the use of hypnotherapy.

It is a book intended for health professionals with a training in hypnotherapy; embedded within the approach are relaxation, guided imagery and metaphors to build children's self-control over problems. The interventions suggested in the stories appear to be simplistic. For example, Dr Dan treats Phil Beaver for his obsession with patching dams by encouraging him to think about a happy place which makes him feel relaxed, comfortable and in control (swimming in a pond) every time he has the urge to patch a dam. The sentiment of encouraging individual empowerment is commendable, however the focus on the child as having the problem, and the absence of reference to wider systemic factors in contributing to difficulties, adds to the simplicity of the approach.

One of the strengths of the book is the psycho-education elements contained within many of the stories. There are good descriptions of the physical symptoms associated with anxiety and useful explanations of diabetes, epilepsy and leukaemia. Overall however, the clinical utility of the book for those without a training in hypnotherapy may be quite limited.

■ *Dr Linda Rowland is with the Child Adolescent Mental Health Service for Suffolk Mental Health Partnership NHS Trust, based in Ipswich.*