

The book is clear, easy to follow, and devoid of jargon. However, the emphasis on psychoanalysis appears to be at the expense of other orientations that offer additional perspectives of TD. References from songs and novels are provided throughout, which some readers may find distracting as they add only minimally to the topic at hand. For example, Dr. Farber refers to the Eagles' "Hotel California" lyrics—some of us dance to remember and some to forget—as a “perspicacious observation” demonstrating that the value of disclosure hinges on each individual's threshold for distress.

One may wonder whether the almost singular focus on psychoanalysis (and the use of the term “patient” throughout) suits the broad audience for which Dr. Farber claims the book is intended. Although the theoretical applicability to counsellors may be questionable, there is good dialogue exposing stimulating views on neutrality versus transparency in the therapeutic encounter that counselling practitioners and educators can appreciate. The book is particularly valuable for practitioners wanting to better understand disclosure processes from the client perspective and to learn more about considerations when self-disclosing to clients. It is also a good departure point for those in a supervisory role. The book's strength resides in its ability to assist therapists who wish to mindfully position themselves with respect to disclosure in different contexts. Ultimately, it gives counsellors grist for the disclosure mill as the author leaves us with the question: “What types of therapist interventions yield what kinds of short- and long-term positive and negative consequences in response to what types of disclosures and nondisclosures made by which clients with what therapeutic goals and levels of distress?”

References

- Hill, C. E., & Knox, S. (2002). Self-disclosure. In J. C. Norcross (Ed.), *Psychotherapy relationships that work: Therapist contributions and responsiveness to patients* (pp. 255–265). New York: Oxford University Press.
- Knox, S., & Hill, C. E. (2003). Therapist self-disclosure: Research-based suggestions for practitioners. *Journal of Clinical Psychology/In Session*, 59, 529–540.

Golden-Biddle, K., & Locke, K. (2007). *Composing qualitative research* (2nd ed.). Thousand Oaks, CA: Sage. ISBN: 1-4129-0561-3. 136 pages.

Reviewed by: Ann Laverty, Counselling Centre, University of Calgary

Composing Qualitative Research is a new Canadian text developed to support qualitative researchers, with an emphasis on synthesizing research outcomes to a suitable length for journal submission. The primary purposes of the book include (a) consolidating and refining the process of writing qualitative research articles; (b) providing an update on the state of qualitative writing, including examples of qualitative work found in journals; and (c) incorporating a variety of disciplines in expanding understanding of this topic.

While a cookie-cutter approach to writing up qualitative research is not possible, Dr. Karen Golden-Biddle and Dr. Karen Locke outline how to reflectively think about this process regardless of the methodology utilized. Dr. Golden-Biddle is a

professor at the University of Alberta School of Business, who researches the use of qualitative data in theorizing about organizational change. Dr. Locke is a professor of business administration at the College of William and Mary, who focuses on using qualitative research to develop sociological knowledge in organizational studies. The intended audiences for this collaborative work are professionals and students from social science and management disciplines. While the authors write from the field of business, this work is an excellent example of how reading outside the discipline of counselling provides fresh perspectives on issues of common concern.

This slim volume is written in an efficient and user-friendly manner, engaging the reader through actual examples of qualitative work as well as common questions that can arise for writers. The book is organized like the writing process itself, starting with initial considerations of process and content issues and moving through the writing and blind review stages. Overall, the authors address topics such as the importance of reflection prior to writing, focusing the research in light of existing literature, writing the abstract, methodology and analysis sections, establishing the author's voice, and addressing the feedback provided by reviewers.

In chapter 1, the authors address issues of style in academic writing. Writers are encouraged to reflect upon issues related to their position to the text prior to beginning the writing process. Researchers are invited to consider questions such as "what do we write?" and "for whom do we write?" The importance of making choices about what is written is discussed, and guidance is given about how to move beyond volumes of transcripts to find insight into the topic at hand. Finally, the use of a persuasive writing style is advocated.

Exploration of the importance of the study and existing literature is found in chapter 2. Three movements are highlighted: (a) articulating the significance of the study, (b) situating the study in the literature, and (c) locating problems in the literature to make space for study contributions. The authors provide concrete examples of how to address these movements and make specific suggestions regarding the language of journal texts. Overall, emphasis is placed on the importance of developing a "theorized storyline" specifically related to both the research field and academic world.

The authors explore how to represent volumes of data present in qualitative inquiry in chapter 3. Four representational styles are discussed, and excerpts from actual journal articles provide concrete examples of these styles in action. The styles include: (a) initially developing rapport with readers, (b) finding novel approaches to methodology sections, (c) generating links between data and theory, and (d) incorporating both the field and theory into storylines.

In chapter 4, writers are asked to consider how to portray their positions in writing and how to shape writing styles toward particular audiences. Attention is given to dealing with dynamics within disciplinary communities, constructing data as evidence, and dealing with credibility issues. Interestingly, the authors provide transparent examples of their own and others' experiences as qualitative authors to mirror the invitation given to readers for consideration. This transparency adds credibility to the work at hand.

Finally, the authors give practical suggestions about dealing with feedback received

from reviewers of submitted manuscripts. Insight is provided into possible reasons for reviewers' feedback as well as constructive ways for writers to decide how best to proceed with revisions. A reasonable balance of respecting feedback received as well as maintaining the integrity of the work that has been submitted is found in the suggestions. Throughout the writing process, researchers are encouraged to gather feedback from colleagues prior to initial submission.

Counsellors and qualitative researchers will find this book both instructive and affirming. Emphasis is given to the importance of linking academic research initiatives with professional practice, and insight into writing processes is provided. As the authors discuss both positive and challenging experiences as writers, students preparing manuscripts for publication, as well as counsellor educators who supervise this work, will benefit from this book. The text is also suitable for novice researchers interested in learning more about qualitative research. In summary, Dr. Golden-Biddle and Dr. Locke provide a user-friendly framework for composing qualitative research, providing helpful suggestions and concrete examples to guide writers and researchers.

Negura, L. (2007). *Le travail après le communisme. L'émergence d'une nouvelle représentation sociale dans l'espace postsoviétique*. Québec : Les Presses de l'Université Laval. ISBN 978-2-7637-8355-0. 164 pages.

Compte rendu par : Monica Heintz, Département d'ethnologie, Université Paris X-Nanterre

Ce livre analyse la représentation sociale du travail dans une république ex-soviétique pendant les transformations de l'économie étatique de type socialiste à l'économie de marché. S'axant sur l'aspect normatif et axiologique des changements du travail dans le secteur du commerce en République de Moldavie, son étude de cas, Negura, spécialiste en psychologie sociale, propose un autre regard sur le manque de succès des réformes économiques à travers une analyse concrète des discours des employés dans ce secteur.

Le livre débute par une recension des théories des sociétés communistes en interrogeant notamment le caractère « moderne » de ces sociétés, et par une recension des théories de la transformation postsocialiste en interrogeant surtout la pertinence des théories de la « transition » qui négligent l'aspect représentationnel. L'auteur nous offre donc plusieurs théories des représentations sociales qui les montrent comme des éléments non négligeables de la culture moderne. Dans le second chapitre, en prenant le cas de la représentation sociale du travail en URSS, l'auteur remonte à l'origine de cette représentation qui se trouve à la fois dans la conception marxiste élaborée dans l'Europe occidentale du 19^{ième} siècle et dans la société traditionnelle russe orthodoxe. Il montre comment cette représentation est refaçonnée par les bolchéviques au 20^{ième} siècle pour l'adapter aux réalités de la Russie. La conception du travail qui résulte et qui est imposée avec force par l'état soviétique est que le travail est central à la vie et que le travailleur doit en être conscient; le travail doit être efficace et constructif; il doit transformer la société; le travail est héroïque; il est un sacrifice