

The book's content is strong and well organized across the chapters; considering the number of contributors, this is an accomplishment of some significance. While not an easy read, this is more a function of the nature of the content than the existence of multiple contributors. In fact, the format and style across chapters is remarkably consistent.

*The Law, Standards of Practice, and Ethics in the Practice of Psychology* reflects key issues relating to the practice of psychology, providing a solid foundation of accurate and authoritative information on legislation, standards, and ethics as they apply to clinical practice. It represents a significant contribution to the literature addressing the development and practice of psychology within Canada. While of particular interest to psychologists in Ontario, the content of the book also has general application to psychologists in other provinces, as well as to counsellors and practitioners in allied health and human service disciplines.

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Uhlemann, M. R. & Turner, D. (Eds.) (1998). *A Legal Handbook for the Helping Professional* (2nd ed). Victoria, BC: The Sedgewick Society for Consumer and Public Education, 437 pp. ISBN 1-55058-118-X

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*Reviewed by:* John B. Stewart, University of New Brunswick.

This comprehensive handbook is composed of 17 chapters written by a number of contributors, whose expertise lies with legal topics which impact the work of helping professionals. Each chapter ends with a series of questions and answers which highlight pertinent information/concerns for helping professionals.

The handbook is divided into three sections. The first section presents basic knowledge about the legal system and how it influences the helping professional's practice. This section contains two chapters on the Canadian legal system, and a number of other chapters on topics including adoptions, child protection, family law, family violence, youth justice, education, aboriginal self-determination, freedom of information and protection of privacy, mental health, rights of persons with physical and mental disabilities and legal liability. In the second section, skills for advocacy, conflict resolution, giving legal evidence and expert testimony are considered. These skills are useful for those professionals who work to achieve the dignity and respect their clients deserve. The last section contains some ideas and speculations about possible future directions in the law and how these may affect the role and practice of helpers.

This aptly titled handbook is well written and easy to understand, even if the reader does not have a legal background. It provides detailed information about the legal system, including both federal and provincial laws which most directly impact helping professionals. Most of the provincial illustrations are drawn from the British Columbia legal system.

I think this book represents a valuable educational resource for helping professionals. The chapters are instructive for counsellors, psychologists and

students. For example, professionals who work in adoptions and family counselling will find useful information in the book's listing of the fifteen steps involved in adoptions. Also, the chapter on child protection and the legal process points out eight domains of essential knowledge for helpers. Additionally, counsellor educators will find the book helpful as a text and/or a resource in their teaching.

As Canadian society becomes more litigious, counsellors and psychologists will find the contents of this handbook a valuable resource. Knowledge of the legal system helps ultimately to protect clients and enhances the opportunities for competent ethical and legal professional behaviour. I recommend this book to all helpers, and especially those in private practice.

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Corey, G., Cory, M. S., and Callanan, P. (Eds.). (1998). *Issues and Ethics in the Helping Professions* (5th ed.). Pacific Grove, CA: Brooks/Cole Publishing Company. 520 pp. ISBN: 0-534-34689-8

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*Reviewed by:* Jo-Anne Sargent, University of Victoria.

The Fifth edition of *Issues and Ethics in the Helping Professions* is designed for use as both a textbook for students and a manual for experienced professionals. The intention of the authors is to provide readers with a framework for developing their own ethical guidelines within the context of various professional codes through the use of exercises, inventories, and case studies. Although the authors offer their opinion in response to the ethical dilemmas presented, they also emphasize that readers must learn to develop their own answers to ethical problems. Accordingly, readers are provided with a theoretical framework and ethical decision-making model in the Introduction, which provides a foundation for the issues discussed in the remainder of the book.

Much of the content of the Fifth edition is the same as or similar to that of the Fourth. Differences are due mainly to the expansion of existing chapters with additional information. For example, Chapter 3 (Values and the Helping Relationship) now also includes discussions of the role of spiritual and religious values in counselling, end-of-life decisions, and values pertaining to sexuality. Further, issues of confidentiality have been amalgamated into one chapter, rather than scattered throughout the book as in the previous edition. Given that confidentiality is a core ethical topic for helping professionals, this is seen as an improvement over the previous edition.

An additional change is that the chapter in the Fourth edition titled Issues with Special Populations has been eliminated, and the material reassigned to various chapters of the current edition. One drawback to this reorganization is that the discussion of gender awareness in counselling seems to "disappear" in the current edition; on closer reading, however, it can be found in Chapter 12 (Ethical Issues in Marital and Family Therapy). The authors' discussion of gender awareness in counselling is both valuable and insightful, but would seem to be more suited to the chapter on Values and the Helping Relationship. The risk here is that students or practitioners who