

In summary, the book contains beneficial exercises and discussions. The presentation is clear, language and style are adequate, the organization is logical and concise, and the exercises are specific and sensible. The book informs and invites readers to design their own healing processes tailored to their needs. Experienced therapists may want to omit parts, but still apply the exercises. This book is, therefore, a highly recommended resource for counsellors who appreciate practical approaches and for individuals who want a self-help book that eases the effects of controlling parents.

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Swanson, J. L., & Fouad, N. A. (1999). *Career Theory and Practice: Learning Through Case Studies*. Thousand Oaks, CA: Sage Publications

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*Reviewed by:* Trina L. Roll, University of Calgary

*Career Theory and Practice* by Jane Swanson and Nadya Fouad is a textbook providing an overview of instrumental theories of career development. The authors are vocational psychology educators and have published numerous articles and book chapters in the field. In *Career Theory and Practice*, their first textbook, they bring the theories to life by drawing on case studies to provide directions and implications for career counselling from each model of career development.

The career theories included in the book range from the traditional theories, such as Holland's theory of vocational personality and work environment, and Super and Gottfredson's developmental theories, to Krumboltz's social learning theory and the social cognitive career theory. Also, gender-aware, culturally appropriate, and integrated approaches to career counselling are outlined and specific models for each are described and discussed. The authors evaluate empirical support for each of the major theories and provide a chart to compare each of the major theories' constructs and outcomes.

The book is well organized, and each theory is simply explained for the reader. The descriptions of each of the constructs, tools and tests associated with each theory are specific and concise and provide a useful overview. Readers will find many practical ideas in the suggested assessment and interventions, case studies, and discussion questions used throughout the book.

A unique feature of *Career Theory and Practice* is the authors' use of multiple case studies allowing readers to develop a practical understanding of the various theories of career development. Also, the addition of gender-aware and multicultural approaches brings to the forefront specific issues related to career development that have not been explicit in most other vocational psychology theories and textbooks.

This book would be a good supplementary text for courses devoted to theories of career development, as it provides description of the theories and their constructs. However, it probably does not explain the rationale behind the development of each theory sufficiently to serve as a primary text. *Career Theory and Practice* would serve as a useful tool for counsellors working with career issues. Instructors of career theory

courses should also consider this book for their students, as it allows for an integration of theory and practice, and gives readers ideas about creating their own career development path and formulating an integrated approach to career counselling.

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Varela, Francisco J. (1999). *Ethical Know-How: Action, Wisdom, and Cognition*. Stanford, CA: Stanford University Press.

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*Reviewed by:* Edward N. Drodge, University of Ottawa.

It's not often that one encounters a book on ethics that blends cognitive science, philosophy, psychoanalysis, and Buddhism all in the span of eighty-five pages. After all, Aristotle's lectures on the subject of the ends to which human conduct should be directed required eight books. Nevertheless, Francisco Varela's latest book should not be dismissed out of hand for its brevity, nor should it be imagined that it weighs in with the same comprehensive rigour as the ancient Greek's tome. But it is a refreshing take on ethics by an unapologetic non-specialist, and for a reader tiring of the cookbook approach to ethics so favoured by professional gate keepers and research ethics boards, these three lectures, given at the University of Bologna, connect deeply with human experience.

Varela and Humberto Maturana first presented their views on epistemology and ontology in their 1980 book *Autopoiesis and Cognition*, and furthered their radical position with *The Tree of Knowledge* (1987). In a previous book, *The Embodied Mind*, Varela and colleagues made explicit enactivist claims that he now applies to ethics in this little book.

Enactivism is a view of cognition as embodied, intimately bound up with actions in an environment and inseparable from all other bodily actions involving the brain and central nervous system. The aphorism "All knowing is doing, and all doing is knowing," coined by Maturana and Varela in their first book, sums up the enactivist position on cognition, and highlights both the "know-how" and "action" in the title of Varela's latest contribution on the interface between cognitive science and the humanities.

A central argument for Varela is that in making ethical decisions, we draw on our long term, accumulated experiential knowledge, our "know-how," rather than rationally evaluating situations based on an abstract set of principles. Ethics, Varela suggests, that is presented as a purely rational processes, that poses ethical solutions based on abstract principles, is hardly an ethics at all, but rather a convenient shorthand derived from social convention. This view is noticeably absent in much of the ethical literature in psychology, and casts doubt on the utility of our principle-bound codes of ethics for counsellors.

Despite Varela's clear allegiance to cognitive science, postmodernists might be enamoured with Varela's admonitions to relinquish the essentialism he sees as getting in the way of ethical behaviour. For counsellors and counsellor educators, an