

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

are not involved in marital or family therapy might miss this material completely. The authors also risk conveying the message that gender awareness is important only in marital and family therapy, and not in individual therapy.

Apart from the above criticism, the organizational structure of the text makes the material easy to access and follow. A comparison with the previous edition shows an obvious effort to make organizational improvements while integrating new material. In addition, the quality of the content is excellent in both breadth (a wide range of contemporary ethical issues are covered) and depth (issues are explored fully). The writing style is clear and concise, and the liberal use of case studies makes concepts easily accessible to the reader. Although all codes of ethics cited are those of American professional organizations, the decision-making models, theoretical discussions, and issues covered are relevant to Canadian practitioners as well. By combining a workbook format with a traditional textbook format, the authors have created a text that is quite relevant and useful to a wide range of readers.

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Siccone, Frank. (1995). *Celebrating Diversity: Building Self-Esteem in Today's Multicultural Classroom*. Needham Heights, MA: Allyn and Bacon. 248 pp.

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*Reviewed by:* M. Honoré France, University of Victoria.

Frank Siccone's *Celebrating Diversity* does much more than what its title implies—it provides the helper with 75 valuable counselling and teaching strategies (activities) for enhancing self-esteem, increasing respect for self and others, and building self-confidence. This book is designed to help teachers, but in my opinion the book is also extremely valuable for counsellors too. Siccone emphasizes that the book is to help fulfill two demanding challenges that educators face at school: "building self-esteem in students and encouraging students to appreciate cultural diversity" (p. xv). This book is one of those valuable resource books similar to the pioneering work of Simon, Howe, and Kirchenbaum's *Values clarification* (1972). However, Siccone's book goes further organizationally and conceptionally than Simon, Howe and Kirchenbaum. *Celebrating Diversity's* detailed descriptive strategies are written in a no nonsense style that can help counsellors and teachers turn their offices and classrooms into insightful and imaginative places of self-discovery. However, the book has much more to offer than just strategies. There is a brief explanation of how Siccone views self-esteem and why he feels the celebration of diversity is vital to positive self-esteem. This brings up the organization of the book. Siccone describes the book as being divided into four quadrants that closely follow his idea of the dynamics of self and others' relationship to experience (internal) and express (external). Each of these parts not only describes the strategies, but has a short introduction, followed by a review of the major concepts of the strategies, a checklist for the helper and a reading list for the students. The first part (quadrant) has 17 strategies focusing on self-esteem and independence (names, languages,