

American "Association for specialists in Group Work" and such authors as Corey, Johnson and Johnson, Vander Kolk and Gazda, to name a few who have added to the literature on the training of trainers?

As mentioned earlier, the title of this book is misleading in that it implies that guidelines will be provided for small group trainers. A better title might have been "A discussion of distress incidents for psychiatrists working in small groups." Once readers realize the narrow parameters of this book, they will probably find much useful information in chapters six and seven, where the authors have provided not only general guidelines for managing distress reactions but have also provided very good case studies. I recommend the book to the highly trained group trainers working with clients who are severely disturbed.

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Crabtree, Benjamin F. & Miller, William L. (Eds.). (19??). *Doing Qualitative Research: Research Methods for Primary Care; Volume 3*. London: Sage Publications Ltd. 176 pp.

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*Reviewed by:* Roger P. Tro, University of British Columbia.

Building on the work of numerous disciplines, the present era of post-modernism has presented qualitative researchers with a particularly agreeable environment to test and develop their techniques. *Doing Qualitative Research* presents an integration and synthesis of many of these approaches as they pertain to the field of primary care research.

Primary care, as a field of medicine, with its emphasis on scientific rigidity, seems an unlikely place for qualitative approaches to flourish. However, there is an increasing awareness on the part of many medical researchers, particularly those involved in family medicine, that the human element in studies of the realities faced by their patients is often lost in purely quantitative analyses. Because psychotherapy researchers and practitioners are also often deeply enmeshed in their own need to appear "scientific" with their research subjects (often their own patients or clients), this book is particularly relevant to these helping professions, and it is useful as a resource for those interested in exploring and implementing qualitative approaches in their own research.

The book is organized in six parts: (a) an overview of qualitative methods in general; (b) strategies for data collection; (c) strategies for analysis; (d) special cases; (e) completed studies; and (f) a summary. It is a compilation of articles by various researchers from the fields of medicine, anthropology and psychology who have impressive credentials in the area of qualitative research. If one were to read only one chapter of *Doing Qualitative Research* it would have to be the article by the editors, William Miller and Benjamin Crabtree entitled "Primary care research: a multimethod typology and qualitative road map." This work contains a comprehensive and readable review of a wide variety of qualitative approaches and their applications. It provides clear definitions and descriptions for each of these methodologies that allow

the novice qualitative researcher to make sense of the confusing discipline-specific jargon that plagues many works in this field.

While all of the articles in *Doing Qualitative Research* are worth reading, one stands out in this reader's mind as particularly valuable. "Grounded hermeneutic research" by Richard Addison, a clinical psychologist, helps to demystify the complex image often associated with hermeneutics and epitomizes much that is currently characteristic about qualitative research. It demonstrates an approach to research that is both scientific and humanistic.

Addison's article as well as the book in general shows us how to bring the human element back into our research—not only the humanity of the research subject, but also that of the researcher. The authors also demand that we be cognizant of the socio-cultural context in which our research takes place, and, perhaps most important they ask us to question our assumptions, and encourage us to validate them with the research subjects themselves, before we attempt to communicate our findings to the rest of the world.

*Doing Qualitative Research* is an important book. Research with humans needs to evolve as it goes on, as more relevant and significant variables come to light, as preliminary assumptions are seen to be questionable and hypotheses proved false. The methodology of qualitative research techniques allows us this flexibility and *Doing Qualitative Research* provides us with the "road map" to begin the journey. Stephen Zyzanski aptly points out in his conclusion "I like to think of the end result of a qualitative study not as an end but as a beginning." If the current trend regarding the acceptance of qualitative studies by the scientific community continues, we may find ourselves on the threshold of many exciting and provocative methodological breakthroughs.

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Kirk, William G. (1993). *Adolescent Suicide: A School Based Approach to Assessment and Intervention*. Champaign, Illinois: Research Press. 148 pp.

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*Reviewed by:* Muriel Hoover, University of Alberta.

Intervention in schools, with the intent to prevent suicide and to manage suicidal behaviour when it occurs, has received increased attention in recent years. William Kirk, in *Adolescent Suicide: A School Based Approach to Assessment and Intervention*, provides a succinct guide to assessment and intervention with suicidal behaviours, and applies this to the school setting. Kirk addresses issues related to adolescent suicide and suicidal behaviour sequentially, moving through chapters focused on describing frequency and scope to variables associated with cause, which he then weaves together with other known risk factors to provide a concise picture of what is involved in assessing suicide risk. In addition to the content of an assessment (contributing and precipitating factors, emotional and behaviour clues), Kirk discusses factors that influence the process and outcome of assessment, notably the approach and attitude of the counsellor. Guidelines and practical how-to's are provided for conducting individual assessments, interventions and