

Bref, un livre pour tout professionnel qui veut savoir et être de son temps, le temps de l'entraide.

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Larson, D. (Ed.). *Teaching Psychological Skills: Models for Giving Psychology Away*. Monterey, Calif.: Brooks/Cole Publishing Co., 1984.

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*Reviewed by:* Everett Robinson, Douglas College

Since the early sixties there has been a major shift occurring within the mental health field toward the use of psycho-educational approaches for helping. This anthology presents the reader with many of the most successful and innovative skills training models to be recently designed, implemented, and evaluated. It is written for professional and non-professional helpers who are willing to learn how to systematically teach others what they have learned about helping themselves and others.

In Chapter One the editor describes the historical and social forces influencing the skills training movement, a movement seen as an integrated approach which blends psycho-educational, demystification of professional knowledge, and prevention philosophies together in an attempt to proactively meet the growing demands being placed on the mental health field. The editor paints a strong, perhaps too strong, picture of a mental health profession which has not met the crisis needs of our society due to forces beyond its control. He suggests it is time to train the public to help themselves become a psycho-sufficient society. While this is a worthwhile goal, and one I would agree with, it still is only one answer to the crucial question of health care.

The editor uses three basic assumptions in recommending a switch to the psycho-educational method of helping: a) the helper is viewed as a teacher rather than a physician, b) the client's problems are viewed as competency deficits rather than illnesses or abnormalities and, c) clients are seen as capable of directing their own healing or growing through learning. Many research studies are included to substantiate the method of helping and indeed the rest of the book is a wealth of resource information. However, two major questions remain to be answered: How long will this learning last, and in what ways will the knowledge and skills be generalizable to other areas of the learner's life?

To answer these questions concerning the over-all reliability of skills training approaches, the editor provides fourteen well structured chapters. The book is divided into two major sections. Part One is *Teaching Coping Skills* and contains five chapters focusing on life skills education. The remaining nine chapters are in Part Two which is entitled, *Teaching Helping Skills*. I found the division of the chapters under these headings to be nondiscriminatory as most of the programs described could have been placed under either or both of the headings.

Each chapter is a condensed overview of a skills training program. Many of the programs presented have been well researched and tested over a period of years. Chapter authors do a credible job in describing, detailing, and evaluating their programs. The reference section for each chapter gives the reader an extensive listing of the current research in skills training presently available. While this informational presentation is an asset for the reader the book is limited as a textbook for training in that the chapters are too short to provide the necessary "how to's" required for a skills training manual.

In reviewing program content and practice, several chapters stood out as innovative and dynamic approaches to training. For example, Winthrop B. Adkins' video-based life skills program (chapter three) is very pragmatic and wholistic in its approach to helping others to help themselves. In contrast, chapter twelve (The Human Resources Development Model) provides an extensive review of the model but most of the references are prior to 1972, with only three past 1980. While the HRD model has been a major influence through the last decade will it continue to be a contributing factor in the skills training movement of the 80's? More recent applications would have been helpful.

It was interesting to consider the concept of marketing and skills packaging presented by Gerald Goodman with his SASHAtape program at U.C.L.A. (chapter thirteen). Considering cost and practicality Dr. Goodman has built the program on cassette tapes which can be easily obtained and followed. The idea that skills can be presented in understandable and affordable terms is definitely one attraction of skills training programs.

Over-all I personally found this book to be exciting and well presented. Exciting, because the editor provides in one book a timely collection of preventative helping approaches designed to address increasingly difficult social and cultural demands. The many positive alternatives in social skills training demonstrate the validity of the grassroots approach to helping. The models for giving psychology away included in this work provide one possible direction in which the mental health field may move in the future. It is obvious change needs to occur if individual and social needs are to be met through human resource planning and development during current times of increased fiscal restraint. This book and the programs within it are good beginnings toward such a change.

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Wetzel, J. W. (1984). *The clinical handbook of depression*. New York: Gardner Press, Inc.

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*Reviewed by:* Morgan Price, University of Victoria

Dr. Wetzel's book is an interdisciplinary, cross-referenced handbook which examines depression within the context of major psychosocial theories.

In chapter one, the author summarizes past and present approaches dealing with the diagnosis and epidemiology of depression, and identifies populations at risk within an historical perspective. Current facts, issues, and trends concerning depression are also covered. Chapters two through eight focus on different theories and models which deal with depression: psychoanalytic, energy, life-events, person-environment, cognitive-behavioural, existential-spiritual, and biochemical. For each conceptual framework, Dr. Wetzel outlines the historical development, the underlying assumptions, a synopsis of central issues and relevant research, the rationale for the causes and incidence of depression, therapeutic methods used, applicability to at-risk populations, and preventative interventions. In chapter nine, Dr. Wetzel presents an integrated theory of depression—identifying and synthesizing the common themes found in all the theories and models. Methods of suicide prevention and intervention with at-risk populations are outlined in chapter 10. The final chapter provides a description of criteria and instruments used to assess depression.