

Lewis delineates the particular emphases of the residency training program he has developed there. Favoring an eclectic approach in this training seminar, Lewis draws from the diverse theories and techniques of objective-descriptive, existential, interpersonal and psychoanalytic psychiatry and the study of effective or competent human systems.

Lewis describes this book as an effort to "bridge the gap seen between knowledge of psychotherapy and training methods" (p. xii), and it reflects his view that the novice deserves far more training in basic aspects of the therapeutic process than he usually receives. As a provocative contrast to Lewis' concepts, this reader recalled the views expressed by Joann Chenault in "A Proposed Model for a Humanistic Counsellor Education Program" (*Counsellor Education and Supervision*, Vol. 8, No. 1, Fall 1969, 4-11), one of the tenets of which is that counselling effectiveness is not a function of technique, but a matter of facilitated personal growth.

Personal growth is vitally important within Lewis' model, however, for a major concentration within it is on heightening the student's awareness of the sources of empathetic interaction and the dynamics of both successful and failing human systems and psychotherapeutic efforts. Recognition of one's own levels of functioning follows. The research and teaching guides of various colleagues such as Ornstein, Carkhuff and Weintraub provide a structure in which personal and professional awareness are increased. The most interesting research cited is that of W.R. Beavers, involving the study of competent families as a base for considering the dynamics and goals of successful therapy. Both human processes share the goal of personal growth which increased individuality and autonomy (p. 118), the attainment of which is achieved through a collaborative, rather than authoritarian distribution of power. Consequently, the successful therapist according to Lewis, will carefully monitor the levels of negotiation, personal acceptance, and emotional expressiveness being achieved within the therapeutic relationship.

Expecting to discover in so recent a text much that was innovative, this reviewer was surprised to find little that was new either in content or methodology compared to my own counsellor-training program of a few years ago. This raised some diverting questions: How similar are the training programs for counsellors and psychiatrists? The characteristics of the trainees in both? Was my program more "au courant" than we gave it credit for? In the final analysis, just how much of the mental and emotional attune-

ment of the individual and his potential for refining it, is actually determined long before he receives formal education? Are there really psychiatrists out there hanging up their damp diplomas who haven't yet adequately considered such issues as their impact upon the psychotherapeutic interaction or the varying appropriateness of detachment or disclosure? If so, surely the major value of this text will be its usefulness for those redesigning training programs in any of the helping professions. Lewis' recipe is certainly nourishing, even if, for my palette, it could use a dash more Worcestershire!

The MMPI: A Practical Guide, John R. Graham, New York: Oxford University Press, 1977, 261 pp., \$9.75.

Reviewed by:

Donna Blum
Psychologist, Private Practice
Ottawa, Ontario

The MMPI: A Practical Guide contains nine chapters, six of which have a direct bearing on interpretation. Such topics as the underlying rationale of the MMPI, its various forms, scoring the protocol, and profile coding are but briefly discussed in the first two chapters. The final chapter is devoted to a discussion of six of the commonly available computerized interpretation services.

Graham devotes a chapter to the numerous research scales that have been developed, as well as a chapter on some of the more popular clinical scales, in spite of acknowledging their serious limits in construction and validation, and their lack of suitability for routine clinical application. In fact, the MMPI has not been standardized with contemporary populations and we may be utilizing outdated norms.

Particularly important in this *Guide* is its emphasis on configural interpretation as opposed to the simple examination of single scales. The two-scale classification is the approach of choice because such a large percentage of profiles fit into this system.

The writer's method of presentation is logically consistent interpretively and geared to ease of practical application. Cautions in using the MMPI, as well as the limits to the use of this book, are adequately enumerated by the author early in his writing. As well as the traditional list of references presented at the end of the book, a number of chapters include the specific sources consulted in their preparation, a novel but not entirely necessary addition.

No clinician should use this book who is not

thoroughly grounded in the research data concerning the MMPI. While this book can be very valuable to the experienced clinician, it may too readily be used as a "cookbook" by the student and novice. Yet, given the proper grounding in the rationale of the MMPI, these are precisely the people for whom this *Guide* could be most useful.

This *Guide* to the MMPI is a noteworthy addition to the literature. It should be considered a must by all serious clinicians.

Learning to Learn to Move: Confidence and Control, Office of Audio Visual Services, University of Guelph, Guelph, Ontario, sound/color film (25 min.). Available in 16 mm (\$255.00) and videocassette (\$90.00).

Reviewed by:

Heather Yuschshyn
Department of Occupational Therapy
University of Alberta
Edmonton, Alberta

This documentary provides an excellent overview of a program developed at the University of Guelph for underachieving children. As the title suggests, *Confidence and Control* describes a treatment rationale aimed at enhancing a child's ability to cope with problem-solving situations. The film demonstrates how poor learning strategies can be improved by the use of adapted games and gross motor activities.

The film reviews the problem as viewed by Dr. Stott and Professors Charteris and Bruce. In particular, the shy, overly apprehensive and the hyperactive, impulsive child are discussed. The activities utilized in the program are shown in enough detail to provide the viewer with a solid understanding of this approach. An interesting aspect of the film is the opportunity to see both learning disadvantaged and normal children engaged in various tasks at different stages of progress.

Confidence and Control is an overview, not a recipe of specific do's and don't's. It offers an informative and thorough presentation which should prove to be of interest to a variety of disciplines: special education and physical education teachers, occupational therapists, and psychologists. The level of information is suitable for students in these professions who are involved with the remediation of learning disabilities. Since the format includes excellent examples of the problems described, it may also be of assistance to parents in the management of learning disabled children.

Employment Search Program, Office of Audio Visual Services, University of Guelph, Guelph,

Ontario, 1975, 4 black and white video cassettes (2 hrs., 40 mins.), \$400.00.

Reviewed by:

Faye Nella Schmidt Carbol
University of Alberta
Edmonton, Alberta

"So you've got a university degree—so what!?" The reality of this statement is becoming ever so clear for many university graduates today. Their degree gives them knowledge—but little or no experience, and the feeling that they have the right to a good job—but no skills to help them in the search for this job. Consequently, the number of university graduates who are joining the ranks of the unemployed and underemployed is ever increasing. In light of this situation the value of the *Employment Search Program* (ESP), which is strongly directed toward university graduates (or other post-secondary students), becomes apparent.

This program, which consists of four black and white cassette videotapes, aims at dealing with all the aspects of the job-hunting process:

- Tape 1 attempts a self-assessment or analysis;
- Tape 2 handles the various techniques of writing different types of resumes;
- Tape 3 looks at various job location strategies and how to write letters of application; and
- Tape 4 shows how to handle interviews.

Its coverage of these areas appears to be very complete. It incorporates all of the important elements in finding an appropriate job—the same ones considered by Canada Manpower to be important enough to provide the key issues in their Creative Job Search program. The various suggestions or 'how-tos' dealt with under these various topics are presented in a clear and concise manner which draws on a variety of resources (university graduates looking for job, personnel officers from various industries, etc.).

Accompanying the videotapes is a manual which consists of notes designed to be used with the tapes. While parts of this manual are simply verbatim copies of what is being read by the narrators, it nevertheless provides a good, overall outline or guide to what is presented in the tapes. Since it does pick up all of the important ideas in this program, its value as a resource material, independent of the tapes, should not be overlooked by counselling centers or libraries.

The use of a videotape format is both problematic and advantageous. Whenever one attempts to use this format they must face the cold reality that, like it or not, they are competing with television. University students by and large have spent countless hours being dazzled and dazed into a state of numbness by