

Hackney and Cormier wrote this 12-chapter second edition for counsellor-trainees who are about to begin their first contracts with clients in a practicum, field experience, or job setting. It differs from the first edition published six years earlier primarily in form. It does not now have a programmed format. Instead, it has questions and exercises along with content which are designed to help the novice counsellor develop skills and new insights.

This book does not focus on a particular theoretical approach; rather, it emphasizes basic elements reported to be common to some different approaches. These elements include discussions of counselling relationships, communication processes, and counsellor alternatives. It should be a useful presentation to those who employ counselling skills in all of the helping professions.

The first chapter has a quite novel discussion of giving and taking. Mature relationships — whether between parents and children, between friends, or between counsellors and clients — always involve some give and some take. For example, poor takers of compliments, such as people who must give back more no matter how much they have received, eventually will simply run out of energy and/or resources. The spirit of taking, according to the authors, is probably as necessary as the spirit of giving. Just as counsellors learn to give selectively, they can learn to take selectively, in that they accept various client views and perceptions. This action has the effect of giving the client power to make a difference, which results not only in more imaginative solutions but also in the development of co-helpers in the relationship. Openness to taking and willingness to let the client be a giver, according to Hackney and Cormier, open doors that otherwise may remain closed. Normally-functioning persons result.

The second chapter is a presentation of the relationship. It explains in straightforward language how counsellors verbalize client's feelings but how beneficial results also depend on counsellors sharing their own feelings. Some reasons for this, along with some exercises for realistic practice, make this simple chapter really quite a potent didactic experience.

Presentations on such topics as recognizing communication patterns, attending, silence, opening interviews, and terminating counselling follow. Responding to and discriminating between cognitive and affective content precede the very useful chapter on goal setting. The authors explain in the latter chapter that client needs arise from their experiences, which are unique to persons. Often, though, people require help in converting needs to wants. Until persons are able to identify accurately a want, they are unable to mobilize

their capabilities to remove the need. The counsellor's role involves help in translating needs into wants. The discussion on the difference between process goals and outcome goals is most useful.

The last two chapters on evaluation and advanced helping strategies make this a reasonably well-rounded introduction to helping. As a final bonus in this paperback, the appendix contains a "Counseling Strategies Checklist" which supervisors might use to normalize and rationalize feedback to beginning counsellors. This checklist can also be used by counsellors themselves as a quick review of important counselling behaviors.

This book, because of its short and quick presentation, is probably insufficient as a primary text in any course. It assumes considerable usefulness to those who have read widely, gained some counselling practice, and now wish to reconceptualize, at a simple level, the goals, process, and content of counselling. For this latter purpose, it is well worth reading.

Steinaker, N., & Bell, M. *The experiential taxonomy: A new approach to teaching and learning* (2nd ed.). London: Academic Press, 1979.

Reviewed by:

Raymond H. Henjum and Winston E. Rampaul
Faculty of Education
University of Manitoba
Winnipeg, Manitoba

Steinaker and Bell have attempted a synthesis of the popularized cognitive, affective, and psychomotor taxonomies along with some instructional technologies which they have labelled the "Experiential Taxonomy." This new taxonomy proceeds from the simplest level — exposure, to the more complex levels labelled in order: participation, identification, internalization, dissemination. The authors suggest that this taxonomy has been tested and researched since 1975, but they conclude their book with the caution that they are still only at "the beginning of a continuing process of research and development" (p. 191). The text is offered as a presentation of a frame of reference, a point of view, an approach, a format, and a plan for implementation and evaluation.

Chapters 1 to 4 present the taxonomy. This orientation is followed by the incorporation of learning principles (ch. 5), a role model (ch. 6), creativity, critical thinking, and problem solving (ch. 7), and teaching strategies (ch. 8). Four chapters follow which deal with various issues in evaluation of the taxonomy with respect to instructional

strategies, the teaching-learning process, teacher change, and staff in-service programs.

The text serves primarily as a presentation of the entire taxonomy in relative simplicity. Presentations of research reports which might substantiate the efficacy of the conceptualization are not given, and this lack allows a relatively clean, straightforward, contextual discussion.

The quite simple instrument they have presented leads one to think of new applications in the ordering of classroom activities, student learning, and human experiences. Because of this provocation, it may lead one to more effective planning, implementation, and evaluation. Some applications come quickly to mind. For example, more comprehensive, but tightly conceptualized, approaches to the delivery of career education may develop.

The use of the taxonomy in the specific subjects usually taught in schools may allow more creative applications by specialists. It is not yet obvious whether this new taxonomy can be utilized to generate these outcomes. Considerable practice and open-minded reflection, along with a volume of research, would give it a needed test. At first examination, however, it would appear to deserve this more total perusal.

An excellent and commendable feature of this model is the uniquely creative manner in which it has professionally integrated, smoothly sequenced and appropriately orchestrated the basic tenets of the schools of cognitivism, humanism, and behaviorism. This impressive model offers tremendous potential for the design of instruction because it judiciously combines the most effective of the learning and instructional principles while simultaneously blending the psychomotor, affective, and cognitive domains into a total experience.

Because this model is easily translatable into prescriptive instructional guidelines, the whole spectrum of educators involved in the educational process will maximally benefit from reading this book. It will be helpful to teachers, who are interested in teaching the whole learner, counsellors, educational administrators, and teacher educators who see themselves as change agents and consult with teachers on how best to sequence instruction to fulfill the entire range of individual needs.

Platt, J. E., & Wicks, R. J. (Eds.). *The psychological consultant*. New York: Grune & Stratton, 1979.

Reviewed by:

Barbara Paulson
Student Counselling Services
University of Alberta
Edmonton, Alberta

The editors of *The Psychological Consultant* claim to have compiled a comprehensive overview of the theory and practice of this fledgling specialty. Considering the state of the art, almost any book which reveals some of the mysteries of psychological consultation would be a most welcome addition to the profession. In attempting to compile a complete overview the editors have been somewhat successful. As a helpful resource for the practitioner, the reader will find meagre offerings.

Basically each of the chapters presents a description of consulting in various applied settings such as education, industry, government, and the justice field. What is happening in psychological consulting is concisely presented. Rarely, however, is the question "How do I handle this situation?" answered. The content of the majority of chapters is concerned primarily with brief theoretical presentations and all too infrequent discussions of practical situations. What seems to be in short supply is an analysis of actual consulting processes in each special setting.

Those interested in the problems of entry into any major system will enjoy the chapter on evaluation. This chapter discusses needs assessment, an important and crucial initial stage in any process of consultation. The author points out quite strongly the necessity of ascertaining the needs and expectations of the client and the dismal failure that ensues if this aspect of consulting is inadequately accomplished. Several creative methods of evaluation such as simulations and rating scales are presented. Eugenie Flaherty states quite explicitly her bias to purely behavioral measures of outcome. I would suggest that the reader begin the book by reading the final chapter first to gain an understanding of these critical issues which are related to all consulting.

The two sections written from an issues viewpoint (Corrections and Paraprofessionals) seem to highlight several difficult and poignant problems in the applications of theory to practice. A cogent review of relevant issues in training and consulting with paraprofessionals in social services agencies would be useful to those individuals new to consulting in this area. Some of the concerns of a consultant as researcher are clearly explained. This chapter succeeds in delineating the issues in training and research when consulting in social service agencies.

As a neophyte in the field of corrections, I found this chapter to be informative and thought-provoking. Gendreau and Andrews question whether traditional counselling and consulting approaches are of much use in working with prison staff. This position is supported by reporting the results of their own consultations where they found active leadership to be an important contributor to posi-