

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.

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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-

tive outcomes. Particularly refreshing was a discussion of both their successes and failures. For those in forensic psychology, this article raises philosophical and methodological questions which require careful consideration by the practitioner.

The accounts of consulting in the fields of industry, police, and the courts related interesting descriptive data but scarcely touched on practical issues that would be of concern to the professional in the field. A perusal of these sections could serve as a short introduction for the individual wishing to gain an understanding of what consultants might do in these diverse areas.

For readers planning to develop a consulting contract with the American Federal Government or wishing to penetrate the complexities of the Federal System, the chapter on consulting as a social scientist may be useful. Cook and Buccino are especially attuned to the political implications of government policy. A comprehensive descrip-

tion of government structure is provided. On the whole, I thought this chapter was lacking relevant information of a theoretical or practical nature.

A discourse on consulting in schools seems almost obligatory in any text on psychological consulting. For the uninitiated this chapter may provide a succinct beginning. An overview of basic orientations for consultation models is discussed. While the descriptions of the personality, systems, and preventative models are concise and clear, nothing new appears to be added to the already existing information in other introductory texts.

Overall, *The Psychological Consultant* provides a basic review of a rapidly expanding area of psychology. The articles presented in the book would be of assistance to those beginning a study of consulting perhaps in a first course in community psychology. From a practitioner's viewpoint, however, I did not find much in the way of new theory or helpful resources.

ANNOUNCEMENT

The Canadian Guidance and Counselling Association is pleased to announce that Dr. Jacques Perron will assume the position of Editor of the *Canadian Counsellor* in the near future. Manuscripts to be considered for publication should now be sent to:

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