

Chapters seven through nine focus on the nature of the counselling relationship. The reader is taken through individual counselling, one of Rogers' counselling sessions, and group counselling. When all the verbiage is distilled we are left with the predictable and reliable notion of treating the client with dignity and respect. Once again one is reminded of the importance of "genuine acceptance, empathy, and confidentiality." The best part of this section is a discussion on the nature and role of confrontation. Citing numerous sources the authors argue that reflection of feelings contains within it, indirect confrontation. This is described as a response to the feelings behind a person's statement and is viewed by many therapists as a prerequisite for growth.

Chapters ten and eleven address the education and evaluation of counsellors and the evaluation of counselling programs. After urging counsellors to go forth and research, several methodologies are given cursory treatment. The end result is confusion or frustration depending on the reader's level of experience with the topic. For example, in the course of two pages under the heading "establishing criteria," the authors raise the issue of qualitative versus quantitative research, treat both superficially, and move on, having resolved absolutely nothing. The major thrust of the chapter on education is that the principles of person-centred teaching are the same as those of person-centred counselling. Quoting Rogers, the authors describe a learning relationship as one which values "realness, acceptance, trust and empathic understanding." Students, on the other hand, are expected to take responsibility for their own learning. Once again the reader is left waiting for a conceptual development, which does not occur.

In the final chapter, the reader is told that psychological stability comes about through a balance of experiences, categorized as human, work, spiritual and recreational. The chapter ends with a request for the formation of a human development centre. The major purpose of such a centre would be the co-ordination and integration of present human service agencies. Such an approach would allow for a "balanced contribution to the development of psychological stability."

In the end, *A Person-Centered Foundation for Counseling and Psychotherapy* is disappointing, for while it is easy to read and has a broad focus, it has little to offer. It lacks the substance to introduce one to contemporary person-centred counselling and fails to develop the concepts that many others have expressed far more lucidly.

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Pope, K. S. & Vasquez, M. J. (1991). *Ethics in psychotherapy and counseling: A practical guide for psychologists*. San Francisco: Jossey-Bass.

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In collaborating on the writing of this book, both authors brought to the task a strong background in the teaching and practice of psychotherapy as well as in ethics committee work in the APA and other organizations. They identify their target audience as individuals who are doing, learning, or teaching

therapy or counselling. The central theme of the book permeates its fourteen compact chapters: therapist inattention and lack of ethical awareness is a major threat to ethical behaviour. A secondary theme, equally pervasive, is that as professionals we incur a duty to accept responsibility when our actions and/or omissions place clients at risk.

The direction of flow in the book is from the general to the specific. Thus, the early chapters deal with the development of ethical awareness, the historical background of ethical and legal codes and precedent, and the concepts of trust, power and caring in the therapeutic relationship. The first section ends with a consideration of common misconceptions that interfere with ethical practice. The middle section becomes still more focussed. Here attention is drawn to issues of competence, therapist accessibility, beginnings and termination, informed consent and informed refusal, testing and diagnostics, sexual and non-sexual dual relationships, cultural and individual differences, and confidentiality. In the final section, a panel of distinguished clinicians and researchers contribute to a worthwhile discussion on responding to suicidal risk; the book ends with an examination of ethical issues in supervision.

While these topics are fairly standard to this subject area, the authors approach them here with a no-nonsense, even supervisory tone. Emphasis is placed less on theorizing about ethics and more on challenging us to stop and consider what we are doing in practice. In their ethics committee work, Pope and Vasquez have literally heard it all before, and it shows. For any issue that comes up, numerous possible justifications and rationalizations are presented in a plausible array, only to be exposed by frank and relentless rebuttals. Hypothetical vignettes are used sparingly in favour of numerous case examples (culled from ethics committee work), all of which have the ring of truth to them. Inclusive language is standard throughout; at times genders are successfully switched in adjoining clauses of the same sentence, without distraction.

The authors draw on a wide research base throughout the book, and display a knowledge of and respect for research as well. For example, they are careful to provide any available return rates for the surveys cited—a minor but crucial consideration. In each chapter, they show the boundaries reached by the current level of research and advocate for the continuation of the endeavour.

This book also provides a wide assortment of pertinent American legal precedents in ethics cases, and national and state legislation covering a variety of issues affecting clinicians in their work. While this may be more of interest than of use to non-U.S. residents, for Canadian counsellors and psychologists at least it perhaps serves to underline the dire need for a Canadian equivalent.

More than anything, this book challenges us to be honest with ourselves. The authors have in effect sat us down, looked us each in the eye and told us to our faces that, if we presume to learn, teach or offer therapy, we have no choice but to maintain and increase our awareness of what is actually going on, and of whether that is what should be going on. This book is, as its title correctly states, a practical guide on how to do that.