
Book Reviews / Comptes rendus

Boy, Angelo V. & Pine, Gerald J. (1990). *A Person-Centered Foundation for Counseling and Psychotherapy*. Springfield, Illinois: Charles C. Thomas Publisher.

Reviewed by: Mel Loncaric, M.A., School Counsellor at Len Shepherd Junior Secondary School.

Expanding the scope of person-centred counselling is the stated purpose of Boy and Pine's book. Though it provides the reader with a very readable introduction to the topic and is rather ambitious in its intent, the end result is disappointing. Quite simply, the text suffers from a lack of substance. It has little to offer to anyone who has read Rogers and not enough to offer to someone who has not. The twelve chapters focus on: expanding person-centred counselling; the reflective process; theoretical and practical elements; and issues pertaining to education and evaluation.

In chapter one the authors describe the two phases that comprise expanded person-centred counselling. Phase One describes how a counselling relationship is built, assumes the core conditions of genuineness, unconditional positive regard and empathy, and sets the stage for Phase Two. During Phase Two, the client and the counsellor embark on a collaborative enquiry that may utilize experiential and eclectic processes. This part is guided by the client's choices and needs. It may draw on existing theories (which are compatible with person-centred values), creative procedures, and logical and natural eclectic procedures. Unfortunately, the chapter is repetitive and adds little to established person-centred theory.

Chapter two states more of the obvious. It begins with a discussion of the reflective process and draws a distinction between novice and experienced counsellors. For the new counsellor reflection may be a "way of doing"; for the experienced counsellor reflection "emerges as a way of being." Among the conditions listed for proper reflection to occur are the therapist's belief in the client's ability to change, the relationship between feeling and thinking, and the importance of an empathic attitude on the part of the therapist. This chapter also contains a long, tedious and rather patronizing discussion of the role of feelings in our lives.

The next four chapters address some of the theoretical and practical aspects of person-centred counselling. The authors argue that theory serves as a guide for present behaviour and responses. A counsellor's values or belief system, in turn, contributes to his/her effectiveness. If the counsellor is genuine, caring and congruent, an environment will be created in which the client can better know him/herself. Hence, the possibilities for change increase. Factors affecting the counsellor's role include: community expectations, institutional policies, administrative behaviour, formal preparation, theoretical inclinations and a few others. Unfortunately for the reader, there is little knowledge to be gleaned beyond each heading. Chapter six ends with a discussion of the responsibilities of the counsellor to act as a catalyst for social change.

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.

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

Reviewed by: John Gawthrop, M.A., Victoria, B.C.

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