

the novice qualitative researcher to make sense of the confusing discipline-specific jargon that plagues many works in this field.

While all of the articles in *Doing Qualitative Research* are worth reading, one stands out in this reader's mind as particularly valuable. "Grounded hermeneutic research" by Richard Addison, a clinical psychologist, helps to demystify the complex image often associated with hermeneutics and epitomizes much that is currently characteristic about qualitative research. It demonstrates an approach to research that is both scientific and humanistic.

Addison's article as well as the book in general shows us how to bring the human element back into our research—not only the humanity of the research subject, but also that of the researcher. The authors also demand that we be cognizant of the socio-cultural context in which our research takes place, and, perhaps most important they ask us to question our assumptions, and encourage us to validate them with the research subjects themselves, before we attempt to communicate our findings to the rest of the world.

*Doing Qualitative Research* is an important book. Research with humans needs to evolve as it goes on, as more relevant and significant variables come to light, as preliminary assumptions are seen to be questionable and hypotheses proved false. The methodology of qualitative research techniques allows us this flexibility and *Doing Qualitative Research* provides us with the "road map" to begin the journey. Stephen Zyzanski aptly points out in his conclusion "I like to think of the end result of a qualitative study not as an end but as a beginning." If the current trend regarding the acceptance of qualitative studies by the scientific community continues, we may find ourselves on the threshold of many exciting and provocative methodological breakthroughs.

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Kirk, William G. (1993). *Adolescent Suicide: A School Based Approach to Assessment and Intervention*. Champaign, Illinois: Research Press. 148 pp.

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*Reviewed by:* Muriel Hoover, University of Alberta.

Intervention in schools, with the intent to prevent suicide and to manage suicidal behaviour when it occurs, has received increased attention in recent years. William Kirk, in *Adolescent Suicide: A School Based Approach to Assessment and Intervention*, provides a succinct guide to assessment and intervention with suicidal behaviours, and applies this to the school setting. Kirk addresses issues related to adolescent suicide and suicidal behaviour sequentially, moving through chapters focused on describing frequency and scope to variables associated with cause, which he then weaves together with other known risk factors to provide a concise picture of what is involved in assessing suicide risk. In addition to the content of an assessment (contributing and precipitating factors, emotional and behaviour clues), Kirk discusses factors that influence the process and outcome of assessment, notably the approach and attitude of the counsellor. Guidelines and practical how-to's are provided for conducting individual assessments, interventions and

handling specifics related to the school environment and personnel. Such issues include referral, confidentiality, notification to parents and guardians, disseminating information within and beyond the school system, documentation, liability and follow up. The individual intervention model is extended to a broad school based approach for handling crisis incidents. The responsibilities of a school crisis team include prevention, intervention and postvention. Kirk describes how crisis teams function to fulfil these responsibilities within the school system and in the community.

This book provides a useful and practical guide for identifying and assessing suicide risk, and handling crises such as suicide in a school setting. This information is conveyed through apt description and illustration. Kirk describes and then concretely illuminates with examples the stressors contributing to the development of suicidal behaviour, the feelings, cognitions and behaviours that adolescents may display as clues to suicide and the working mechanics of a crisis team.

An extra is the chapter included on special populations that serves to extend understanding and assessment by articulating a variety of issues that may escalate risk for these individuals. Another special feature of this book is Kirk's repeated emphasis on the value and importance of resources, social supports and the critical nature of follow up and after care. The importance of follow up and after care is often not stressed in works on assessment and intervention as the goal is to promote effective identification, assessment and referral. While identification and referral are essential, they remain an initial step in the resolve of suicidal behaviour. Kirk is mindful of this relationship and carefully relates assessment to the larger perspective of suicidal resolve. He includes descriptions of basic treatment approaches and adaptive functioning and emphasizes that contact, connection and communication among friends, family, school and treatment personnel are integral to healing, both for the suicidal adolescent and those affected by suicidal behaviour.

Overall, the writing, organization, length and content of this book would well serve the interests of busy people who want a brief readable reference that includes the appropriate and necessary information for conducting a suicide assessment and guidelines on how to do that assessment; for school personnel, a discussion and illustration of specifics relevant to the school setting is provided as well as crisis team functions to handle crisis.

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Harway, Michele & Hansen, Marsali. (1994). *Spouse Abuse: Assessing & Treating Battered Women, Batterers, & Their Children*. Sarasota, Florida: Professional Resource Press. 105 pp.

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*Reviewed by:* Dilys Collier, Saskatoon Family Service Bureau.

This is a readable book for mental health professionals on assessing and dealing with spousal abuse. The statistics and the authors are American, but Harway and Hansen make a compelling case that domestic violence is