

the incest survivor is encouraged to identify what she needs from her partner, and to express it.

The last chapter deals with seeking professional help. There is a good presentation of what an incest survivor can expect of an initial interview. A discussion of some of the therapeutic goals and techniques that can be employed is very useful. Good treatment strategies for sex therapy, along with an outline of a nine session treatment plan are also presented. This can be very useful for therapists working with these specific concerns.

There is also an appendix to this book that covers a very important topic: male incest survivors and their sexuality. There is a paucity of research in this area and the authors have covered the area well considering the limited space. Once again the effective use of quotes helps to further our understanding of the effects of sexual abuse on men.

The emphasis of the book seems to be that a resolution of some of the feelings about incest can motivate the survivor to reclaim her sexuality for herself. It is clear that sexuality is so closely tied to feelings of self worth, that it becomes difficult to discuss one without also discussing the other. This book certainly fills a gap in the literature on incest by providing a thorough overview of this important and timely topic.

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Martin, J. (1987). *Cognitive-Instructional Counseling*. London, Ontario: The Althouse Press.

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Throughout his book, Martin refers to counselling as a process of psycho-education. Based on the educational aspect of this description, Martin describes six objectives of the counselling process, the total composition of which is labeled cognitive competence. These characteristics are dynamic processing capability, efficient processing skills, elaborated problem schemata, task-relevant problem-solving structures, empowered self-schemata, and integration of relevant structures and processes. These then form the goals of cognitive-instructional counselling.

Martin's theory, and the implications thereof, are based on the assumption that "human. . . problems arise from failures to achieve personally-desired goals that are themselves embedded in internal structures of personal meaning and knowledge" (vii). Therefore, the purpose of therapeutic intervention is to assist in the formation of individual cognitive structures and processes designed to support directed action towards the achievement of personal goals.

Martin begins his work with a historical examination of the educational approach to counselling. This review provides five basic theoretical constructs for the educational model of counselling: people are "goal driven;" difficulties arise from failure to achieve personally-desired goals; counselling is a purposeful, instructional activity; cognitive competence underlies the goals of change and growth towards which counselling is directed; due to the individual nature of goals, the process must be client-centred. These constructs present a blend of humanistic and scientific theory and practice.

Martin next provides elaboration on the concepts of cognitive systems and cognitive competence. Included is his theory of cognitive functioning and competence; encompassing processing capability, schemata creation and problem-solving structures. Chapter two concludes by addressing the issue of the integration of affect, cognition and behaviour with the framework of cognitive-instructional counselling.

Chapter three presents a view of client change from an information-processing/cognitive construction viewpoint. To emphasize this approach, current cognitive theories are examined. It is from this integration that Martin presents his cognitive-mediational model of therapeutic interaction. Chapter four puts this model into action through a seven-phase sequential process. Within each step, Martin provides both counselling skills and strategies plus the intended client learning. This process is then demonstrated through a case study, a congruent view of the basic theoretical constructs and the application of the theory.

Martin concludes the book with an evaluation of the presented model and the implications of his approach for counselling practice, research and education.

In my opinion, Martin has presented a model based not on the discrepancies between theoretical approaches but rather on similarities. This alone would make the book of interest. However, Martin's application and evaluation of the cognitive-instructional approach provide practitioners with yet another option. I would highly recommend *Cognitive-Instructional Counseling* to all members of the profession, for whatever one's focus, I believe that it offers valuable considerations in terms of theory, practice, evaluation and counsellor education.