

In reviewing program content and practice, several chapters stood out as innovative and dynamic approaches to training. For example, Winthrop B. Adkins' video-based life skills program (chapter three) is very pragmatic and wholistic in its approach to helping others to help themselves. In contrast, chapter twelve (The Human Resources Development Model) provides an extensive review of the model but most of the references are prior to 1972, with only three past 1980. While the HRD model has been a major influence through the last decade will it continue to be a contributing factor in the skills training movement of the 80's? More recent applications would have been helpful.

It was interesting to consider the concept of marketing and skills packaging presented by Gerald Goodman with his SASHAtape program at U.C.L.A. (chapter thirteen). Considering cost and practicality Dr. Goodman has built the program on cassette tapes which can be easily obtained and followed. The idea that skills can be presented in understandable and affordable terms is definitely one attraction of skills training programs.

Over-all I personally found this book to be exciting and well presented. Exciting, because the editor provides in one book a timely collection of preventative helping approaches designed to address increasingly difficult social and cultural demands. The many positive alternatives in social skills training demonstrate the validity of the grassroots approach to helping. The models for giving psychology away included in this work provide one possible direction in which the mental health field may move in the future. It is obvious change needs to occur if individual and social needs are to be met through human resource planning and development during current times of increased fiscal restraint. This book and the programs within it are good beginnings toward such a change.

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Wetzel, J. W. (1984). *The clinical handbook of depression*. New York: Gardner Press, Inc.

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*Reviewed by:* Morgan Price, University of Victoria

Dr. Wetzel's book is an interdisciplinary, cross-referenced handbook which examines depression within the context of major psychosocial theories.

In chapter one, the author summarizes past and present approaches dealing with the diagnosis and epidemiology of depression, and identifies populations at risk within an historical perspective. Current facts, issues, and trends concerning depression are also covered. Chapters two through eight focus on different theories and models which deal with depression: psychoanalytic, energy, life-events, person-environment, cognitive-behavioural, existential-spiritual, and biochemical. For each conceptual framework, Dr. Wetzel outlines the historical development, the underlying assumptions, a synopsis of central issues and relevant research, the rationale for the causes and incidence of depression, therapeutic methods used, applicability to at-risk populations, and preventative interventions. In chapter nine, Dr. Wetzel presents an integrated theory of depression—identifying and synthesizing the common themes found in all the theories and models. Methods of suicide prevention and intervention with at-risk populations are outlined in chapter 10. The final chapter provides a description of criteria and instruments used to assess depression.

Dr. Wetzel's prime intention was to produce a practical, comprehensive reference text for consultation; an adjunct to a positive therapeutic relationship. The information on each approach is quite brief and provides an overview of concepts rather than specific techniques. This overview is supplemented at the end of each chapter with references for more in-depth knowledge.

The author states that empirical validation of various therapeutic approaches remains elusive. As a result, there is little direction regarding accountability or success of any approach. Choice of approach is left to the reader, though it is my opinion that the bias is toward Dr. Wetzel's own synergistic approach.

A second intent was to provide an understanding of the various conceptual approaches to depression and to offer a synthesis of these different approaches drawn from the author's background as a social worker and educator. The author does offer an interdisciplinary perspective concerning depression and makes an attempt to retain the language indigenous to each discipline.

One unique contribution is the emphasis on at-risk populations, particularly the extensive references to women—addressing societal values, traditional approaches dealing with depression among women, and offering a selection of less conventional methods of prevention/intervention within each theory.

I found the information on the various approaches in dealing with depression to be clear though briefly outlined. In my opinion, this book is suitable as a general text on depression, particularly for student counsellors.

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Hopkins, B. R., & Anderson, B. S. (1985). *The counselor and the law* (2nd ed.). Alexandria, VA: AACD Press. 135 p.

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*Reviewed by:* Larry Eberlein, University of Alberta

Lawyers love footnotes! The 1975 edition of this book had liberal amounts of embedded documentation; the 1985 edition extends the concept to about 40 pages of footnotes and adds 30 pages of appendices for good measure. The result is a useful reference book written for two audiences—the lay reader (who can ignore the footnotes) and those who want to further explore the legal concepts presented.

In general, the body of the book is deceptively easy to read and may bring fear to the heart of the novice counsellor. Rather than fear of the law, however, counsellors should learn to respect the law and understand and appreciate its rationale. The liability sections, such as those dealing with malpractice or criminal activity, alert counsellors to real, potential problems with their behaviour in a counselling relationship. While the probability of a counsellor becoming legally liable when only involved in a "talking therapy" is small, specific behaviours are problematic. Counsellors have been known, for example, to provide contraceptive and other medication to clients, be involved in physical searches of students, and be an indirect part of student criminal activity. This book points out the ramifications of these behaviours.

Difficult legal concepts are simplified to make a point and then described in detail in footnotes (written in the nature of a legal brief). Besides citing the details of relevant and recent cases, the authors use another technique to good