

BOOK REVIEWS/COMPTES RENDUS

List of Reviewers:

REY A. CARR
Victoria, B.C.

ANTON DESWAAF
Rexdale, Ontario

LEO F. KLUG
Edmonton, Alberta

Myrick, R. D. *Consultation as a counsellor intervention*. Washington, D.C.: American School Counselor Association, 1977.

Reviewed by:

Rey A. Carr
Department of Psychological Foundations
in Education
University of Victoria
Victoria, B.C.

School counsellors are continually asked to provide services for which they may have received little training. While the counsellors themselves are eager to adopt new roles, they have few models or resources to help them take specific and concrete steps to make the necessary changes. *Consultation as a Counselor Intervention* by Robert Myrick, Professor of Counselor Education at the University of Florida, is one of a series of five monographs sponsored by the American School Counselors' Association, developed to help counsellors acquire practical and "immediately adoptable techniques and procedures." Myrick succeeds in accomplishing this goal and intersperses his presentation with examples and dialogues demonstrating application of the consulting role. He conceptualizes consultation as a method of implementing developmental principles of student growth and learning, and sees the consulting relationship between the counsellor and other adults in the student's learning environment as critical to an effective guidance program. The work contains detailed sections on the consultation process, the role of communication skills in consultation, steps and stages in consultation, as well as sections on working with parents and teachers and providing in-service consultation. The book also details an agenda for a workshop on communication skills, describes pitfalls in consultation, and provides a summary of research about consultation.

Myrick's discussion of the stages involved in consultation is particularly enlightening. He

identifies seven discrete stages (problem identification, clarification of consultee's situation, identification of goals and desired outcomes, observation, planning, plan initiation, and follow-up) and for each stage provides a description of the necessary implementing skills and perspectives. For example, he views the consultee's situation stage as an opportunity for the consultant to help the consultee become more systematic in discussion of the problem, encouraging the consultee to express feelings and expectations, describe target behaviors, relate what the consultee has tried so far, and detail any positive attitudes of behaviors already present. Following his discussion of each stage, he provides an actual dialogue between a consultant and consultee, illustrating the type of interaction which takes place during that particular stage.

Myrick believes in the importance of providing a systematic approach to training counsellors in consultation concepts and practices and has attempted to provide a comprehensive set of guidelines and ideas for practicing counsellors. The monograph is clearly written and organized in a readable and practical manner. While alternative models of consultation and certain fundamental concepts such as organization change theory are not discussed, the work can help counsellors begin to practice consulting on Monday morning. Professionals outside of school settings may find the work valuable as a way of understanding some of the problems associated with school counselling.

Douglass, M. E., & Goodwin, P. H. *Successful time management for hospital administration*. New York: Amacom, 1980.

Reviewed by:

Anton deSwaaf
Director of Administration
Thistletown Regional Centre
Rexdale, Ontario