

unconscious of psychoanalytic theory. But we already have many other formulations of the same phenomena, such as cognitive and experiential learning which has a great deal of experimental cognitive psychology behind it. I am not sure that we need more. The clinical discussion of the inner and outer brain in a psychotherapy session sounded like a normal session with exploratory and emphatic remarks.

The final part of the book emphasises the importance of not just constructing a theory and sitting back and enjoying it. The author has developed questionnaires that may be used for measuring 'relating' and 'inter-relating'. These will interest those readers who recognise the importance of an empirical base for psychotherapy. The author should be congratulated for his painstaking work in developing a theory, putting it into practice, and producing meaningful measurement. This is a formidable attempt to produce an evidence-based psychotherapy. Its basis will be of interest to all psychotherapists, relational or not. It will appeal especially to psychiatrists and psychotherapists who take an interpersonal approach to their work. The book is easy to read, well structured, and demonstrates the author's wide knowledge of different psychotherapies. It is a pity that it is so expensive and I suspect that the price will mean that it is only available in a few libraries.

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Handbook of Cognition and Emotion

Edited by Tim Dalgleish & Mick Power.
Chichester: Wiley. 1999. 843 pp. £90 (hb).
ISBN 0-471-97836-1

The integration of cognition and emotion (or, more colloquially, thinking and feeling) is a key topic in psychological research. Although each of these areas has its own literature, there is overwhelming evidence that cognition and emotion are inextricably linked. Again in colloquial terms, thoughts can generate feelings and vice versa, suggesting that cognition and emotion should be viewed as components of an interacting system rather than as discrete entities. This handbook seeks to provide an integrated

picture of the current state of knowledge in this area.

The first, general, section of the book provides valuable historical and background material, including a discussion of research methods. The second section tackles cognitive processes. Here, Ohman's chapter on distinguishing unconscious from conscious emotional processes is worthy of special mention, in that it reminds us that Freud was one of the earliest theorists of cognition and emotion and provides insights and results on the integration of the psychoanalytic and cognitive views of unconscious processes. The succeeding chapter by Bentall & Kinderman on self-regulation, affect and psychosis includes interesting related material on cognitive aspects of defence mechanisms.

The third section of the book is devoted to emotions, including chapters on some less well known topics: jealousy and envy, and the self-conscious emotions (shame, guilt, embarrassment and pride). The fourth section covers theories in cognition and emotion. This includes chapters on network, attributional and appraisal theories. These theories give many insights but, taken as a whole, this section raises questions that are not systematically addressed in any of its component chapters. These concern the problems of defining where the theories overlap, where they conflict and what experiments might be devised to test one theory against another. Such considerations suggest that an 'overview' chapter would have improved this section.

The book concludes with an applied section. This includes chapters providing explicit links between cognition and emotion research and therapy, with coverage of cognitive-behavioural therapy, psychodynamic theory and exposure therapy. A particularly interesting chapter in this section is Averil's account of emotional creativity, which provides a clear summary of this topic and its links to the related constructs of emotional intelligence and emotional regulation. The final chapter comprises an editorial review of future directions in cognition and emotion which draws together the themes from the main text.

This book has both the strengths and weaknesses of the edited handbook format. On the positive side, anyone who wants an introduction to this research area will certainly find a wealth of diverse material to refer to. The drawback of the format is

that a reader who is interested in a particular topic will probably find less detail than they want, although extensive references are provided. There is also duplication of material, with the same key studies and theory being described in more than one chapter. In addition, readers will sometimes find material they are interested in either excluded or scattered across chapters rather than collected together. Because of this inevitable scatter, it might have been helpful to conclude each section with an editorial summary/overview; the lack of this in the theory section is particularly acute, but more perspective would also be useful elsewhere in the book.

As a specific example of an exclusion, although many chapters in this text are concerned at one level or another with biological and cognitive aspects of individual differences, there is little discussion of personality. It is surprising to see the two 'supertraits' of extraversion and neuroticism receiving little mention, given the vast body of evidence linking them to both cognition and emotion. (Although neuroticism, in the guise of its close relative anxiety, does get a reasonable, if non-explicit, coverage.) To a researcher in individual differences the net result is that some parts of the book have a distinct 'Hamlet without the prince' feel. No doubt readers with other interests will form their own views on inclusions and exclusions.

This book is an important reference for use by researchers in cognition and emotion and will be of value to anyone who has interests which overlap this area. Clinicians will certainly also find much valuable material in this text. The price and size of the book may be off-putting to the individual purchaser but it would clearly be a key addition to any serious psychology or psychiatry library.

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The Handbook of Child and Adolescent Clinical Psychology: A Contextual Approach

By A. Carr. London: Routledge. 1999.
1000 pp. £30.00 (pb). ISBN 0-415-19492-X

Rutter & Hersov's (1987) *Child and Adolescent Psychiatry: Modern Approaches*

is the standard reference for those working in the field of child and adolescent emotional health, since it provides us with a comprehensive overview of theory and practice in this field. The only failing of this text, from a psychological point of view, is that its take on the subject is from the viewpoint of psychiatry, which implies an interest in pathology rather than health, of classification rather than the understanding of emotional meaning, and an interest in more physical types of treatment for emotional and developmental disorders. This is not to criticise this type of conceptualisation, but only to state that it may exclude alternative forms of understanding and practice.

To continue, for a moment, the comparison with Rutter & Hersov, this present book is written by a single author whereas the Rutter & Hersov text is written by multiple authors. This means that Carr's text can be more systematically organised: for example, where in Rutter & Hersov there are separate chapters dealing with differing theoretical takes on emotional difficulties (psychodynamic etc.), in the Carr book we are presented with differing theoretical conceptualisations (psychodynamic, behavioural, family-systems, etc.) about a disorder, practice, or theory, in each chapter. The effect of this is to allow the reader to form links, comparisons, and blends of these varying conceptualisations. Instead of what the reader might feel to be constricting systems of categorisation in the Rutter & Hersov volume, where the reader is not encouraged to make links and comparisons, the Carr text encourages us to make links and meaningful comparisons that are not the author's but which seem to be the reader's own. To write a book that gives us this sense is a high art.

Coverage of the field is encyclopaedic and practical. This is a book obviously written by a practitioner who is interested primarily in providing a set of tools for the clinician: this emphasis on practice concentrates on outlining the tools, whether these are conceptual, or tools to aid assessment or the process of clinical decision-making and therapy. This emphasis on tools for practice can be observed by merely quickly flicking through the pages: the observer will see numerous 'smiley faces', case examples, and lists of assessment questionnaires – this initial viewing may be taken to imply a superficiality of coverage which is far from being the case, since the text adds depth to these graphics.

Carr covers the most common problems encountered in clinical practice. His view of these difficulties is necessarily complex, given the need to consider developmental influences and difficulties, and also the influence of family and wider cultural and institutional issues in working with young people. His book is organised in a number of sections. The first outlines frameworks for practice, ways of thinking about psychological problems and the process of psychological consultation. Contained in this section are outlines of the process of normal development within a child's social context, most importantly that of the family, followed by a chapter on influences on problem development – where the organising concepts focus on risk factors, whether these are precipitating, maintaining, or protective, factors. The following chapter deals with issues of classification and treatment effectiveness – the ICD and DSM systems are reviewed and considered and the conclusion is reached that the evidence shows that these systems have reliability, coverage and comorbidity difficulties that compromise their validity – perhaps because emotional problems in children occur either as a result of complex interactional problems, or as dimensional psychological characteristics. Carr also raises some ethical problems with these classification systems, and he goes on to suggest alternative methods of classification, which he develops in the further course of the book. A final chapter in this first section examines the consultation process. This chapter is quite excellent. It contains masses of information that is very comprehensive, and that manages to encompass many different theories and practices in a coherent manner that is potentially useful to the practitioner. Thus, his coverage of practical issues, such as rooms and institutional context, is as good as his discussion of transference and counter-transference and ways of managing these issues.

Further sections are organised developmentally and deal with problems of infancy and early childhood, problems of middle childhood, and problems of adolescence. Two further sections deal with child abuse and adjustment to major life transitions such as separation, bereavement and foster placement. All chapters are similarly organised: they refer back to the organising concepts that were outlined in the first section, there are useful case examples, graphical tables that clearly illustrate

concepts and differing theories, also tables of useful assessment instruments and treatment techniques. At the end of each chapter there are useful summaries, hints for further reading, and exercises that seem ideally designed for training purposes.

I find myself amazed that a single author has been able to produce such a huge, comprehensive, and useful text as this one. This book will become the standard textbook for trainees in clinical psychology, and will also prove to be hugely useful to qualified clinical psychologists. It should also be known and used by other practitioners. Alan Carr's book should now be in the working library of all those who come into contact with children, adolescents, and families who are experiencing emotional or developmental difficulties, where these practitioners need to form a firm basis of understanding of these difficulties in order to help their patients. This book adds a comprehensive, detailed and complementary (to Rutter & Hersov) coverage of the field of child adolescent and family emotional health. Buy it!

Rutter, M. & Hersov, L. (eds) (1987) *Child and Adolescent Psychiatry: Modern Approaches*. Oxford: Blackwell Science.

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Remorse and Reparation

Edited by Murray Cox. London: Jessica Kingsley. 1998. 288 pp. £16.95 (pb); £42.50 (hb). ISBN 1-85302-452-X (pb); 1-85302-451-X (hb)

Familiar though they are in literature, religion and philosophy, the phenomena of remorse and reparation are rarely explored in either the theory or practice of forensic psychotherapy. This book begins to address those omissions, dealing with clinical and legal questions and ranging widely over political, philosophical, sociological and artistic perspectives.

In Part One, Gilligan dares the reader not to be prejudicial and complacent about guilt and remorse by making a clear distinction between them. 'Guilt' appears before the action, and remorse is experienced after it, hence guilty feelings may prevent the acting-out of hostile tendencies.