

Book reviews

EDITED BY SIDNEY CROWN and ALAN LEE

In the Long Run. Longitudinal Studies of Psychopathology in Children

By the Group for the Advancement of Psychiatry. Washington, DC: American Psychiatric Association. 1999.

183 pp. £29.95 (pb).

ISBN 0-87318-211-1

Longitudinal studies of children with psychopathology are expensive and often difficult to undertake. It can take years to trace and recruit samples. Nevertheless, these studies are important not only for learning about the long-term consequences of child psychiatric disorders, but also for understanding their causes and the mechanisms leading to poor outcomes. For example, longitudinal research on children reared in institutions has consistently shown that their adult outcomes are determined to an important extent by their experiences in adolescence and early adult life. There is nothing inevitable about the long-term consequences of an early adverse upbringing. There may, therefore, be scope for preventive interventions in adolescence, an important finding both for clinicians and for those who plan and fund services for looked after children.

In this book, the Child Psychiatry Committee of the Group for the Advancement of Psychiatry has brought together the results of longitudinal research on the development of psychopathology in children. The aim is to compile the conclusions of new research and hard-to-find US governmental reports. The book begins with chapters on high-risk groups, such as children in the Head Start programmes and children with chronic medical illnesses. There are then chapters on the outcomes of children brought up by mentally ill parents and children who have experienced single severe traumas such as kidnapping or bush fires. The book concludes with chapters on the outcomes of established mental disorders, including depression, conduct disorder and hyperactivity.

At nearly £30 for fewer than 200 pages, this paperback is expensive. Moreover, it relies too much on the presentation of

abstracts from research papers – there is little attempt at synthesis. It will, however, be a useful addition to a seminar series for trainee psychiatrists. It is well written and provides a succinct summary of a large amount of longitudinal research. A useful addition for a postgraduate centre library.

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Relating in Psychotherapy. The Application of a New Theory

By John Birtchnell. Westport: Praeger. 1999.

269 pp. £51.95 (hb). ISBN 0-275-96376-4

Psychotherapy has been in the spotlight over the past few years, in part because of questions about its evidence base. This has led to careful characterisation of different psychotherapies, many of which have been studied in great detail, especially with regard to process of treatment and outcome. These include cognitive-behavioural therapy, psychoanalytic therapy, interpersonal therapy and psychodynamic-interpersonal therapy. Despite the advances in knowledge about each psychotherapy, we still have limited evidence that specific interventions themselves actually effect change. This is disappointing as it would be useful to identify interventions which have specific effects. It is possible that the identification of therapies into brand names according to the types of interventions used is erroneous and that we need a wider classificatory system. One possibility is to aggregate therapies into those that are relational/interpersonal and those that are cognitive/behavioural. Within such a schema there is no doubt that John Birtchnell's psychotherapy would be relational/interpersonal and he has labelled it as such. This book is about his theory and its implementation.

The author is quite specific about the types of relating that occur in interpersonal interactions. In fact, he states that all relationships involve either getting closer to or more distant from and becoming upper or lower to someone. While this sounds overly simplistic he makes a good case for trying to understand interactions as centred around these four poles which are axes of proximity and power.

Chapter 1 sets the scene for the reader who is not familiar with the theory. With the use of circumflex diagrams, positive and negative ways of relating are explained. The following chapters develop the theory of proximity and power and show how it is translated into practice. Perhaps in order to ensure that his points are clearly understood the author contrasts his therapy with other therapies throughout the book. In doing so, he tends to take a swipe at them occasionally. For example, analytic therapy is described as placing the patient as lower and the therapist as upper. Similarly cognitive-behavioural therapy is stated to be 'unapologetically' upper and the most distant therapy, although these statements are qualified. Other therapies are brought into the frame and discussed in a similar way.

My difficulty was in seeing how a practitioner's interventions within the frame of this 'new interpersonal' therapy differ much from the interventions made in other interpersonal therapies, even though the therapist is neither upper nor lower, neither close nor distant. It seems to me that any good therapy requires the therapist to move around such poles, although the problem is that the patient tends to place the therapist in different places at different times. I concluded, rightly or wrongly, that the real point is that this therapy makes the therapist think about what he or she is doing in relation to the other in terms of upper and lower and closeness or distance. This can then be used to inform interventions as well as helping the therapist and patient identify where each of them is on the axes at any given moment.

The author recognises the importance of deliberate or conscious actions and unconscious decision-making. He re-frames these concepts according to an outer brain and inner brain, respectively. Others have done the same, particularly since it is widely accepted that many of our actions and decisions occur outside awareness. Again, I was unconvinced that the new formulation added very much although it carries less baggage than the conscious and

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*