

SHAMED INTO ADDICTION

Shame, Guilt, and Alcoholism: Treatment Issues in Clinical Practice (2nd edition)

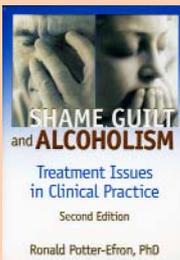
RONALD POTTER-EFRON
BINGHAMPTON, NY: THE
HAWORTH PRESS; 2002; Pb
£17.95 (ISBN 0 789 01517 X)

Reviewed by **Jane L. Ireland**

POTTER-Efron presents a truly excellent book that explores in detail the theory behind shame and guilt and distinguishes between the adaptive and maladaptive processes involved. This is definitely an example of a book that contributes to the literature. Evidence for this comes from the author's fascinating description of a new model for understanding shame ('The Four Spheres of Self'). The only criticism that I have is that the author perhaps undersells the scope of the book. The theory and treatment approaches suggested are by no means restricted to alcoholism and addiction but could easily be applied to a range of other maladaptive behaviours, such as aggression.

In summary, Potter-Efron provides an eloquent combination of both theory and practice that will be of value to practitioners, academics and students.

■ *Dr Jane L. Ireland is with the University of Central Lancashire and Ashworth Hospital.*



CHRIS CHAPERON

So what is normal anyway?

Typical and Atypical Development: From Conception to Adolescence

MARTIN HERBERT

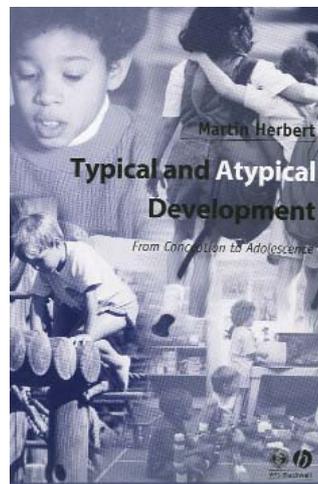
OXFORD: BPS BLACKWELL; 2003; Pb £17.99 (ISBN 0 631 23467 5)

Reviewed by **Rowan Myron**

MARTIN Herbert provides comprehensive and interesting coverage of a core area of psychology – along with definition and discussion of the less core, more clinical aspects of the subject.

Herbert begins with some interesting reflections on the concepts and consequences of the label 'abnormal', choosing to use the term 'atypical' to refer to situations and syndromes not within the norm. It is debatable whether his semantic hair-splitting and subsequent discussions on the value (or otherwise) of labelling and diagnostic exercises will have much impact on readers. However, it is a promising start to an interesting text.

After dealing with these concepts, Herbert goes on to describe and define 'normal' development – his text leavened by philosophical quotes and interesting facts (the Chinese reckon a person's age from conception not birth), which



actually make the book quite fun reading.

After delineating typical physical, cognitive and social development, Herbert goes on to cover a bewilderingly large array of atypical developmental phenomena – physical, mental, social and emotional. From hearing impairment to bullying to anorexia, Herbert addresses the basic facts for each

phenomenon – definitions, important literature and theories, and the main conclusions of these.

One criticism that could be levelled at the book is that in covering so much it actually covers very little at any useful depth. Herbert in his epilogue acknowledges this fault – that he has only 'scratched the surface' of an area so vast it would be impossible to truly cover all in one volume.

However, this is an intriguing combination of student textbook and descriptive handbook that will interest undergraduate and postgraduate alike, both in psychology and the more clinical areas of study. I'm sure students will find it a useful resource, even if just as a reference to explore further reading on the topics covered.

■ *Dr Rowan Myron is in the Department of Psychology, University of Hull.*

Ethics for ethicists

Manual for Research Ethics Committees (6th edition)

SUE ECKSTEIN (ED.)

CAMBRIDGE: CAMBRIDGE UNIVERSITY PRESS; 2003; Hb £120.00 (ISBN 0 521 81004 3)

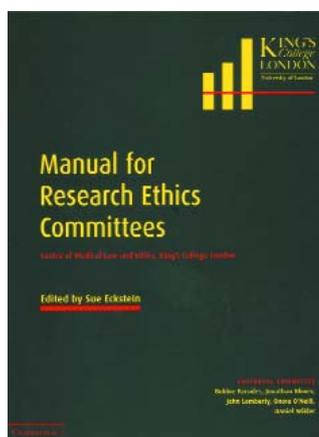
Reviewed by **Mike Eslea**

PSYCHOLOGY ethicists across the UK are in retreat. The enemy – NHS-style ‘research governance’ bureaucracy – has been gaining ground inexorably since the Alder Hey debacle, driven not as one would hope by concern for participant welfare, but by paranoia about possible later legal challenges. The ethical process is rapidly becoming one of rubber-stamping (Ethics form? Check. Consent form? Check. Risk assessment? Liability insurance? Data protection? Intellectual property rights? Check).

Of course, Alder Hey proves that there *is* a need for tighter control of research, but the ‘one-size-fits-all’ approach is at best inappropriate and at worst could prove counterproductive, as potential benefits get sacrificed for fear of improbable risks. Whole areas of psychological research could find themselves prohibited: it is difficult to imagine how demands for fully informed, written consent can be squared with covert observational research, or research involving deception, for example. In questionnaire/interview studies, psychologists have to be so careful to avoid causing offence that they must pussyfoot around issues such as antisocial or sexual behaviour, finding themselves hamstrung compared with journalists, say, investigating the same phenomena.

Into the fray steps the new edition of Eckstein’s *Manual for Research Ethics Committees*, a timely and important publication that should be an invaluable aid for applied psychologists, or anyone planning joint research with the NHS. As well as

providing a comprehensive reference source for relevant UK and European law, guidelines from national and international organisations (GMC, MRC, BPS and many others) and on various specific



topics (such as genetic modification, radiation, HIV, fertility, dementia), the *Manual* contains a number of wise and sometimes provocative essays on more general ethical issues, such as the ethics of student work, research on complementary or alternative therapies, work with children or incapacitated people, how to provide clear information for lay participants, and so on.

Yes, the bulk of the *Manual* is devoted to medical research, and to most non-clinical psychologists it will not prove as practical as Ronald Francis’s *Ethics for Psychologists: A Handbook* (BPS Books, 1999), but any researcher or member of an ethics committee will find plenty of interest. Read it now, before your administrators do!

■ *Dr Mike Eslea is in the Department of Psychology, University of Central Lancashire.*