



columns

by the curriculum team at the university responsible for teaching that subject.

The past decade has seen a rapid expansion in the numbers of students in further and higher education. Enrolments are up 55%, and even higher for part-time courses where, for example, enrolments for women have increased by 88%. With this expansion has come increasing recognition of mental health problems in the student population and calls for better integration of educational and health care. This book is part of that call. While superficially of limited appeal to the general psychiatrist, it has much to interest those who work in higher education or who have an interest in improving access to educational services for their patients.

Tom K. J. Craig Professor of Community & Social Psychiatry, Division of Psychological Medicine, St Thomas Hospital, Lambeth Palace Road, London SE17EH

Teamworking in Mental Health

Steve Onyett
Basingstoke: Palsgrave Macmillan, 2002, 269pp. £17.99 pb, ISBN 0-333-76375-0

I am a member of five formally constituted multidisciplinary teams. I also participate in numerous regular and ad hoc entities (e.g. committees and research groups), which come together to achieve a task. In common with most psychiatrists almost all my work takes place in the context of what might be called a team of one sort or another. However, I do not recall receiving any formal teaching or training about the theory and practice of working within teams apart from a team-building day a decade ago when we played games designed to show that teams do better than individuals. (Sadly, according to Onyett and my experience on the day that is not true: the team will do better than the average of its members' individual performances, but worse than the best individual.)

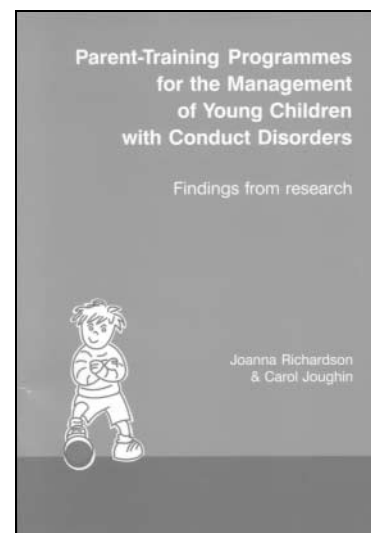
There is a theory of team-working within mental health. Its doyen, John Øvretveit, contributed an excellent brief chapter to Thornicroft and Szmukler's *Textbook of Community Psychiatry*. In the book under review, Onyett draws on Øvretveit's work, the rather scanty available empirical data, and recent developments in organisational and occupational psychology. Onyett has read widely and has drawn on his experience as a mental health team leader, and more latterly in research and consultation, to produce a valuable text that can be read with profit, if not a little irritation, by established consultants and senior trainees. He does not address important issues of operational management, such as dealing with difficult colleagues, performance and financial management and he is not, in my opinion, an entirely reliable guide to the history of mental health or the community care literature. He is surprisingly weak in his discussion about power: classically, professionals have 'negative power', in that we can screw up almost any managerial initiative if we choose to. Onyett's negative view of the work of psychiatrists within teams is presumably an honest reflection of his experience and is a sobering reminder to new consultants that leadership roles need to be earned.

Frank Holloway Consultant Psychiatrist and Clinical Director, Croydon Integrated Adult Mental Health Service, Carolyn House, Suite A, 6th floor, 22-26 Dingwall Road, Croydon CR0 9XF

Parent-Training Programmes for the Management of Young Children with Conduct Disorders: Findings from Research

Joanna Richardson and Carol Joughin
London: Gaskell, 2002, 105pp. £15 pb, ISBN: 1-901242-80-3

This is another excellent publication from FOCUS at the Royal College of



Psychiatrists Research Unit. Unfortunately, it suffers the fate of many book-style publications, in that it is out of date even before it is published, and certainly by the time it is reviewed. The most recent reference in this volume is from the year 2000. Nevertheless, it provides a very readable summary of the research on different styles of parent training. The volume starts with an overview of the nature of conduct disorders, then looks at the nature of the research, and summarises relevant papers. Summaries of the different treatments give a useful idea of the alternatives to the Webster-Stratton programme. Included in the volume are the results of a survey of child and adolescent mental health services about practices and attitudes in relation to parent-training programmes.

This would be a worthwhile volume for any child and adolescent mental health service needing a summary of the evidence base for parent-training programmes.

Quentin Spender Consultant and Senior Lecturer in Child and Adolescent Psychiatry, Chichester Child and Family Service for Mental Health, Orchard House, 9 College Lane, Chichester, West Sussex PO19 6PQ

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BUPA Foundation Communication Award 2004

This will be the 11th year of the Communication Award, which is organised in association with the Medical Royal Colleges and the Patients Association. The aim of the award is to enhance mutual understanding between patients and health care professionals, and should

describe work that could be widely adopted for the benefit of patients. There is a prize of £10 000 to the winning entry. The closing date for the full submission is July 2004, and a one-page outline must be sent to Lady Nourse by the end of May 2004. It is important to point out that this is an award for an initiative completed recently or nearly so, and is *not* sponsorship. The criteria must show an improvement in one of the following areas: doctor-patient communication; commu-

nication between doctors and the general public; communication skills of individual doctors as a result of the project; methods of transferring information between doctors and patients, and in-patient systems. The Royal College of Psychiatrists has won the prize 2 years running. For further information about the award, please contact Lady Nourse, Dullingham House, Dullingham, Newmarket CB8 9UP (tel: 01638 508186; e-mail: nourse@dircon.co.uk).