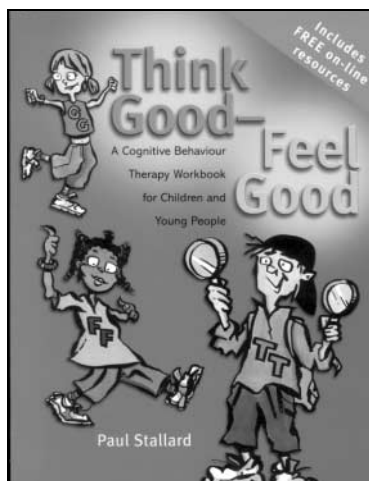




## reviews

### Think Good – Feel Good. A Cognitive Behaviour Therapy Workbook for Children and Young People

Stallard, P.  
Chichester: John Wiley & Sons,  
2002, £24.95 pb, 186 pp.,  
ISBN: 0-470-84290-3



This comprehensive text covers the different aspects of cognitive-behavioural approaches for children and young people. The extent of knowledge required to claim a grasp of the art of cognitive-behavioural therapy (CBT) is apparent within this book and information is presented at the requisite depth for its target group. The book addresses theoretical aspects of CBT in a methodical format, and so acts as an aide memoire for those with some formal instruction in the science. The introductory section on CBT with children and young people usefully visits the evidence base for its strengths and weaknesses in this age group. It appropriately considers developmental perspective issues that impact on the success of this technique.

Whereas *Think Good – Feel Good* was not intended to be delivered systematically as a package in a standardized 10-session course, I have used it very much in that fashion with satisfaction and success, finding that the structure appealed to this age group.

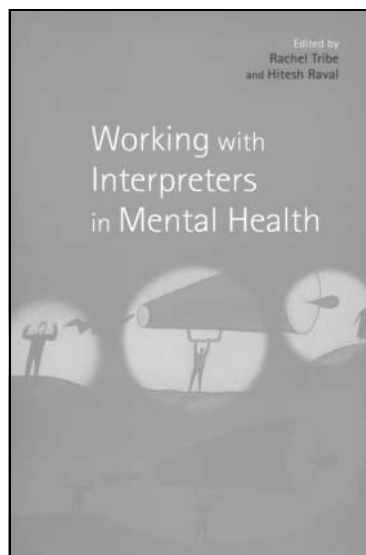
It is superbly complemented by age-appropriate graphics that serve to enhance its audience appeal and make it less like another academic struggle. In addition, I particularly liked the overall dimensions, font size and page design making the book format easy to use as a template for sessions. Another strength of this book lies in the free availability of

text and workbook resources through the website, which has been well received by its users. I have enjoyed using the book and experienced success with it having enriched my own clinical skill battery.

**David McNamara** Consultant Child and Adolescent Psychiatrist, Oxleas NHS Trust, 2 Newman Road, Bromley BR1 1RJ

### Working with Interpreters in Mental Health

Tribe, R. & Raval, H.  
London: Brunner-Routledge, 2002,  
£16.99 pb, 270 pp.,  
ISBN: 0-415-18878-2



Occasionally, all psychiatrists need the help of an interpreter. For many, working with interpreters is a regular, and increasingly frequent, aspect of routine work. An ability to work competently with interpreters is now a requirement of the MRCPsych basic specialist curriculum. When reading this book, I conducted a small, unrepresentative and biased survey of mental health staff and medical students. The results suggested that although communication skills are now widely taught, specific training on how to work with interpreters is still a rarity. This is an extraordinary omission. Communicating effectively is the essence of what we all do, and is never more vital than when trying to help people from different cultures.

This book provides the basics on how to work effectively with an interpreter, but also much more. Chapters written by interpreters themselves help to highlight the fragility of their profession, the difficulties they face in day-to-day work and

their strong feelings of being undervalued. Other chapters focus on therapeutic work with interpreters, and theoretical models that underpin much of the work. There are chapters devoted to the specific problems of refugees. Throughout the book, there are case vignettes and descriptions of individual services, which helps to keep the text lively and interesting.

Sadly, some of what is advocated is difficult, if not impossible, to put into practice within the current time restraints in the NHS. Ideally, out-patient appointments with an interpreter should be twice as long as usual, and time should be given before and after the interview to talk to the interpreter, but where will the time come from?

There are two important omissions from the book. First, the editors were unable to find anyone to write about working with deaf patients, and signing interpreters. Although much of the book would apply to signing interpreters, it is an area that would have benefited from its own chapter. Second, the use of psychometric tests across languages and the interpretation of assessment instruments are not included.

Do you really need to read a 250-page book to learn how to work with interpreters? Probably not, but there is much of interest in this book and hopefully it will draw attention to this important area of practice, encourage more skills-based teaching and prompt someone to include it in the MRCPsych examinations.

**Michael Phelan** Consultant Psychiatrist, Charing Cross Hospital, London

### Clinical Effectiveness in Psychotherapy and Mental Health: Strategies and Resources for the Effective Clinical Governance

McPherson, S., Richardson, P. & Leroux, P. (eds)  
London: Karnac, 2003, £16.99 pb,  
154 pp., ISBN: 1-85575-902-0

On reviewing this book, I had two things in mind. First, what's new in the material presented? And second, is the material presented likely to be effective in helping change my clinical practice?

Some chapters were particularly impressive. The chapter on political milestones gave a very good overview of the evolution of a quality agenda in mental health. Other chapters in the early part of the book seemed full of 'management speak' and did not sustain my interest. The chapter entitled 'In defence of NHS Psychotherapy' by Phil Richardson and