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BOOK REVIEWS

CAREER PLANNING CURRICULUM FOR PEOPLE WITH PSYCHIATRIC DISABILITIES: INSTRUCTOR'S GUIDE AND REFERENCE HANDBOOK

KAREN DANLEY,
DORI HUTCHINSON &
MARIA RESTREPO-TORO,
CENTER FOR PSYCHIATRIC
REHABILITATION, BOSTON
UNIVERSITY, 1998, TWO VOLUMES,
INSTRUCTORS GUIDE (140 PAGES)
AND REFERENCE HANDBOOK
(104 PAGES), \$59.95.

REVIEWED BY BARBARA GRANGER, PH.D.,
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For those who want to use the choose-keep approach to assist individuals with a psychiatric disability about vocational exploration and developing a vocational plan, these two booklets will be very satisfying professional resources. The authors are clear that this curriculum was developed to meet the needs of the student decision maker who wants to establish a long range vocational goal and develop a plan to achieve it. They clearly state further that this curriculum is not appropriate for those who are already certain of a goal and ready for training or employment or for those who wish immediate employment.

The Instructors Guide provides very well organized outlines for a highly structured dialogue. These outlines are complemented by the Reference Handbook with over 50 examples and exercises as supports to promote student learning. Six modules— specifying work values, appraising vocational strengths, selecting vocational interests, researching vocational possibilities, evaluating work choices and vocational planning— structure the decision making process as a person considers the planning process for long range vocational goals. Each section of the curriculum includes a useful Instructor's Orientation with a clear statement of the goal, the product, classroom management strategies and a variety of informal "teaching tips." What seems most engaging about this curriculum is the fact that the entire format is focused on vocational planning in a way that these decisions could be made by anyone and not designed especially for a person with a mental illness. The adaptability of this information through dialogue provides the opportunities for issues and concerns of the students.

Anyone who chooses to use this curriculum for a classroom/agency learning experience will need to assess the extent to which the level of information presented, questions posed and dialogue suggested are appropriate for the students who choose this experience. While the authors note that the guide is

not meant to be a script, it is difficult not to experience it as such. The authors encourage users to modify the curriculum to meet the unique needs of individuals. However, the actual process of translating the scripted guidelines may be cumbersome for practitioner/teachers.

One concern that I have as a reviewer is that the curriculum seems to focus almost solely on the individual. Job and career decisions are not always accomplished in the realm of the individual. People live in relationship to others (family and friends) and in larger economic systems which may influence and challenge any individual decisions. This underlying assumption of the person-environment interaction is at the core of psychiatric rehabilitation values, program design and practice.

For those who want to make use of these valued choose-get-keep materials that indeed reflect many years of research and curriculum testing, the immersion in the guidelines and learning process individualizing it to specific programs and groups of service recipients may prove very much worth the effort and most worthy of the memory of Karen Danley.

VULNERABILITY TO PSYCHOPATHOLOGY: A BIOSOCIAL MODEL



MARVIN ZUCKERMAN
WASHINGTON, D. C.: AMERICAN
PSYCHOLOGICAL ASSOCIATION,
1999, 535 PAGES, \$49.95.

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This book is a “must read,” especially for mental health professionals, clinicians, researchers, and graduate students who are interested in the etiology of mental disorders. Why? Zuckerman has produced an authoritative, comprehensive, and integrated volume on psychopathology. Even readers who are not familiar with certain more technical topics, such as psychopharmacology, will find that the concepts are well-explained and easy to follow. I didn’t expect to be as captivated by a book on psychopathology as I was with this one. Like a good novel, I found it hard to put down. I think it will capture your interest as it did mine.

Rapid advances in the study of mental illnesses, particularly in genetics, biology, and psychopharmacology in the latter half of the twentieth century have created a wealth of information. However, a drawback to this rapid advancement has been the lack of integration of the new information with other research, such as integrating biological and behavioral findings. Paradoxically, in the midst of an increase of information, a lack of integration can produce roadblocks to the advancement of research efforts into the etiology, diagnosis, and treatment of mental disorders. Although treatment or therapy is not discussed in this book the implication is

clear. Without an integrated knowledge base efforts to develop and deliver effective treatments or therapy will be blocked at worst and delayed at best. Zuckerman has addressed the integration problem by successfully amalgamating a massive research literature. He cited over 1,120 references, a list that occupies 75 pages. This list also provides the reader with an excellent resource for further information.

Zuckerman organized these research findings into a diathesis-personality-stress model framework, which is the basic tenet of his book. The proposal is that psychopathology as an end-product, is produced by a complex interplay of diathesis (genetics/biology), personality, and stress. Social and family factors also play a role. Together these factors create a vulnerability or disposition to the development of psychopathology. Zuckerman carefully considers the research knowledge in each of these areas, indicates whether it fits the hypothesis or models presented, and integrates the information for the reader. An important observation from the research, using this systematic approach, has been that although anxiety, depression, and antisocial personality represent an extreme dimension of normal personality, schizotypal personality and schizophrenic disorder does not.

Chapter 1 opens with a definition and discussion of diathesis, personality, and stress. This important opener sets the stage for understanding diathesis-stress models and the role of personality in these models. The diathesis-stress models covered include Meehl’s controversial “schizogenic mother;” Meehl’s updated model which includes a personality pathway, namely the SHAITU genophenocopy; the liability threshold model; and the additive model of diathesis-stress interaction. Newer diathesis-stress models differentiate between the timing of the stressor (i.e.,