

procedural knowledge that guides the cognitive processes is necessary to maximize the effect of the applied treatment techniques since it is often these plans that are recurrently activated in situations experienced as problematic by the individual. The comparative approach used consequently to illustrate similarities and differences between the metacognitive perspective and other relevant theoretical concepts and models such as Beck's Schema theory and Teasdale and Barnard's Interactive Cognitive Subsystems (ICS), also helps to clarify important aspects of the author's arguments. Besides the excellent structural presentation, a great deal of emphasis has been put on functional aspects. In accordance with the theoretical assumptions presented, the author guides the reader through conventional treatment components in a practical journey to identify relevant metacognitions and to conceptualize the S-REF model by adapting and reformulating the treatment procedures in several innovative ways. Along with practical tools such as specific screening inventories, this part of the book offers many revelatory experiences.

It is hard to find any major drawbacks with this book. The model presented is obviously work in progress – as many of the models and treatment techniques used in the clinical setting – and should not be taken for a complete theoretical and practical model of the foundation of emotional disorders and how to treat them successfully. In many ways it is rather an extension of current theories and treatment procedures, and as such, it offers many insightful pathways on how to structure and use our current knowledge. Although it is not groundbreaking information the author is presenting in this book, the scope of information covered and the thorough analysis and integrative approach, makes this book a valuable addition in the contemporary literature about cognitive behavior therapy. Albeit the abstract nature of the subject covered in this book, the clear-cut logical disposition creates in a convincing way the necessary conditions for a deepened understanding of metacognitions and the ways in which these processes “can be used to bring about changes in negative thoughts, distorted beliefs and distressing emotions”. Hats off to Dr Wells!

*Hi-Young Kim*

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*Practitioner's Guide to Empirically Based Measures of Anxiety.* M. M. Antony, S. M. Orsillo, & L. Roemer (Eds). New York: Kluwer Academic/Plenum Publishers, 2001. 512 pages. ISBN 0-306-46582-5 (spiralbound).

*Practitioner's Guide to Empirically Based Measures of Anxiety*, published under the auspices of the Association for Advancement of Behavior Therapy (AABT), is one of the most valuable books to have come out this year. This title is the second volume in the AABT Clinical Assessment Series, and follows an initial volume on assessment instruments for depression. A third volume focusing on child behaviour problems in school settings is currently in preparation.

The three editors have done an outstanding job with this book. It reviews more than 200 instruments for measuring anxiety-related constructs in adults, including self-report instruments and clinician-administered scales. The book includes chapters on instruments for particular anxiety disorders (e.g. panic disorder and agoraphobia, specific phobia, social phobia, generalized anxiety disorder, obsessive compulsive disorder, acute stress disorder and post-traumatic stress disorder) as well as other measures that do not emphasise the features of any particular diagnosis.

Appendix A includes a series of “quick view” guides summarizing the main features of the measures reviewed. Appendix B contains reprinted versions of more than 75 instruments that can be used free of charge. Samples of the other instruments covered in the book are provided and there is detailed information on how to purchase the assessment devices.

I found the convenient summary tables that compare and contrast different instruments in terms of their time requirements and suitability most useful. The summary of the reliability and validity of most measures was also invaluable.

If you wish to make your assessment practices more systematic, want to have assessment devices readily available, or want to expand your assessment practice with the most up-to-date approaches this book is definitely for you.

*Per Carlbring*

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