

roduces issues and problems that need to be considered when calculating the cost of providing media-based educational instruction. Readers seeking clues as to which media are best suited for a particular educational need will not find them in this book. What they will find is an interesting discussion of the costs of media used for large regional or national educational programs.

The bulk of the book, indeed the first six of its eight chapters, presents a theoretical framework in which to situate the various facets of economic analysis of educational programs. There is a chapter on the problems of choosing a particular medium to meet program objectives that might be useful to planners of educational programs in any field. Measuring educational achievement is discussed in a more philosophical vein by introducing the political and social considerations in program objectives and evaluation. Cost analysis is presented with a discussion of formulae for calculating a program's total costs, actual costs, and marginal costs.

These chapters serve as a foundation to help the reader understand the rationale for the cost and effectiveness evaluations undertaken for various educational programs. Using five case studies, the author presents cost evaluations of programs providing academic instruction aided by media to students at the elementary, high school, and college level. These cases are interesting but unfortunately both the costs and the benefits (in other than monetary terms) are not presented for every case.

The target audience of the book is not health- or patient-education specialists but rather economists or program administrators for large academic programs. Its main drawback as far as health professionals are concerned is its lack of data on health programs that use media. It is unclear why the author did not consider studying such programs inasmuch as there have been health education programs utilizing media that have taken place in schools and on the national level. Another drawback is that the book centers around the cost of providing academic education for thousands of students, a learning framework that does not usually characterize the patient-counseling or patient-education encounter.

Despite these criticisms, *The Economics of Educational Media* can give planners of patient education or counseling ideas for evaluating the costs of a program with an eye to linking those costs with desired outcomes such as cognitive achievement, ease of learning, or developing coping skills. This type of evaluation may become increasingly important in this time of limited resources.

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The Profession and Practice of Consultation: A Handbook for Consultants, Trainers of Consultants and Consumers of Consultation Services

June Gallessich,

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In the past two decades more than ever, changes in the functions of different existing social systems across cultures have often left both providers and consumers of social services facing the question, "Where and how do we go from here?" Since the processes of choosing what to do and knowing how to do it effectively can become equally trivial, *The Profession and Practice of Consultation* attempts to provide the necessary information, strategies, and guidelines for all consultants, and at the same time help consultees or clients identify their loci and roles in the process. The author focuses on various topical issues, including the ethical ramifications of the consultant-consultee relationship, and delineates systematic approaches to the practice of consultation.

Part 1 narrates the historical and theoretical bases for the practice of consultation, emphasizing its sociobehavioral and cultural origins and justifying its current place in the modern social services arena. The rationale for this justification is detailed in the chapter on basic roles and functions, while the issue of professionalism is clarified using six criteria presented in the chapter on role boundaries. As an objective assessment protocol, these criteria delineate the common characteristics of all consultants.

As linkage to Part 2, three theories are presented along with their underlying principles. The "open-systems" theory is discussed in detail and used to describe the multi-focal nature of consultation in human services organizations. The implication is that, as technical specialists for complex social organizations, professional consultants must fully understand the features, problems, and pressures of a "rapidly pulsating pluralistic environment." In chapters 4 through 10, extensive reviews of social psychology literature punctuate—with acceptable biases—analyses of the various models which can be adopted to solve consultation-related problems. Case examples are presented with indepth discussions on the variables, conceptual problems, and designs for solution and their limitations.

In Part 3, the new conceptual information shared from the author's wealth of experiences is exceptionally valuable and should be of interest to all consultants and consultees, especially those with public-health and health-care orientations. This section resolves some common dilemmas related to latent outcomes in the consultation process. From preliminary exploration to termination and exit, each of the ten phases identified emphasizes the quality of technical skill and knowledge

needed by the consultant; in any crisis situation, the consultant must serve as the guardian of the consultant-consultee relationship.

The final 3 chapters speculate on the future of the profession, and this should be of great interest to all readers of this journal. The developmental potentials are perceived as enormous despite the acknowledged dilemma in the ongoing search for a code of ethics. The set of twenty-six principles referred to as a "comprehensive code of ethics for consultants" seems incomplete with its sparse position statement, and lacks guidelines for the consultee's rights and privileges. This aspect should have received more attention in a

"handbook for consultants, trainers of consultants and consumers of consultation services."

The final chapter, on patterns of training, is quite comprehensive on professional development. The detailed program plan could be adopted in any accredited training setting. On the whole, this book is to be highly recommended. For those interested, the Appendix provides several referrals for further contact with organizations concerned with consultation.

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