

The Creative Seed: How to Enrich Your Life Through Creativity

Lilian Wissink

Exisle Publishing, 2013, 240 pp., \$24.99 (AU paperback), ISBN 978-1-921966-25-5.

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The Creative Seed is a thought-evoking text written in a very creative way. The structure makes this self-help book easy to read and provides opportunities for reflection and introspection. The content, although not theoretically grounded, is appropriate for persons wishing to explore or hone their creative abilities. This text has been appropriately written for laypersons, a recommended resource for budding or established creative masters, and also for those who believe they lack the creative seed.

The straightforward, anecdotal style of writing, characteristic of *The Creative Seed*, promotes self-reflection. The reader is persuaded to give attention to skills and qualities that they may already possess, and guidance on how to help them grow. At times, the bullet points sketched out throughout the book became repetitive, and in some instances could have benefitted from greater explication; however, it is that very style and structure that makes the text reader friendly.

Regarding the content of this original text, what creativity really is was fully expounded. Additionally, the fact that creativity is about dancing and singing has been fully demystified. The writer presented the position that creativity was more linked to world ontology and a personalised journey, as new pathways are carved on life's highways. Two directives must be followed so that one can begin the journey of reaping the creative seed: (1) you must give yourself permission to begin, and (2) you must be willing to take risks. Following these directives, the writer suggests, will turn into four elements of creativity: you will develop *skills*, *experiment* more, *evaluate* your progress and creativity, and *discover* your own unique approach to creativity (SEED).

Wissink provides a fresh approach to looking at creativity. While valuable and insightful points were presented, the text was scarce in mentioning theoretical concepts that undergird creativity, serving both as an advantage and as a disadvantage, particularly in the light of its readership. The writer included works cited, but the text does not include in-text citations. Nevertheless, this book is an interesting read and an excellent resource.

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Psychological Testing and Assessment (2nd edition)

David Shum, John O'Gorman, Brett Myors and Peter Creed

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The starkest difference between this book and the many other textbooks available on psychological testing and assessment is that this text is written by Australians. The book is split into five sections, each with between two and five chapters.

Section 1 (The Context of Psychological Testing and Assessment) provides an introduction to psychological tests, including what they are and their associated advantages and limitations. The process of psychological assessment is also broadly outlined with reference to best practice and ethics. Section 2 (Methodological and Technical Principles of Psychological Testing) goes into detail about the psychometrics underlying psychological tests (i.e., norms, reliability and validity), as well as the process of test construction. Section 3 (Substantive Testing and Assessment Areas) covers two areas highly pertinent to psychological testing and assessment; intelligence and personality. Section 4 (Areas of Professional Application) presents separate chapters on the use of psychological testing and assessment in the fields of clinical, organisational, neuropsychological, forensic and educational psychology. Section 5 (Prospects and Issues) looks to the future by discussing topics such as the increased use of computers and the internet when administering and scoring psychological tests.

Each chapter begins with a list of chapter objectives, key terms, and a 'Setting the Scene' section where examples of practical, real-world uses of psychological testing and assessment are provided. Chapters end with a chapter summary, questions readers can use to test themselves on the content covered in the chapter, suggestions for further reading, as well as useful websites. Further, section 2 chapters include exercises that readers can complete to help consolidate the highly technical psychometric information covered in this section, while the chapters included in section 4 contain interviews with practising psychologists that focus on the use of testing and assessment in their particular field of speciality. The instructor resources that come with the text include, for each chapter, PowerPoint slides, an image bank, class discussion topics and activities, and a test bank of multiple-choice and short-answer questions.

The highlight of this book, which was mentioned above, is that it was written by Australians. Several Australian-specific examples of psychological testing and assessment are therefore littered throughout the book (e.g., NAPLAN testing, ability testing with Indigenous Australians), making it very relevant for Australian psychology students. Additionally, the depth with which some topics are covered is impressive. For example, in section 2, which covers the psychometrics of testing, Rasch analysis is detailed, in addition to factor analysis and multitrait-multimethod research designs. A great strength of this book would also have to be the instructor resources that accompany it; in particular, the impressive number of both multiple-choice and short-answer questions available for each chapter. This not only reduces the burden of creating an end-of-unit exam, but enables the development of weekly online quizzes based on the prescribed reading that students can use to check and consolidate their learning. The authors also did an excellent job ensuring that content was up to date, which was clearly highlighted when reference was made to the Cattell-Horn-Carroll theory of cognitive abilities. The chapter on intelligence also included a brief outline of the cross-battery assessment technique.

While some topics covered in the book benefitted from great depth, other topics that are highly central to psychological testing (such as socially desirable responding and acquiescence) were only given a cursory mention, while others failed to gain a mention at all (e.g., the use of behaviour rating scales in the educational psychology field). Additionally, a whole chapter on psychological report writing is arguably

justifiable, given that it is often the culmination of many psychological assessments. That the discussion of psychological reports was confined to the chapter on clinical assessment may give inexperienced readers the erroneous impression that report writing is not a common activity in other areas of psychology, such as educational and neuropsychological specialisations. Further, that the topic of vocational assessments was included in the chapter on educational testing, and not organisational, seemed quite odd. A final criticism is that the book was repetitive at times, referring to the same or very similar content in multiple chapters. For example, intelligence tests were covered in three separate chapters.

Notwithstanding the above suggestions for improvement in future editions, my overall impression of the text book is very positive. Comments made by students throughout the semester have been similarly positive.

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The Bravehearts Toolbox for Practitioners Working with Child Sexual Assault (2nd edition)

Nadine McKillop, Carol Ronken, and Sam Vidler
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‘Saviour! I’ve no one else to tell — And so I trouble thee’, Emily Elizabeth Dickinson (1830–1886). Often children who have experienced sexual assault wish only to disclose to the individual with whom they have formed a therapeutic bond. For many practitioners, however, disclosure results in referral. Reasons can include uncertainty about legal obligations, or self-doubt regarding one’s professional competence to manage and therapeutically treat the disclosure. The authors of *The Bravehearts Toolbox for Practitioners Working with Child Sexual Assault* tackle these issues and provide therapeutic tools for practitioners who have received a disclosure. Bravehearts recommends that it is preferable for practitioners who have received a sexual assault disclosure to continue working with the young person, particularly if a therapeutic relationship has already been formed. This book aims to equip practitioners with the knowledge, skills, and techniques needed to professionally, ethically, and legally manage the disclosure of sexual assault.

This is a process-orientated and skills-based resource for practitioners working with child sexual assault. The book guides practitioners towards understanding the indicators, presenting behaviours and long and short-term outcomes for children who have experienced sexual assault. It provides a voice to the often silent and isolating experiences of these children.

McKillop, Ronken, and Vidler have thoughtfully outlined appropriate responses for practitioners, from reporting sexual assault to detailing therapeutic processes and