

effective therapeutic techniques. Ideally, the attentional retraining improves cognitive flexibility by strengthening selective, divided, and rapid attentional switching. Arguably, the same process serves as exposure for patients wanting to have a 'blank' or 'quiet' mind. Specific examples of techniques are provided, designed for helping patients with attentional retraining. Thereafter, in chapter five, Wells transitions the reader into the importance of being aware of thoughts, without being anchored via attentional biases to those thoughts. To facilitate the experience of detached mindfulness and therein teach the skill, 10 specific techniques are presented for use with patients.

Having provided the basic techniques for MCT, Wells proceeds to detail MCT within the context of three anxiety disorders (i.e., generalized anxiety disorder, posttraumatic stress disorder, and obsessive compulsive disorder) and major depressive disorder. The text provides a brief description of each disorder. Thereafter, each disorder is described as a construct within the MCT model. Wells provides detailed descriptions for generating an MCT case conceptualization, augmented by several case examples. Indeed, the disorder-specific detail provided in each of the four chapters is a significant strength of the text.

The second to last chapter of the text provides a review of the available empirical evidence for MCT. The available evidence is divided into support for the theory, specific techniques, and the comprehensive MCT. Growing evidence appears to be available to support the use of MCT. Wells concludes with a summary chapter that provides future directions for theorists and researchers. The text concludes with a series of appendices that include questionnaires, summary sheets, and several tools to support MCT.

Overall, the text serves as a comprehensive introduction to MCT. Potential practitioners should of course seek supervision, but such experiences and additional support appear available through Wells' MCT Institute. In the interim, the text provides interested readers with an excellent starting point for exploring the potential benefits of MCT.

R. NICHOLAS CARLETON (Clinical Psychology, University of Regina, Saskatchewan, Canada, e-mail: Nick.Carleton@uregina.ca)

Cognitive Psychology: A Student's Handbook (6th Ed.)

By M. W. Eysenck and M. T. Keane

Florence, KY: Psychology Press, 2010. \$53.96. ISBN 978-1-84169-540-2

Now in its sixth edition, Eysenck and Keane's *Cognitive Psychology: A Student's Handbook* offers a comprehensive review of current and classic theories and findings in cognitive psychology without being stale. The authors have chosen to expand the meaning of cognitive psychology to encompass descriptions of behaviour *and* brain, which have otherwise been described as cognitive neuroscience and readers will notice this difference in perspective. The text is supplemented by a large number of figures, insets with examples and elaborated discussion, and boxes of key terms. The glossary is quite good and the subject index is well populated. These extra resources are at the high end of what is usually encountered in a text of this type making it a great source for lecture construction, students wishing to expand their knowledge of the field, and scientists in related fields looking for a good reference book on cognitive psychology.

The first chapter of this work is incredibly useful as it puts great effort into integrating the various cognitive sciences in a way that explains their relevance to each other and to the discipline of cognitive psychology as a whole. Included are detailed descriptions of most key terms and methods needed by novice researchers to navigate the field, which has become increasingly

complex in recent decades. If for no other reason, this work is recommended reading just for this introductory chapter. However, to the delight of the keen reader, the authors carry this theme of integration throughout the main body of the text as well, as they go on to cover the standard cognitive fare we would all expect. The main body of the work divides study of human cognition into four primary domains, or Parts, commonly discussed in cognitive psychology texts of this type: Visual Perception and Attention; Memory; Language; and Thinking and Reasoning. Finally, the handbook concludes with a section on less conventional research entitled Broadening Horizons.

Part I: Visual Perception and Attention distributes the material into the topics of basic visual processing; object and face recognition; perception, motion, and action; and attention and performance. The organization of material logically proceeds starting from the lowest levels of perceptual reception and building up through the cognitive system from there. All of the classic material is here organized in the expected way. The authors do a good job of presenting the controversies of the last 60 plus years and this makes for the perfect vehicle for explaining the material in an interesting format that should be accessible for all levels of readers.

An ongoing structure is introduced in Part I. After a theory is introduced, a separate heading, 'evidence' provides findings on both sides of the issue; following this, the heading, 'evaluation' provides conclusions based on the balance of evidence. In the theme of integration, proof from areas, such as behavioural study, neuropsychological dissociations, and imaging are included as support for current perspectives. With this formal structure, the reader is left with a profound sense of why current paradigms exist and are pre-eminent rather than just learning about each theoretical position from its original perspective. It also practically demonstrates the scientific thought process, which can never be overstressed. The authors also include some of the most intriguing examples from research over the years, such as Gestalt illusions, the Ames Room, cortical blind sight, fusiform facespace theory, dual route theories of perception and action, mirror neurons, change blindness, hemispheric neglect, the ventriloquist effect and the Stroop effect, to name but a few; examples that are perennial favourites in the classroom which, when using other texts, I have in the past had to collect from various sources. Thus, the opening section appears very useful for initiating classroom interest by covering some of the more exciting and accessible phenomena related to cognitive function.

I liked *Part II: Memory* so much that I have expanded review of Part II in order to describe the themes and strategies Eysenck and Keane use throughout the handbook. One aspect of this text I especially liked was that memory was treated as its own topic rather than having short term and working memory (especially executive) processes calved off into respective sections on perception and attentional processing, as is sometimes the case. I have found treating memory processes as their own topic has increased students' ability to grasp the major themes and divisions in these phenomena. Non long-term memory systems such as sensory and working memory are covered in the chapter entitled Learning, Memory, and Forgetting, along with related topics such as implicit learning. A cohesive presentation of this material is achieved through discussion of the separable memory systems as they occur along the time line of cognition. Each boundary is argued with experimental examples of the types of errors and learning curves that each system is thought to be responsible for. Despite this classical treatment of memory, some discussion is given to the evidence for unitary memory store models as well, although, in comparison to some texts, this treatment might be considered light. Additionally, the subsection on forgetting is especially comprehensive compared to others works I have seen.

The chapter on long-term memory opens, as any good chapter on long-term memory probably should, with the poignant and illustrative example of the neuropsychology patient HM. In this fashion, the main balance of the chapter continues along relatively conventional lines covering topics, such as the declarative/non-declarative distinction, the episodic/semantic distinction, and

concept organization. One bonus in this chapter is a very well-organized subsection devoted solely to tying each topic from the previous sections to specific brain systems. Whereas some texts include this information as though it were an afterthought, here, however, one section lays out the neurocorrelates to each memory division clearly and cogently in a format that is easily encoded or referenced. I will use this myself.

The orphans of classical memory research – autobiographical, eyewitness, and prospective memory – are given separate treatment in a chapter entitled *Everyday Memories*. Reasons for the distinction among everyday memory and conventional memory research are explored. The easy applicability to students' experiences or popular culture should make this chapter an engrossing one in the classroom with subsections with titles like 'From Laboratory to Courtroom', and 'The Cross-race Effect'. Similar to the previous chapter, Eysenck and Keane's treatment of this material includes a healthy dose of evidence from cognitive neuroscience and neuropsychology, which, when combined with the personal relevance of the material may provide for more engagement in what many students consider dry or more difficult subject matter.

At this point, in this review you should have an understanding of the types of strategies Eysenck and Keane use to educate us about cognitive psychology; these methods persist throughout the remainder of the handbook. Thus, from here going forward I will concentrate mainly on content review. *Part III: Language* begins with a larger foreword than the previous major sections and offers an engrossing discussion of the meaning of thought and its relationship to language. This includes treatment of the nature versus nurture debate as well as an extended section on the Whorfian hypothesis and recent data giving some support to this theory. The main body of Part III is comprised of chapters on reading and speech perception, language comprehension, and language production.

Part IV: Thinking and Reasoning includes chapters on problem solving and expertise, judgment and decision making, and inductive and deductive reasoning. The first of these chapters is organized into a discussion of how problems are transformed to goals, how prior experience is transferred to the problem, and the role of expertise. The middle chapter gives a very balanced treatment to two-staged and single-stage process approaches to describing judgment. This is in contrast to other sources I have read, which were ostensibly biased towards dual-process models. Finally, Chapter 14 uses the topics of deduction, induction, and informal reason to answer the question: 'Are humans rational?' The answer, it turns out, is complex. Real life reasoning is generally correct and efficient and relies on context, whereas in the lab, decontextualized problems can result in intelligent individuals making very common errors. Examples of interesting findings abound in Part IV.

Part V: Broadening Horizons, the final major section, gives treatment to chapters on Cognition and Emotion, and Consciousness. Cognition and Emotion are reviewed through the perspectives of appraisal theories, how emotion is regulated, and multiple facet models; the subsections on the effect of mood on cognition, and mood and bias, were especially well done. Independent treatment of the topic Consciousness, instead of combining it with attention or executive processes, is a nice feature of this handbook. I have never seen this material so well explained in one source at this general level.

My final review is very positive. One shortcoming of this text might be the encyclopedic density and level of analysis offered here. Overall, the writing tends to be quite technical. Rather than drawing attention to a few key themes that can be found throughout the field, this work truly covers most everything. Alternatively, however, this possible weakness is also the largest asset of this text as well. If an issue is important to cognitive psychology, it is likely in this book. And, if you don't know how to appraise a line of evidence in one of these areas, this handbook will likely give you a balanced treatment of that area and some concrete conclusion to be drawn, with great

examples and visual aids to help! If you are a cognitive scientist, this is a must-have reference. If you teach, you will definitely want to consider using this book. I am very glad to have a copy.

ARRON W. S. METCALFE (Department of Psychiatry and Behavioral Science, Stanford University, CA, USA, e-mail: arron.metcalfe@stanford.edu)

The Positive Psychology of Buddhism and Yoga (2nd Ed.)

By M. Levine

Florence, KY: Psychology Press, 2009. \$31.46. ISBN 978-1-84872-851-6

I just finished reading Marvin Levine's *The Positive Psychology of Buddhism and Yoga: Paths to Mature Happiness* (2nd Edition, 2009, Routledge). The book has much going for it. It offers an accessible introduction to the psychological tenets of these two eastern spiritual traditions, connecting them periodically to the tenets of Western psychology. It uses an engaging narrative approach, illustrating key ideas with both everyday and classic stories that help readers connect the often abstract ideas and terminology of Buddhism and Yoga to their own personal experiences. It also spotlights Buddhism and Yoga separately, in turn, comparing, contrasting, and ultimately synthesizing these two Eastern traditions in ways that prove to be extraordinarily helpful to readers unfamiliar with either or both.

As the title suggests, the book is of considerable relevance to positive psychology. Like positive psychology, Buddhism and Yoga concern themselves with optimizing individual well-being and facilitating positive relations with others. Also like positive psychology, Buddhism and Yoga offer specific strategies that individuals can practice – ideally daily and within micro-moments – to gradually foster such self-transformation. The ideal of such transformation, Levine argues, is a mature happiness, characterized as the combination of wisdom (about human nature) and peace of mind.

The book has some quirks, which are ultimately forgivable. The *Introduction to the First Edition* (pp. xix–xxv) is vital reading to understand these quirks. Here, Levine outlines his unique perspective and aims. A long-time faculty member in experimental psychology, Levine has no formal training in eastern religions or clinical psychology, the two approaches he weaves together in this book. Neither has he contributed to the empirical literature on positive psychology. Yet, on weekends across several decades, he pursued his passion as an avid spiritual seeker by reading everything he could on eastern philosophy and religion. Eventually, his colleagues in clinical psychology at SUNY Stony Brook became aware of his vast knowledge of the psychology of Buddhism and Yoga and invited him to present an introductory lecture to graduate students within their doctoral programme. A few years later, these students, wishing more extensive teachings from Levine, convinced him to offer a year-long weekly seminar, despite his status as a retired Professor Emeritus. This book emerged from the presentations Levine made in that more extensive seminar. Because Levine dove into Buddhism and Yoga as a spiritual seeker, never intending to make it a scholarly pursuit, he doesn't bother to quote his classic sources or stories verbatim or use the norms of scholarly citation and referencing. Throughout the book, he draws on his own memory and life experiences and uses his own dramatic story-telling licence as he sees fit. While at times, this style might frustrate a reader hoping to use Levine's book as a springboard into other classic or scholarly readings on these topics, his casual manner is no doubt a large part of what makes the book a quick and easy read.