peotic modality. Ms. Watson has taken care to develop individual, group, and community cases to provide a wide variety of developmental and occupational issues and to vary the performance components and environments addressed.

A number of group and individual activities, assignments, and potential projects are included to develop students' problem-solving and psychomotor skills and provide the context for integration of central concepts. The appendices are also integral parts of the text, providing blank copies of the Analysis and Profile forms, relevant American Occupational Therapy Association position papers, and an outline for a course developed around this material.

Task Analysis is presented as a potential textbook for both occupational therapy and occupational therapy assistant students. As a basic text, it does a fine job, emphasizing student participation in learning and integrating theoretical information and practical application. It is easy to read and well organized. Interesting facts and questions are sprinkled throughout the chapters. Student learning activities have been tested at the University of Scranton, and student photos, projects, and work are included throughout the book. For professional students, I believe the book would need to be supplemented by an additional text or readings to provide the depth of theory which is appropriate to their level of learning and responsibility. The concept discussions provided in the individual chapters are quite brief, as are the theoretical models and descriptions on disabling conditions.

This book may also be used as a supplement to other texts and used throughout a curriculum, providing case examples for discussion of theories, models and concepts, and instruction in therapeutic media and activities. The text is especially strong in its use of case to energize and provide a context in which students can learn to do, experience, appreciate, and examine therapeutic occupations. It may also provide a useful format of joint occupational therapy student/occupational therapy assistant student learning experiences.

Task Analysis emphasizes the Function Performance Model to the extent that a faculty may need to enlarge the discussion and activities for some concepts important to other models. For instance, the Model of Human Occupation and Occupational Behavior have a broader understanding of the temporal components of occupation than are discussed in the text. Some of the learning resources needed for assignments are included in the text and appendixes, however, some key resources must be obtained separately. The usefulness of the text by experienced therapists is probably considerably more limited than for entry-level education. However, it could be of use to therapists returning to practice where its cases may provide context for review of current occupational therapy theory and practice.

Catherine Yanega Gordon, EdD, OTR/L, FAOTA

Health Professional and Patient Interaction, 5th Edition
Ruth Purtilo, PhD, PT, and Amy Haddad, PhD, RN (1996)

This text targets a unique audience: college students early in their liberal arts studies (or the pre-health care professional). The common language of health professionals is the focus, emphasizing respectful relationships between the health professional and the patient.

Although previous editions have focused on important issues of the health care student's roles and needs, the health professional, and the interaction between patients and professionals in various situations, this fifth edition includes an initial section that places the interaction in context. A few of the topics to which the student is exposed in this well-articulated section include the evolution of professions within society, the harmony and conflict of health care within society, value systems, institutions, laws, and cultural sensitivity.

Those who have assigned or studied prior editions of this text will find some entirely new material in this edition (e.g., the chapter on nonverbal communication), while some chapters remain unchanged. Readers can explore a number of issues related to being a student and being a professional before they consider a wide range of general professional skills (e.g., communication, professional boundaries, closeness). Furthermore, the reader is exposed to particular patient and family interaction issues specific to stages in the life-span. Although this text targets college students early in their studies, particular chapters may be considered by occupational therapy clinicians, students, and faculty who are looking for a resource relating to respectful interaction with clients. It might also be recommended to the mature high school student who is beginning to explore a health career option.

Linda McClain, PhD, OTR, FAOTA

Clinical Process Redesign: A Facilitator's Guide
Steven L. Strongwater, MD, and Vincent Pelote, MBA (1996)

This soft-cover spiral bound text, written by senior-level clinical administrators of a large academic medical center, is a practical guide for learning the concepts and techniques of clinical process redesign. The text is organized for ease of use by including self-administered checklists, case examples, exercises, and models to clarify key points.

The information on facilitating a group and running an effective meeting will be familiar to occupational therapy managers. What is most helpful is the presentation of numerous techniques and tools for data collection and presentation. These are described in a concise and clear manner according to appropriate use and rationale.

This text will benefit the busy manager by eliminating the need to organize a training packet of their own. The design is user-friendly through both a layout that is free from excessive text and jargon and a series of easy-to-read slides that can be reproduced as overheads.
The final section contains a list of current relevant literature for additional reading.

In summary, this a concise, easy to use training manual to introduce staff to the concepts of process redesign or to prepare those newly assigned to a process redesign team in the methods of facilitation and leadership and use of various process tools and techniques.

MaryBeth Merryman, MS, OTR/L

Assessment, Evaluation, and Programming System for Infants and Children: Volume 3

AEPS Measurement for Three to Six Years

Diane Bricker, PhD, and Kristie Pretti-Frontczak, PhD (Eds) (1996)

Paul H. Brookes Publishing Co., PO Box 10624, Baltimore, MD 21285-0624

400 pp., $57.00, ISBN 1-55766-187-1

Asessment, Evaluation, and Programming System for Infants and Children: Volume 4

AEPS Curriculum for Three to Six Years

Diane Bricker, PhD, and Misti Waddell, MS (Eds) (1996)

Paul H. Brookes Publishing Co., PO Box 10624, Baltimore, MD 21285-0624

304 pp., $49.00, ISBN 1-55766-188-X

The AEPS is an assessment and evaluation system with an associated curriculum. It is the product of 22 years of work from special educators and early intervention specialists. Its primary audience is teachers, however, the tool is applicable to others from many disciplines.

In Volume 3, developmental skills are divided into six domains: fine motor, gross motor, adaptive, cognitive, social communication, and social with emphasis on the cognitive domain. The test is criterion based and most appropriately used by persons who will be in regular contact with the child. Items are referred to as goals and are worded for use in IEP/IFSP documents.

Volume 4 contains the companion curriculum. Activities are given for each goal identified by the AEPS assessment. Although therapists with experience in preschools will find many of the activities familiar, the book contains useful suggestions on how they can be integrated into daily routines. Some suggestions are given for adapting activities for children with more severe disabilities but this is not a focus of the curriculum.

The AEPS is a comprehensive system with close attention to detail. It is clearly written and easily understood. Occupational therapists will find the AEPS most useful as a common tool among team members.

Catherine Orr, MA, OTR, BCP


Mark S. Schwartz (1995)

Guilford Press, 72 Spring Street, New York, NY 10012

908 pp., $60.00, ISBN 0-89862-806-7

As the director of a large rehabilitation department, I am frequently bombarded with requests for resource texts from the staff members. The costs of such books are usually prohibitive unless it can prove its applicability across all disciplines and within some or most practice areas.

This second edition of Biofeedback: A Practitioner’s Guide meets that standard. Its extensive coverage and easy reading style make it an excellent resource in the rehabilitation department for occupational therapists, physical therapists, speech/language pathologists, exercise physiologists, and audiologists. The author provides a treasure of information for the biofeedback clinician as well as those merely interested in the field. The experienced therapist and researcher will find something of value and appeal within this edition.

Identification and application for evaluations and treatments are covered in chapters devoted to psychophysiological symptoms (headaches, TMJ, Raynauds, essential hypertension, diabetes mellitus, ADHD), neuromuscular dysfunction (gait training, neuromuscular re-education) and disorders of the bowel and bladder. Newer chapters are devoted to working with special populations such as pediatrics and the elderly, and other chapters discuss professional and ethical considerations for biofeedback use.

In reviewing this text I have only one recommendation. Although the author does give a brief discourse on reimbursement (as it relates to the psychologist), it would be helpful in future editions to provide guidance to those outside the field who can demonstrate competency in the provision of biofeedback services.

Nevertheless, I highly recommend that this text become an integral part of any clinician’s resource library for its extensive coverage of diagnosis and the appropriate evaluation and treatment regimes. The author’s extensive years of experience will afford the reader a unique and comprehensive perspective on the field of biofeedback.

Darylynn Griffin

For Your Information

Drugs of Abuse, 2nd edition

A. James Giannini, MD (1997)

Practice Management Information Corporation, 4727 Wilshire Blvd., Suite 300, Los Angeles, CA 90010

313 pp., $49.95, ISBN 1-57066-053-0

Feminist Theories and Feminist Psychotherapies: Origins, Themes, and Variations

Carolyn Zerbe Enns, PhD (1997)

The Haworth Press, Inc., 10 Alice Street, Binghamton, NY 13904-1580

346 pp., $49.95, ISBN 1-56024-980-3