illuminations, and photographs clarify the text. Additionally, numerous andrological features add to the usefulness of the text. Key terms and learning objectives at the beginning and review questions at the end of each chapter will help students study the material; these features will also be useful to educators creating test questions and essays. The chart, “Medications Commonly Used to Treat Stroke and Its Concomitants,” on the inside covers is an extremely useful quick-reference guide for fieldwork students and practitioners. Sample assessments, incident reports, progress notes, and continuous quality improvement studies provided in the appendixes will be helpful to practitioners and administrators. The “COTA Considerations” at the end of most chapters are another notable feature. The detailed index is a convenient guide to the contents.

The only “weakness” of the book may be that the use of medical terminology throughout makes it more appropriate for higher level occupational therapy courses. I strongly recommend this text to anyone in occupational therapy working with or teaching and learning about adults with stroke.

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Neuroscience for Rehabilitation
(2nd ed.)
Helen Cohen, EdD, OTR, FAOTA (Ed.) (1999)
Lippincott Williams & Wilkins, 227 East Washington Square, Philadelphia, PA 19106-3780
488 pp., $43.95, paper
ISBN 0-397-55465-6

In the second edition of her book, Dr. Cohen has updated and expanded many of the sections and features. Twenty-nine contributors, from a variety of fields, have authored or coauthored chapters, and the result is a comprehensive reference for clinical neuroscience.

In section one (basic processes), the information on gross anatomy, the neuron, and neurotransmitters has been expanded and updated. This section is greatly enhanced when compared with the first edition. For example, in the new edition, separate chapters are devoted to the neuron, neurotransmitters, and circulation and noneural cells. Numerous diagrams (in this section and throughout the text) assist with clarification of the material.

Section two (sensory systems) has also been updated and greatly extended, specifically the portions on the somatic and special senses. The anterolateral system, discriminative touch, and proprioception each have separate chapters, as do the auditory, vestibular, visual, and chemical systems. The enhancement of this section reflects the current state of knowledge and the diversity of information. Although extensive, it is at an appropriate level for undergraduate students, and will help them relate science to practice.

Section three (motor systems) is similar to the first edition, but like other sections, has been greatly enhanced and expanded. Chapters in this section include lower centers, higher centers, and the autonomic nervous system. Section four (higher cognitive functions) is vastly different from the previous edition. Now structured within three chapters (neural mechanisms of normal emotions, neural mechanisms of learning and memory, and neural mechanisms of language), the information reflects the intricacies of these systems. Finally, section five (the life span) updates the original sections on nervous system development and recovery of function and includes a new section on neural mechanisms of aging. The book also contains a comprehensive glossary and index. As with the first edition, each chapter has a section entitled “Clinical Correlations” where specific examples tie the scientific information to situations that might be seen in clinical practice.

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Activities: Reality and Symbol
Gail S. Fidler, OTR, FAOTA, and Beth Velde, PhD, OTR/L (1999)
Slack Inc., 6900 Grove Road, Thorofare, New Jersey 08086-9447

192 pp., hardcover, $35.00
ISBN 1-55642-383-7

As the profession embraces a renaissance of focus on occupation, the publication of Activities: Reality and Symbol by Fidler and Velde is timely. Gail Fidler, the progenitor of activity analysis from the psychological perspective, has brought together much of her classic work on the use of activities and symbolic implications addressing the full spectrum of human endeavor with content on play, games, and sports; crafts; jobs and career; the arts; the environment; self-care and self-maintenance; and activities that interface with nature.

A unique contribution of this volume is inclusion of the time-honored object history. One can now readily introduce students to a personal journey of exploration of a valued object in their life. Another equally important topic is Fidler’s well-known multimedia “activity laboratory” workshop. The premise of this book is that experience is the best teacher and that through exploration of the human dimension of the meaning of activities one develops and hones creative problem-solving skills. Fidler and Velde do not provide reductionistic approaches to activity analysis on the basis of Uniform Terminology; instead, they favor using a hypothesis-generating stance that invites the reader to explore the many rich possibilities of meaning in activities.

Although the authors do not frame their work in the parlance of clinical reasoning, their approach to practice supports a narrative, qualitative perspective on activity analysis and selection. For students and therapists who are seeking prescriptive structure or models, this book will not be easy, but the focus of practice tends to be more amorphous and ambiguous than simplistic approaches imply. Many of the chapters, however, offer exercises that allow readers to analyze and reflect on their own occupational choices, self-care activities, interaction with the environment, interests and hobbies, the arts, and cultural activities. The unexamined activity, if anything, is less educational, and the authors have succeeded in meeting their goal of triggering awareness and stimulating a call for continuing study of the nature of activities.