end of each chapter are quite extensive and could provide a number of sources for basic research for interested therapists. There are extensive references to neuroanatomy and neurophysiology as well as many abbreviations requiring frequent references to earlier material.

Occupational therapy is mentioned a couple of times, always in conjunction with other team members or a team approach. Most of the treatment strategies discussed are surgical or pharmacological. Therapists will find the chapters on normal aging of the nervous system, neuropsychological assessment, diagnosis and management of dementia, and Alzheimer disease and cognitive loss particularly interesting.

Although Principles of Geriatric Neurology is a little tedious at times, it provides good information regarding many of the problems facing the geriatric patient and those who care for him or her.

Lee Ann Quintana, MS, OTR

The 7-Minute Rotator Cuff Solution—A Complete Program to Prevent and Rehabilitate Rotator Cuff Injuries


This book is a good resource for occupational therapists working in upper extremity rehabilitation, especially those interested in sports-related injury. The book is divided into two parts, theory and exercise program. The theory portion briefly reviews rotator cuff anatomy, function, and rotator cuff problems. Written in basic terms for the lay person and athlete, it is easily readable and understandable. The program section provides detailed exercises for the rotator cuff, offering optimized and modified techniques as well as techniques to avoid. Detailed illustrations are given for the five routines outlined. An appendix offers a more technical look at the rotator cuff for health professionals. The bibliography is up to date.

Occupational therapists will find this book a good resource to use with clients in their rehabilitation program for rotator cuff problems.

Susan Bovie, OTR/L

When Your Child Needs Testing


Although a number of books about children and testing have been published for professionals and parents, this book provides an exceptionally clear and concise self-contained explanation that is appropriate for parents, teachers, and occupational therapists. The book begins with 10 hypothetical cases of children from 3 years to 18 years of age with varied cultural backgrounds and presenting problems. These cases are used in discussions of appropriate tests and explanations of results. The one shortcoming of the book is that the reader must refer to the beginning to remember each of the cases as they are cited in subsequent chapters.

When Your Child Needs Testing demystifies the testing process with a brief explanation of norms derived, standard scores, percentile rank, and reliability and validity concepts that often seem overwhelming. Parents often get bogged down trying to tell their child why he or she must be tested. The suggested explanation that “the test will help us find out what you do best and discover those areas where you may be having problems” (p. 134) is simple and reassuring for parents and children.

The book’s chapters systematically and thoroughly follow the process, from being told that a child needs testing to following through, and clarify each person’s rights. The glossary and appendix add and clarify information.

This book is an excellent resource for school-based therapists to share with parents and teachers.

Corde!a H. Puttkammer, MEd, OTR/L

Your Child Has a Disability: A Complete Sourcebook of Daily and Medical Care


This book was written by a physician who heads a hospital for children with disabilities. He wrote the book to serve as a resource for parents. The book does an excellent job of covering such matters as getting a diagnosis, causes for developmental disabilities, and various kinds of developmental disabilities. The book also covers a variety of therapy in depth. All of the chapters on therapy were written by persons in that particular field. The final section covers growing up with a developmental disability.

This book would be useful for someone who is new at working with persons with developmental disabilities. It is also an excellent resource for parents of children with developmental disabilities. It gives a lot of specific information while translating the jargon used by physicians and therapists into clear, understandable terms. This book also addresses such controversial topics as pattering and vitamin and diet therapy.

My only concern were that the author did not address vision therapy in a positive light and tended to define occupational therapy’s focus as fine motor activity and activities of daily living, whereas he described physical therapy’s focus as positioning, gross motor activity, and adaptive equipment, with little or no overlap. However, the chapter on occupational therapy does an excellent job of defining the role of the occupational therapist in developmental disabilities.

I thought that this book was well worth the money, and I would recommend it to any occupational therapist who is working in developmental disabilities or who is thinking about working in this field.

Shari Stein-Ballow, MA, OTR/L

Out of Step

Dawne Larkin, EdD, and Debbi Hoare, PhD (1991). Active Life Foundation, Department of Human Movement and Recreation Studies, the University of Western Australia, Nedlands, WA 6009, Australia. 162 pp., $15 plus $10 postage.

Written by experts in child development and motor control, Out of Step is an informative guide for teachers and movement specialists who work with children with dyspraxia, a group that is often ignored in the literature. This well-written book will be of interest to occupational therapists because it explains important concepts in motor learning as they pertain to the needs of
these children, and it provides useful suggestions for many different kinds of treatment activities. The authors present the relationship between motor learning and successful task performance within the context of movement education and training. The illustrations are pertinent and the reference list is up to date. The pediatric therapist working with this population will find this handy text of considerable use.

Helen Cohen, EdD, OTR

Ethical Issues in Mental Health
Philip J. Barker, MD and Steve Baldwin, PhD, Editors (1991).
Chapman & Hall, 29 West 35th St., New York, NY 10001.
205 pp., $29.95.

Ethical Issues in Mental Health is basically about the axis of ethics: Do people follow a personal code or do they adhere to implicit codes in the provision of services to persons with mental health problems and with varying degrees of mental retardation. Ethical problems resulting from conflict between institutional policy, ethical standards, turf issues between various professionals, hierarchical structure, and personal codes of ethics are presented in this 12-chapter book. The United Kingdom is the setting for the presentation of the themes and discussions. Although these themes may have universal application, the reader perhaps needs to have an appreciation for provision of service both in the United States and Great Britain. The value of the book for occupational therapists is the illustration of ethical issues that may confront them in the field of mental health. However, this heightened awareness of ethical issues is illuminating more from a philosophical than an applicable perspective.

Barbara L. Borden, EdD, OTR

The Psychological and Social Impact of Disability (3rd ed.)
368 pp., $33.95.

This book offers a collection of brief articles and position papers that review the psychological and social impact of mental and physical disability throughout the life cycle. Although the intention of this third edition is to present a futurist view of persons with disabilities in our society, several of the articles are reprints that were first published more than a decade ago. Most of the articles, though, do seem to represent current thinking.

The book is organized into seven sections, each section covering a theme, such as "Developmental and Family Issues in Disability," "Sexuality and Disability," and "Interventions in the Rehabilitation Process." Although the book as a whole may be of less interest to occupational therapists than to rehabilitation counselors, psychologists, or other professionals directly responsible for working with patients and their families on adjustment to disability, I found several of the chapters to be enlightening and thought provoking. A strength of this book is that each section concludes with an excellent list of study questions and interactive exercises; these could be used to provoke lively discussion for occupational therapy classes or staff development programs focusing on disability awareness. Appendices that list organizations and readings that might provide further information are comprehensive and well organized.

Lisa A. Kurtz, EdD, OTR

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Lisa A. Kurtz, EdD, OTR

Joseph E. Gabel, PhD

The Pediatric Therapist as Professor

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