BOOK REVIEWS

Biomechanics: Problem Solving for Functional Activity
Susan L. Roberts, M.S., OTR, and Sharon A. Falkenburg, MS, OTR (1982).
Mosby Year Book, Inc., 11830 Westline Industrial Drive, St. Louis, MO 63146.
194 pp., $23.95.

A well-grounded working knowledge of biomechanics is becoming more important as occupational therapists have more frequent contact with colleagues in fields such as rehabilitation engineering, ergonomics, and prosthetics and orthotics. Designing splints, adaptive equipment, and activity analysis can be more precise if a common language is understood by all disciplines. The base of this common language is numbers. However, as the authors have acknowledged, many persons in the field of occupational therapy have chosen the field because minimal amounts of course work are required in math, chemistry, and physics. This book may provide the missing link, as it attempts to take away the apprehension of numbers. The concepts in the book are not new, but are presented to make knowledge of math and physics more user-friendly to students of occupational therapy, and to current practitioners.

The book contains a basic review, including vocabulary, of both human anatomy and physics. It is presented in a workbook format and uses many clinical examples to directly address the mathematical concepts presented. The reader is required to integrate the math functionally in each chapter. Detailed solutions with easy-to-follow illustrations assist the reader in learning and verifying problem solving. Finally, the application of biomechanics is made to the human body, with the material organized around the head and trunk, the upper extremity, and the lower extremity.

Persons well versed in physics will find the presentation in this book rudimentary, but it is not designed for the experienced. It is a text designed specifically for the occupational therapist to become familiar with the mathematical tools needed to customize individual treatment, provide additional concrete explanations to patients and families through treatment interventions, and speak in the language common to other health care professionals. It is not a cookbook, but rather, it is meant to stimulate conceptual thinking through daily use of biomechanics. It succeeds in this purpose.

Diane Stevens, OTR

Concepts of Occupational Therapy (3rd ed.)
Kathlyn L. Reed, PhD, LOTT, MSc, FAOTA, and Sharon Nelson Sanderson, MPH, OTR, FAOTA (1992).
Williams & Wilkins, 428 East Preston Street, Baltimore, MD 21202.
395 pp., $35.

This book was originally published in 1980 and quickly was accepted as a standard text in occupational therapy educational programs. A second edition appeared in 1983, and now the third edition has been published. Like its predecessors, the third edition is divided into four major sections. Section 1 describes the scope of occupational therapy services and discusses the meaning of occupation. Section 2 focuses on the knowledge base of the field. Chapter 7 is of particular interest, as it reviews some models of practice currently being explored and others that have been discarded. In Chapter 9, the authors present their own model of practice. Section 3 is devoted to a review of how occupational therapy practice is organized and managed. This section has been expanded in the third edition and now contains greater emphasis on assessment, program planning, research, and education. Section 4 looks at occupational therapy history. Special attention is given to the founders of the field and the formation and growth of the American Occupational Therapy Association (AOTA).

Concepts of Occupational Therapy (3rd ed.) provides good basic coverage of occupational therapy beliefs and concepts. As in previous editions, the historical chapters are particularly strong. Referencing is erratic in the text, and it is sometimes difficult to know where certain ideas or statements came from. Some of the statistical data quoted is from the 1986 Member Data Survey (AOTA, 1987) and is now somewhat outdated. The current crises in health care in the United States are discussed only briefly, and there are only limited attempts to predict occupational therapy trends in the 1990s.

Concepts of Occupational Therapy (3rd ed.) contains updated material and continues to be useful as a student text. It appears to be more suitable for the professional level of education than for the technical level. It emphasizes the theory and philosophy of the field rather than the details of current practice and will probably be most useful when combined with readings from the current professional literature.

Alice Punwar, MS, OTR, FAOTA

Reference

Psychoeducational Groups for Patients With Schizophrenia: A Guide for Practitioners
Haya Ascher-Svanum, PhD, and Audrey A. Krause, PhD (1991).
Aspen Publishers, Inc., 200 Orchard Ridge Drive, Gaithersburg, MD 20878.
292 pp., $67.

This 7'/2-in. by 9'/2-in. loose-leaf binder provides the mental health practitioner with guidelines to develop psychoeducational programs for persons with schizophrenia. The authors base this book on their 7 years of experience coordinating and leading the group program, Coping With Schizophrenia, at Larue D. Carter Memorial Hospital, Indianapolis.

Using a psychoeducational approach, the authors provide outlines, handouts, assessments, audiovisual aids, and resources on 11 content areas. Group formats are identified, including who will lead the group, optimal size, length of sessions, required supplies, treatment environments, criteria for group membership, and use of activity to facilitate group dynamics. Although the occupational therapist is not specifically identified as a group leader (nurses, psychologists, social workers, and psychiatrists are identified), the authors state that one's discipline is less important than having therapeutic skills in helping patients deal with the problem of living with mental illness. The authors' appreciation of cognitive impair-
ment and need for multimedia to enhance the learning process would complement many occupational therapy programs. The simple language and focus on the everyday management of this chronic illness would benefit not only patients but also caregivers and the new practitioner.

The 12 to 15 sessions required to present the material in this book may require adaptation, given decreased length of stay, but the authors state that sessions can be used in an inpatient or outpatient program. Readiness for educational formats, level of denial or acceptance of the illness, and motivation are screened for prior to entry into this program. The authors provide sample interviews and suggestions for interdisciplinary communication methods to facilitate appropriate referrals. Strategies for marketing the program and securing staff support apply not only to these groups but also to many occupational therapy programs.

To develop this program, the authors researched a number of psycho-educational programs. What they found was that most programs were limited to medication management. The premise of this program, though, was that in order for patients to become partners in the management of their illness, they must develop skills to deal with every aspect of their illness.

To demystify and destigmatize the illness, the authors provide chapters on the definition of schizophrenia, type and prevalence, course of illness, and causes of schizophrenia. Chapters on stress and schizophrenia (including occupational therapy) help to identify vulnerability to stress, treatments available, and suggestions for everyday coping strategies. The chapter on personal assets and community resources helps the group member identify individual strengths and supports available to maximize independence. Treatment facilities, support programs (Alliance for the Mentally Ill), and income maintenance programs (Supplemental Security Income) are included, in addition to local housing, food, and financial resources. The final chapter on legal issues encourages the group member to know individual legal rights regarding involuntary commitment, treatments, and advocacy services. The appendix is nearly one third of this book and is most valuable to the occupational therapist attempting to develop group materials. A bibliography for the group leader and a suggested reading list for the group member or family member helps support materials presented in the group. Assessment protocols, questionnaires, and models for slides and transparency minimize the need for extensive treatment preparation.

In general, the guidelines presented in this model can easily be integrated into most treatment programs. The patient's capacity to process written material and sustain attention with a paper-and-pencil task may require adaptation by the occupational therapist to better meet the needs of the group member. However, this book is an excellent addition to the clinic library, as it provides a practical educational tool for the patient, family member, and practitioner.

Georgette M. Dufresne, MBA, OTR

Psychological Perspectives on Human Diversity in America

This book is actually a collection of master lectures presented at the American Psychological Association Convention in Boston by people renowned for their contributions to the field of psychology. The positions presented are not so much new as they are reinforcing of the cultural perspective so often discounted in an attempt to generalize data from a small sample to the masses.

Throughout each section is the underlying theme that differences and similarities among people are the result of the interaction of many factors, some of which may not be dissociated from others and are empirically measured, as social sciences have been for so long. Study upon study is challenged with other studies and position papers, resulting in an impressive compilation of references for the reader who desires more information.

Jones presents race as a social concept “that signifies group membership with sociopolitical consequences” (p. 22). Ironically, each of the other articles focuses on different groups and the sociopolitical consequences of membership in each. Tavris reviews the effect of gender-linked research on the concept of normal for women and the implications of this concept in the therapeutic relationship. Sue presents the variations in cultural values that influence the use of services by cultural minorities. Garnets and Kimmel also explore the effect of societal values on gender-identity issues.

The end result is a series of enriching, perspective-expanding articles that take the reader from the familiar arena of race to the less obvious aspect of sexual identity. This is not a cookbook of therapeutic techniques that can be picked up and thumbed through for quick application in the clinic. Rather, it is a perspective-enhancing conceptual framework that challenges the therapist to examine the role that his or her personal values and biases play in making clinical decisions. Although clinicians may be tempted to discount this text as academic and not of particular value in the day-to-day application of occupational therapy, such a decision would be shortsighted.

The information presented guides the reader to a greater awareness of the similarities among people of all groups and a heightened interpersonal sensitivity that can be easily integrated into the clinical environment.

Karla W. Gray, MSW, OTR/L

Briefly Noted

After Your Total Knee Replacement

This booklet follows the same basic format as Daily Activities After Your Hip Surgery (Platt, 1990). The booklet is designed to be given to a patient who is going home after knee surgery. It contains information for the recovering patient to remember, including precautions. At least one page is dedicated to each of the following areas: sitting; using a walker; climbing stairs; transfers to toilet, shower, tub, and car; dressing;