Briefly Noted

Occupational Therapy: Principles & Practice
Alice J. Punwar, MS, OTR, FAOTA (1988);
Williams & Wilkins, 428 East Preston Street,
Baltimore, MD 21202. 267 pp., $23.95.

This is an excellent book for students (professional and technical) who are considering a career in occupational therapy. The information is clearly presented and the author uses non-technical language as much as possible. The technical terms presented are defined in a glossary at the end of the book. The author gives a practical, simplistic, and thorough overview of the profession, which includes a historical perspective, educational requirements, roles, professional concepts, associations, the practice arena, and related issues. Because some of the information is timely and will eventually be dated, the author suggests that instructors add updated information. The book aims to help students recognize the complementary roles of the registered occupational therapist and the certified occupational therapy assistant and learn how each supports the other in clinical practice.

The book consists of three sections. Part 1, Overview of Occupational Therapy, includes chapters on the historical development of the profession and on the clinical roles and functions of occupational therapy. Case studies are also included. Chapters in Part 2, The Practice Arena of Occupational Therapy, cover such topics as health care funding and services, the health care team, concepts of occupational therapy practice, and occupational therapy practice in various settings. Chapters in Part 3, Current Trends and Future Outlook, include such areas as professional organizations, international occupational therapy, and current trends and future outlook for the profession. Discussion questions and suggested readings are provided at the end of each chapter, followed by five appendices.

I recommend this book for students in introductory courses in occupational therapy curricula and for the lay person who wishes to know more about the occupational therapy profession.

Mary Ann Bush, MA, OTR

Human Resources Management: Cultivating Quality in Rehabilitation
Bettye Shofner-Hoffman, PhD, and Sandra
Selser Long, Editors (1987);
Charles C Thomas, Publisher, 2600 South
First Street, Springfield, IL 62794-9265. 170 pp., $27.25.

Human Resources Management deals with a wide spectrum of issues facing those in management positions. It is divided into three parts. Part 1 focuses on employee development, including training programs, behavior management, and learning theory. Part 2 deals with implementing in-service training programs and includes chapters on performance objectives, instructional design, and program evaluation. Part 3 is eclectic in its content and addresses stress management, utilization of consultants, and audiovisual production.

Some topics, including behavior management, use of consultants, and health promotion programs, are addressed in general terms and use many references in the text, which detracts from readability but provides extensive resources for further study. Other topics, including writing behavioral objectives, designing instructional programs, and using audiovisual support materials, are discussed in such detail that immediate application is possible.

The editors and contributing authors have vocational rehabilitation backgrounds, which is demonstrated throughout the text in their examples. However, discerning readers will be able to transfer the information to their own arenas. In general, the content is not new and, for the serious manager, lacks sufficient depth to be a useful tool. The extensive references included at the end of each chapter may make up for this by directing the reader to additional resources.

Katy Allen, MS, OTR/L

J. Kathryn Sargent (1987);
Porter Sargent Publishers, Inc., 11 Beacon
Street, Boston, MA 02108. 1472 pp., $45.

The Directory for Exceptional Children was first published in 1954. The 11th edition lists over 3,000 facilities and organizations with programs to assist children with developmental, organic, and emotional handicaps.

The book is divided into 14 broad diagnostic categories, including Academic Programs for the Learning Disabled and Facilities for the Emotionally Disturbed and Socially Maladjusted. Within these categories, facilities are listed alphabetically by states and then by cities.

Information about the facilities was garnered from returned questionnaires. The entries follow a standardized format. Inclusion in the directory is not an endorsement.

The Directory for Exceptional Children is meant to be a resource for parents and professionals to find programs that meet the special needs of individual children. It does offer this audience a good place to begin. Certainly, every therapist will want to have this book available to them.

Mary Binderman, MLS