illustrations, and photographs clarify the text. Additionally, numerous andrologi-
cal 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 ques-
tions and essays. The chart, “Medications Commonly Used to Treat Stroke and Its
Comorbidities,” 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 terminol-
gy throughout makes it more appropriate for higher level occupational therapy
courses. I strongly recommend this text to anyone in occupational therapy work-
ing 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 refer-
ce for clinical neuroscience.

In section one (basic processes), the
information on gross anatomy, the neu-
ron, 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 sys-
tem, discriminative touch, and propri-
ception each have separate chapters, as do
the auditory, vestibular, visual, and chem-
ical systems. The enhancement of this
section reflects the current state of knowl-
edge 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 edi-
tion. Now structured within three chap-
ters (neural mechanisms of normal emo-
tions, neural mechanisms of learning and
memory, and neural mechanisms of lan-
guage), the information reflects the intri-
cacies 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 compre-
hensive glossary and index. As with the
first edition, each chapter has a section
titled “Clinical Correlations” where
specific examples tie the scientific infor-
mation 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 prog-
extor of activity analysis from the psy-
chological perspective, has brought
together much of her classic work on the
use of activities and symbolic implica-
tions 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 vol-
ume 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 rea-
soning, their approach to practice sup-
ports a narrative, qualitative perspective
on activity analysis and selection. For stu-
dents and therapists who are seeking pre-
scriptive 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 ana-
yze and reflect on their own occupation-
al choices, self-care activities, interaction
with the environment, interests and hob-
bies, the arts, and cultural activities. The
unexamined activity, if anything, is less
educational, and the authors have suc-
cceeded in meeting their goal of triggering
awareness and stimulating a call for con-
tinuing study of the nature of activities.
Fidler's approach to activity analysis focuses on the activity itself accounting for the elements of form and structure, properties, action processes, outcomes, and actual and symbolic meanings reflecting personal, cultural, and social levels. "An activity analysis is the process of assessing and evaluating these elements, comparing them with the same elements in other activities to arrive at a comparative analysis of the total activity and its parts" (p. 54). The components of this activity analysis are not formulaic, but render a more qualitative dialogue aiming to generate an understanding of activity that transcends performance components and yields to a process of ongoing discovery.

The chapter on “Symbolization: Making Meaning of Self and Society” by Fine and the series of chapters on “Codes of Meaning: Play, Games and Sports”; “Nature's Challenge”; and “Jobs and Careers” by Velde introduce the reader to evocative and rich material on the intricacy and subtlety, the conscious and unconscious underpinnings, of common activities. The resources cited would be valuable to graduate students and those who wish to take an in-depth look at related literature drawn from psychology, sociology, and anthropology. This material is to be savored and relished for it truly acknowledges and celebrates the complexity and diversity of activities.

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To advertise your upcoming continuing education events, call 800-877-1383, ext. 2869. Listings are $65 each, monthly. Multiple listings of two or more are $60 each, monthly. Prepayment required. Deadline is 1st of month, 2 months before publication. Cancellation is not accepted after deadline. A listing does not indicate AOTA approval of program content.

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Ongoing

Documentation: Issues and Approaches in Today's Environment. Earn 6 contact hours. $111 AOTA member advantage price; $186 nonmembers. For further details, call AOTA's 24-hour Fax-on-Request at 800-701-7735 (Item #671) or visit our Web site at www.aota.org and click on "Continuing Ed".

AOTA TELEPHONE SEMINAR

June 15, 3:00–4:30 p.m., Eastern time Impact of Co-Morbidity in the Rehabilitation Process: Psychosocial and Physical Dysfunction Issues. Participants will learn how common psychosocial and mental health issues can affect the rehabilitation process. To register your site, call: KRM Information Services at 800-775-7654 (Seminar #AOT5248-0). For more information, visit our Web site at www.aota.org and click on "Continuing Ed".

JUNE

23–25

NTD Treatment in Pediatric Therapeutic Intervention, New York, NY. This seminar is designed to practice and improve movement and handling skills utilizing NDT philosophy, theory, and practice. Sarah Schoen, MA, OTR and Maria Huben, PT. Also in Los Angeles, CA Aug. 11–13, and Orlando, FL Oct. 27–29. For more information contact Pacific Coast Seminars at 4343 Evans Avenue, Oakland, CA 94602; 800-757-3773; Ido@pcseminars.com; www.pcseminars.com.

JULY

15–16

Clinical Assessment and Treatment of the Nonsurgical Shoulder, New York, NY. This course reviews anatomy, pathology, and treatment of the shoulder with labs to practice assessments and treatment techniques. Jeff G. Konin, MEd, ATC, MPT. For more information contact Pacific Coast Seminars at 4343 Evans Avenue, Oakland, CA 94602; 800-757-3773; Ido@pcseminars.com; www.pcseminars.com.

22–23

Pathways to Peer Interaction and Play—Combining Sensory Integration Therapy and Integrated Play Groups, Palo Alto, CA. Rebecca Barry, MS, PT, Glenda Fuge, MS, OTR, and Pamela Wollberg, PhD. Also in Long Beach, CA Sept. 23–24. For more information contact Pacific Coast Seminars at 4343 Evans Avenue, Oakland, CA 94602; 800-757-3773; Ido@pcseminars.com; www.pcseminars.com.

SEPTEMBER

25–29, Part 1

Oct. 2–6, Part 1

Dec. 3–8, Part 2

NDTA, Three Week Course in the Treatment of Adult Hemiplegia, Denver, CO. Jan Ulrey, PT, and Susan Woll, PT, third instructor to be arranged. For more information contact Pacific Coast Seminars at 4343 Evans Avenue, Oakland, CA 94602; 800-757-3773; Ido@pcseminars.com; www.pcseminars.com.