
Haas and his team of contributing authors have created a pulmonary rehabilitation text designed specifically for physical medicine and rehabilitation staff members. The text serves as a good review of the anatomy and physiology of the respiratory system as well as providing brief background chapters on respiratory regulation and kinesiology of breathing. The occupational therapist working in a Chronic Obstructive Pulmonary Disease (COPD) program would find the book's greatest value in the excellent chapters on exercise physiology, pulmonary function testing, evaluation and treatment techniques, and modalities available for the COPD patient.

The book is well referenced, and both current clinical innovations and conservative management techniques are examined. The only disappointment is in a chapter dealing with the sexual dysfunction of the pulmonary patient. This chapter is better suited to a clinical research project than to the practice of clinical counseling.

With the exception of the flawed sexual counseling chapter, Pulmonary Therapy and Rehabilitation: Principles and Practice is an excellent text. The explanation and comparison of aerobic and anaerobic metabolism found in the exercise physiology chapter is concise and exceptionally well written.

The text approaches the subject of pulmonary rehabilitation from a physical medicine and rehabilitation frame of reference, with a subsequent emphasis of occupational and physical therapy goals. I would recommend this text for all therapists currently participating in COPD programs, as well as for those therapists considering development of such a program.

Erica B. Stern, M.S., OTR


The author developed this workbook for the adult aphasic patient. This material is based on the author's ten years of work in aphasia therapy.

After the patient has been evaluated by a qualified speech pathologist, the workbook could be used in a supervised home program. The directions for each lesson are clear and could be readily followed by the patient's family or other therapists.

The following sections are included: Following Oral Commands; Writing/Recognizing/Naming; Word Finding; Sentence Structure; Spelling; Arithmetic; Following Printed and Verbal Commands; Reading; and Oral Expression.

Each section begins with a description of the characteristics of the patient's problems, goals for that exercise, and procedures to be followed. The procedures are designed so that the therapist or family member can modify the instructions should the patient have difficulty.

Although the workbook was designed for use with adults, many of the exercises can be adapted for use with children. This workbook could easily be used by occupational therapists working with aphasics who are unable to receive intensive speech and language therapy.

Judy R. Kimmel-McMillin, M.A., OTR