

the diversity of the Native American population as well as the pattern of substance abuse among Native Americans. She provides a good summary of the principles to be aware of in both prevention and treatment of Native Americans and offers several examples of Native American programs for substance abuse services that are culturally specific.

The third section of the book focuses on multicultural management strategies for substance abuse services. The chapter on "Drug Free Schools, A Multicultural Education Approach," written by Nelly Ukpokodu, unfortunately does not offer any particular ideas on how alcohol/drug education would be presented to students within a multicultural framework. Edith M. Freeman's chapter, "Multicultural Model for Evaluation," benefits from a more defined topic. She presents a great deal of useful information (including a helpful appendix) on developing an evaluation process for substance

abuse prevention programs at different stages that supports cultural sensitivity.

The last chapter of the section and the book by Dr. Gordon, "The Role of Leadership in the Substance Abuse Field," discusses an interesting concept; however, this chapter, like others in the book, does not offer sufficient details about the particular topic. There is no explanation of what "leadership" would look like in the provision of substance abuse services.

The critics of multiculturalism suggest that it is a divisive force in American society that tends to divide people rather than unite them. There is no question, however, that as noted earlier in the review, our country is becoming more diverse. This diversity requires that our institutions respect and become more responsive to the differences of people. The challenge for supporters of multiculturalism is to offer useful and practical multicultural strategies. *Managing Multiculturalism in Substance Abuse Services* falls short in that effort.

READINGS IN PSYCHIATRIC REHABILITATION

WILLIAM ANTHONY, PH.D. &
LEROY SPANIOL, PH.D. (EDS.).
BOSTON: CENTER FOR
PSYCHIATRIC REHABILITATION,
1994, PP. 538, \$34.95.

REVIEWED BY: TIM MIZE, PROGRAM
DIRECTOR, VINFEN CORPORATION,
CAMBRIDGE, MA

Over the last fifteen years or so, the Center for Psychiatric Rehabilitation has worked to help the relatively young field of psychiatric rehabilitation develop a consensus about its philosophy and values, collect a base of research and knowledge, and share learnings about program models and practice technology. In collaboration with the International Association of Psychosocial Rehabilitation Services, the Center publishes the *Psychiatric Rehabilitation Journal* as the primary source of information about developments in the field of psychiatric rehabilitation.

Readings in Psychiatric Rehabilitation offers an excellent overview of the field's development, a substantial re-

view of current practices and research, and provocative thinking about the future directions of psychiatric rehabilitation. Each reading in the book has been seen previously as an article in *Psychosocial Rehabilitation Journal* some time between 1984 and 1993. The book contains 35 readings arranged in eight sections, which include: an introduction to the field; psychiatric rehabilitation research; psychiatric rehabilitation philosophy, process, and technology; implementing the psychiatric rehabilitation approach in various settings; psychiatric rehabilitation personnel; psychiatric rehabilitation programs; psychiatric rehabilitation systems; and changing toward the future. Each section contains several articles addressing aspects of the central theme.

I was pleased to find a number of voices speaking from different perspectives to various audiences and to each other. In one article a service provider shares learning from a particular program model, in another article, researchers advise professionals on ways to share power with families; in the next, a consumer/survivor writes movingly about the experience of recovery and the role of rehabilitative services. The writing is consistently articulate and thoughtful and the credentials of the contributors are impressive. The reader learns that, instead of being limited to one "true way" to do psychiatric rehabilitation, the field supports a diverse and flexible notion of itself so as to include different programmatic adaptations that fit particular unique circumstances. The broad constituency of professionals, consumers, and family members encouraged to participate in the field of psychiatric rehabilitation contributes to the acceptance of such diversity, and is

effectively represented in this book. In fact, a brief article by Rutman urges us to acknowledge and respect different program models and approaches because the best way to develop the field of psychiatric rehabilitation is to continue to learn from one another. Yet, amid this diversity of viewpoints, the reader is clearly able to see that the fundamental principles of psychiatric rehabilitation are shared by all the contributors.

The editors have done a nice job selecting readings to provide richness in both rehabilitation fundamentals and more refined specific applications. As well, the readings effectively blend consideration of the research and theoretical or "head" aspects of psychiatric rehabilitation with the more emotional or "heart" facets such as caring, respect, and concern for others' dignity that make rehabilitation possible. This book should be a helpful tool for the professional who wishes to teach the fundamentals of psychiatric rehabilitation to

program staff people or to consumers of rehabilitative services. Family members should also find many selections of interest, as they explain the principles on which service providers should be basing their work. The variety of program model descriptions is helpful in stimulating creative thinking about what sort of program services might be most suitable in one's own circumstances. I found several of my own favorite teaching resources, including Deegan's article on recovery; Mosher and Burti's article on relationships in rehabilitation; Nemeč, McNamara, and Walsh's article about direct skill teaching; and Ridgway and Zipple's article about the paradigm shift in residential services. In all, the book is an impressive resource for those who wish to understand or teach the principles of psychiatric rehabilitation and demonstrate the breadth of potential these principles offer for application in practice.

IMPLICATIONS OF THE AMERICANS WITH DISABILITIES ACT FOR PSYCHOLOGY

SUZANNE M. BRUYERE & JANET O'KEEFE (EDS.). NEW YORK: SPRINGER PUBLISHING COMPANY & WASHINGTON, D.C.: AMERICAN PSYCHOLOGICAL ASSOCIATION, 1994, PP. 225, \$28.95.

REVIEWED BY:

KIM MACDONALD-WILSON, M.S., LIC. R.C.,
CENTER FOR PSYCHIATRIC REHABILITATION,
BOSTON UNIVERSITY

A lot of information is being published now on the Americans with Disabilities Act and its implications for employers and people with disabilities. This book is written for those in the field of psychology. There are nine chapters that review basic information about the ADA; implications for training psychologists, psychometric testing and reasonable accommodations for all persons with disabilities, the hiring process, neurological impairments, psychiatric disabilities, injured workers and rehabilitation professionals and workers' compensation, alcohol and drug provisions, and consultation.

While the majority of the book is more of an academic review of the ADA, several chapters focus on practical issues that are relevant to professionals in the

mental health and rehabilitation fields working with people with psychiatric disabilities. One of these chapters is the chapter by Mary Ann Nester, psychometric testing and reasonable accommodations, especially testing for employment purposes. After discussing the issue of comparability of scores and testing standards for persons with disabilities, Nester provides examples of reasonable accommodations in the testing medium, time limits, and test content. However, examples of accommodations specifically for people with psychiatric disabilities are not illustrated.

The chapter, "ADA and the Hiring Process in Organizations," while initially academic and theoretical, does describe how the ADA practically applies to recruitment, job descriptions, pre-