



LIBRARY LINES

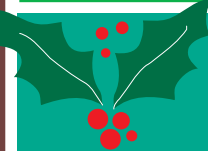
Hi everybody. Welcome to the Winter issue of **Library Lines**.

Book reviews in this issue cover the following areas:

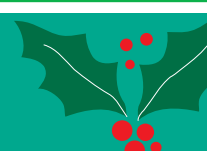
- Employment / Job Skills
- Communication
- Autism
- Social and Living Skills / Social Inclusion
- Sex Education / Relationships / Friendship
- Research
- Miscellaneous books



Library Len



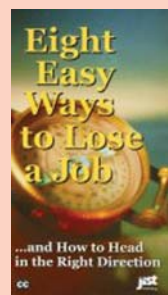
Christmas Greetings from Brigid and Carla



Employment / Job Skills

DVD: Eight Easy Ways to Lose a Job: ...and How to Head in the Right Direction (2003) *Program Development Associates*

Demonstrated in this DVD are some of the more common reasons people lose jobs, e.g. poor relationships with supervisors; unsatisfactory job performance; dishonesty; lack of reliability; uncooperative attitude. It presents a variety of on-the-job mistakes followed by analysis of what went wrong and what could be done to improve the situation [20 mins].



DVD: Social Skills at Work: Keys to Success (2004)

Program Development Associates

In an easy-to-follow manner, this DVD focuses on social skills that are important to contribute to a pleasant and positive work environment and to keeping a job. It presents a few common problems many experience in the early phases of a job. It then repeats and reinforces key points for better comprehension. It uses dramatised experiences to teach appropriate on-the-job behaviour, such as making new friends, handling frustration and anger, and using good manners. This programme is appropriate for youth and adults who need basic employability skills. [17 mins].

VIDEO: Appearances Count (1994) *Irene M Ward and Associates*

If you're involved in supported employment, job placement, independent living training, or similar programmes you know the important role good grooming and hygiene skills play for people with disabilities. This video makes it easy to teach these essential grooming and hygiene skills. The use of humour makes it easier to discuss sensitive subjects that can sometimes be difficult to talk about. This training resource was developed to keep the attention of people with various types of disabilities.

Communication

Emotions and Sensations: A Therapeutic Tool for Parents, Therapists and Educators in Teaching Individuals Diagnosed With Autism and Other Developmental Disabilities (DVD 43 mins, CD-ROM holding 86 flashcards)

Everyday Actions: A Therapeutic Tool for Parents, Therapists and Educators in Teaching Individuals Diagnosed With Autism and Other Developmental Disabilities (DVD 52 mins, CD-ROM holding 312 flashcards)

More Everyday Actions: A Therapeutic Tool for Parents, Therapists and Educators in Teaching Individuals Diagnosed With Autism and Other Developmental Disabilities (DVD 54 mins, CD-ROM holding 321 flashcards)

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Library and
Information Services,
Hospitaller House
Stillorgan
Co. Dublin

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Fax: 2783024
Email:
library@sjog.ie
Website:
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The Library is open
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Friday. Arrangements
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individual basis outside
of these hours.

Communication

These three DVDs, by Monarch Educational Materials, were designed to be utilised as a therapeutic tool for parents, therapists, and educators in teaching individuals diagnosed with autism and/or other intellectual disabilities. The focus is to identify, generalise, and discuss a wide range of common emotions and everyday actions. It promotes the learning of: verbs as well as boy/girl, man/woman identification, letter/word identification, facial expressions, plurals, abstract thought, spelling, sight reading, social and conversational skills, imitation skills, and recall ability. Emotions and actions are presented multiple times, in a variety of settings, by a diverse group of people to enhance generalisation skills. Discussion questions follow each sequence of emotions and actions to enhance and reinforce learning. Also included is a CD-ROM which includes a full-screen slide show of flashcards that can be printed out.

Visual Strategies for Improving Communication: Volume 1, Practical Supports for School and Home (1995) Hodgdon LA.

Designed for students who experience autism and other moderate to severe communication disorders, this book describes numerous strategies to enhance communication interactions. It assists teachers, speech-language pathologists, and parents in devising solutions to the communication and self-management challenges that are common to these students. Giving examples and illustrations, this book describes specific strategies that capitalise on the visual strengths and learning style of this population.



Review by Veronika Achleitner Rehab - Instructor, Menni Services

Thinking Skills: A Teacher's Guide (2002) Jeffries M. & Hancock T.

A very helpful book, it explores in detail what thinking skills are and provide lesson plans devised specifically to develop those skills. It is assumed for far too long that it is the school 'subjects' themselves that teach thinking.

This book shows to focus directly to teach thinking and to connect to learning and to understand how thinking and learning works.

In the book, you also find worksheets like stepping stones, the Ripple Effect which I use a lot to enable the student to break down their thinking into steps and explain how they got from one step to another.

Brilliant to also improve Communication and Problem-solving skills.

Nonviolent Communication: A Language of Life: Create Your Life, Your Relationships and Your World in Harmony with Your Values (2005) Rosenberg MB.

This book offers communication techniques that could transform potential conflicts into peaceful dialogue. It offers simple tools to defuse arguments and create compassionate connections with family and friends, or other acquaintances.

Autism



Replays: Using Play to Enhance Emotional and Behavioral Development for Children with Autism Spectrum Disorders (2007)

Levine K. & Chedd N.

"Replays" addresses the challenging behaviours of children with autism spectrum disorders through interactive play. It shows parents and professionals

how to help children access their emotions, whether the child is verbal or not, cognitively able or impaired, even-tempered or volatile. The chapters introduce and show readers how to implement Replays, and describe ways of adapting this intervention to address specific issues in different settings and circumstances.

The authors present more than just behavioural management strategies in the context of social, emotional and communication development: they have developed a technique that helps children to re-experience, play through and master emotional response states that often lead to ongoing behavioural challenges.

Engaging Autism: Using the Floortime Approach to Help Children Relate, Communicate, and Think (2006)

Greenspan SI. & Wieder S.

The DIR/Floortime approach is an approach to autism and autistic spectrum disorders (ASD) developed by Dr. Stanley Greenspan.

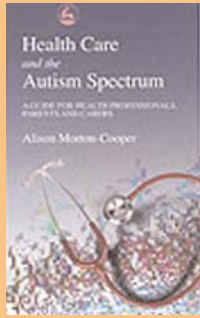
This approach has demonstrated that children with signs of autism or ASD do not have a fixed, limited potential and that in many cases, they can join their peers to lead full, emotionally and intellectually healthy lives. This programme can be applied at a very early stage to identify vulnerabilities and may prevent the full onset of autism. The Floortime approach aims to empower the entire family to promote their child's development throughout each day, but also guides the efforts of speech pathologists, occupational therapists, and educators to work with the family as an effective team.

I Am Special: Introducing Children and Young People to Their Autistic Spectrum (2000) Vermeulen P.

'I Am Special' is a workbook designed for a child to work through with a parent, teacher or other professional. It is devised especially for children who read, think and process information differently. The first part is a theoretical introduction which explains how to inform children that they have autism or Asperger Syndrome and how to use the worksheets with groups or individuals. The second part consists of a series of worksheets which the child works through with an adult to create a personal book about him or herself. It includes a series of exercises that present autism positively and strikes a balance between general facts, information

Autism

about autism and personal information, covering the strengths an autistic person may have as well as the difficulties they may face. Can be used with children over the age of 10 years.



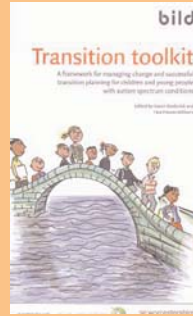
Health Care and the Autism Spectrum: A Guide for Health Professionals, Parents and Carers (2004) Morton-Cooper A.

Planning and managing health care intervention for individuals with autism spectrum conditions presents a unique set of challenges in clinical practice. This volume addresses these issues from the point of view of the health professionals who have to deal

with them on a day-to-day basis. The author offers strategies for dealing with things such as communication difficulties, sensory overload, and problems with physical examinations amongst others. She discusses the ethical aspects of care, protecting individual rights and providing sensitive, appropriate patient support. Chapters deal with illness at home, emergency and hospital admission and patient centred care in hospital, as well as the promotion of general physical and mental health.

Mental Health in People with Autism and Asperger Syndrome: A Guide for Health Professionals (2004) Deudney C. & Shah A.

People with autism or Asperger syndrome are particularly vulnerable to mental health problems such as anxiety and depression, especially in late adolescence and early adult life. This booklet emphasises the diagnosis and treatment of depression, anxiety and obsessive compulsive disorder, as well as catatonia. For health professionals as well as people with autism or Asperger syndrome, their parents and carers.



Transition Toolkit: A Framework for Managing Change and Successful Transition Planning for Children and Young People with Autism Spectrum Conditions (2005) Broderick K. & Mason-Williams T. Eds.

The aim of this toolkit is to provide a framework for staff to plan successful transitions for children with autism spectrum disorders (ASD). These transitions could be

large changes, such as moving to a new classroom or new school, or smaller daily changes. Produced by teachers, advisers and parents, the toolkit is designed for staff who may know very little about ASD. Using clear language and case studies, it contains: An introduction to ASD; Templates for use in the classroom, available on CD-ROM and paper; Case Studies using the templates; Guidelines for making transitions successful; Further reading and references. The toolkit is designed for use in nursery, primary and secondary schools.

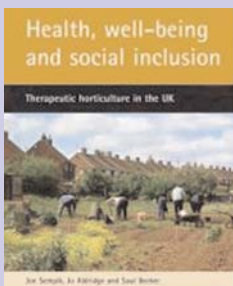
The Curious Incident of the Dog in the Night-Time (2004) Haddon M.

A murder mystery novel like no other. The detective, and narrator, is Christopher Boone. Christopher is fifteen and has Asperger's syndrome. He knows a very great deal about maths and very little about human beings. He loves lists, patterns and the truth. He hates the colours yellow and brown and being touched. He has never gone further than the end of the road on his own, but when he finds a neighbour's dog murdered he sets out on a terrifying journey which will turn his whole world upside down. This novel shows great insight into the "autistic mind".

Social & Living Skills / Social Inclusion

Growing Together: A Practice Guide to Promoting Social Inclusion Through Gardening and Horticulture (2005) Sempik J., Aldridge J. & Becker S.

Horticulture and gardening activity is used as a therapy in the UK for growing numbers of vulnerable people, including those with mental health problems, intellectual disabilities and other health and social problems. This guide looks at the ways in which social and therapeutic horticulture (STH) projects can help foster independence, build self-esteem and confidence, and provide training and employment opportunities for people with health or social problems. This guide includes: Information about the type and range of horticulture and gardening activities that may benefit vulnerable clients or service-users, including cultivation, construction work, arts and crafts, marketing, training and employment opportunities; Policy information relating to risk assessment, health and safety issues, confidentiality and client monitoring and evaluation; Examples from current practice and provision in the UK to demonstrate how STH projects can promote social inclusion for a range of vulnerable clients, including developing clients' physical, emotional and social skills through regular attendance.



Health, Well-being and Social Inclusion: Therapeutic Horticulture in the UK (2005) Sempik J., Aldridge J. & Becker S.

Although there is growing interest among health and social care professionals in the social and therapeutic value of horticulture, there is little evidence that demonstrates the range of outcomes for vulnerable groups, including those with intellectual disabilities and mental health problems. This report addresses this gap in knowledge and presents the findings of the Growing Together study, the first detailed study of horticulture and gardening projects across the UK. Drawing on the results of a survey of over 800 projects, and in-depth case studies and interviews with vulnerable adults who use horticulture and gardening as a form of therapy, the report: Describes and discusses the benefits to vulnerable adults of attending gardening and horticulture projects; Provides demographic information about the distribution of projects in the UK and participation in these projects by vulnerable adults; Analyses the processes involved in promoting and achieving health and well-being outcomes using gardening, horticulture and related activities; Makes policy and practice recommendations in respect of how best to promote social inclusion using social and therapeutic horticulture.

Social & Living Skills / Social Inclusion

Streetwise: Exploring the Role of An Garda Siochana in Contemporary Irish Society (2006) Carroll A. & Keppel H.

Streetwise is a training programme which aims to offer education and training to learners with very basic literacy skills regarding the interface between people in the community and the Gardai and law enforcement. The training programme is delivered by a member of the Gardai (with additional support from service providers) in a community location. It offers the learners an opportunity to: Explore the role of the Garda Siochana in Irish society; Exercise greater vigilance in terms of their own safety at home and out in the community and to be effective in accessing emergency services as appropriate; Develop awareness of the concept of a crime; Develop awareness of the meaning and consequences of vandalism; Foster greater awareness around responsible attitudes to alcohol; Acquire understanding around the legal consequences of substance misuse; Be aware of their rights vis-à-vis law enforcement; See at first hand what happens within a Garda station. This programme was developed by the Choices Department of St John of God Carmona Services in association with An Garda Siochana. This pack consists of a course descriptor and a CD-ROM with video clips, visual aids, activities and work sheets.

Making the Electoral Process Accessible to All: General Election 2007 (2006) Dun Laoghaire-Rathdown Disability Consultation Group, St John of God Carmona Services & Dun Laoghaire and Dun Laoghaire-Rathdown County Council

This information booklet was developed by Dun Laoghaire-Rathdown Disability Consultation Group in partnership with St John of God Carmona Services and Dun Laoghaire and Dun Laoghaire-Rathdown County Council for the General Election 2007. The booklet outlines the electoral process and gives relevant contact details, and aims to support people with a disability and those who support them to use the information to ensure that all citizens in the Dun Laoghaire-Rathdown constituencies get the opportunity to exercise their right to vote in the general election.



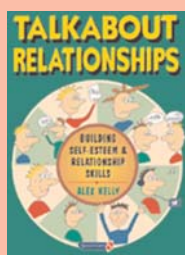
The Social Skills Handbook: Practical Activities for Social Communication (1991) Hutchings S., Comins J. & Offiler J.

Based on established therapeutic principles, this is a practical guide to setting up and running social skills groups. It contains a range of ideas for activities which are intended to facilitate social communication skills. An overview of pertinent theory and a look at the principles of groupwork are followed by the activities, which begin with basic, confidence-building tasks and progress through to more complex assignments. They are straightforward to implement and clearly laid out with information on format, resources required and tips for group leaders.

Sex Education / Relationships / Friendship

Busy Bodies: Adolescent Development DVD (2004) Health Promotion Unit, HSE South

Busy Bodies has been developed for use as part of a health promotion programme with children between the ages of approximately 10-14 years old. It provides information about the changes children might experience at puberty. Fully animated, it presents the information in a fun and easily understood format. Children will be reassured that puberty is a normal part of growing up. This DVD is divided into 5 sections: 1. How boys' bodies grow and develop during puberty, 2. How girls' bodies grow and develop including menstruation, 3. How babies are made, 4. Feelings, 5. Looking after their body, including hygiene, healthy eating and being active. Running time: 20 mins. This DVD (or video) is available free from HSE South, 021-4921641.



Talkabout Relationships: Building Self-Esteem and Relationship Skills (2004)

Kelly A.

The third title in the Talkabout series, this book reflects current literature and research on developing relationships for people with intellectual disabilities and aims, through groupwork, to improve self-esteem and relationship skills in people who are having difficulties in making or maintaining friends. It contains illustrated, photocopiable group activities and worksheets addressing self-image, identity and self-confidence as well as the different types of relationship, the qualities of friends and some of the skills involved in improving and developing relationships. Included are a staff rating assessment of a client's relationship skills and criteria for inclusion in a relationships group, as well as a self-esteem assessment and a self-rating assessment of relationship skills. This resource is for speech & language therapists, teachers, occupational therapists or anyone working in the field of intellectual disability.

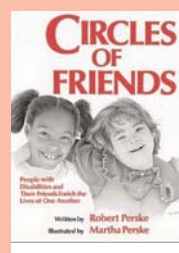
Let's Do It: Creative Activities for Sex Education for Young People With Learning Disabilities (2002) Johns R., Scott L. &

Bliss J.

Based on the work developed by the Image in Action project since 1987, this book uses drama and active learning methods to teach sex education. The most frequent need expressed by teachers of students with intellectual disabilities is to know how to approach sex education so that it is accessible to students. This project's methodology has shown to increase student's assertiveness, communication and relationship skills, their self-esteem and their understanding. This book can be used with different groups of people with intellectual disabilities, of all ages, and contains eight sections: group building, body parts, gender, public and private, feelings, relationships, life cycle, and developing skills.

Let's Plan It: A Guide to Sex and Relationships Education for Young People and Adults with Learning Disabilities (2005) Scott L. & Duignan S.

Let's Plan It is a companion book to *Let's Do It*. Both of these books aim to teach people with intellectual disabilities about sex and relationships. *Let's Do It* is a classroom manual with instructions for leading over 80 activities while *Let's Plan It* was written to help teachers plan these programmes, both long term, and detailed session planning. The contents are in 5 parts: Mapping the area; Working with groups; The programmes; Methods and activities; Supporting information. It can be used with students of different ages and abilities.



Circles of Friends: People with Disabilities and Their Friends Enrich the Lives of One Another (1988) Perske R. & Perske M.

In this collection, the authors offer true stories and issues concerning circles of friends i.e. friendships between people with and without disabilities. They show how these circles cut across age groups, generations, and races, and

how the hearts and worldviews of everyone can be enriched by friendships.

Sex Education / Relationships / Friendship

Ethical Dilemmas: Sexuality and Developmental Disability

(2002) *Griffiths DM., Richards D., Fedoroff P. & Watson SL. Eds.* Critical ethical issues and questions regarding intellectual disabilities and sexuality are raised in this publication. Recommendations and suggestions through documented research and expert consensus are provided and numerous case studies are used throughout the book.

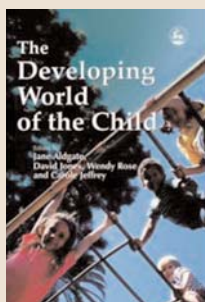
There are twelve chapters by various authors examining a range of topics such as sex education, consent to treatment, sexual abuse prevention, sexual offenses, policies and procedures, parenting, human rights, legal perspectives to consent, reporting sexual assault, along with a concluding summary chapter written independently by a bioethical lawyer.

Body Board and Emotions Pack by Headon Ltd

The Body Board and Emotions Pack contains two linked boards, pens and lesson plans. *The Emotions Pack* (43 images) includes a large selection of add-on illustrations that are colourful and fun to use. Facial expressions, an assortment of male and female hair and thought bubbles with metaphors are just some of these. The pack can help to facilitate class discussion about sensitive issues, such as bullying, transition, puberty and many more, and to encourage pupils to identify and explore a range of emotions. It is of particular benefit to pupils who may find it difficult to express themselves verbally. The following Body Board accessory packs are also in stock. See www.headonltd.co.uk for full list.

Sex Education Pack (50 images)	This pack aims to encourage participation and stimulate lively discussion. It helps you and your pupils explore male and female puberty and body changes. It includes activities on sexual behaviour and appropriate and inappropriate touch.
Conception and Pregnancy (10 images)	This pack contains visual images of the process of conception, cell division and the stages of pregnancy and foetus development up till the moment of birth.
Contraception and Making Love (12 images)	Contains visually descriptive images of contraceptives and how to use them. Includes the process and context of making love.
Making Choices About Health (25 images)	Explores how food 'really' feeds us and helps pupils evaluate healthy and unhealthy lifestyles. This pack helps pupils link foods to the vitamins and minerals contained within them.
Personal Hygiene (11 images)	Smooth the process of learning about personal hygiene with this pack. Contains a carefully selected range of grooming products to inspire dialogue.
Organs of the Body (10 images)	An entertaining and informative guide to where things are inside our bodies. Encourages pupils to identify and name body parts and where they are located. Helps develop knowledge of what organs do and how they help us function.
A Visit to the Dentist (12 images)	What happens on a visit to the dentist is explained in this pack. It prompts pupils to explore and compare feelings about visiting the dentist and encourages them to take responsibility for keeping their teeth and gums healthy.

Miscellaneous



The Developing World of the Child (2006) *Aldgate J., Jones D., Rose W. & Jeffery C.*

Centred on the experiences of children and informed by the latest child development theory, this book considers theories of development throughout the life of a child, from the early years through to adolescence, and explores transitions to adulthood. The authors examine the roles played by genetics and biology alongside psychological, interpersonal, familial, educational and wider community influences. Covered also are issues for practice, including chapters on communicating with children, planning interventions and outcomes in children's services. A useful resource for professionals such as social workers, teachers, health and mental health professionals.

Sensory Integration: Theory and Practice (2002) *Bundy AC., Lane SJ. & Murray EA.*

Assembled in this volume are contributions from scholars and occupational therapy practitioners to provide the most authoritative information on the theory, assessment, intervention, and research related to sensory integrative dysfunction. This updated version of the first edition text has been rewritten, while further exploring the research first pioneered by the late Dr A Jean Ayres and incorporating new case studies. There are 17 chapters with information on topics

such as sensory integration, sensory systems, sensory modulation, disorders of praxis, visual-spatial abilities, central auditory processing disorders, assessing sensory integrative dysfunction, interpreting test scores and observations, the process of planning and implementing intervention, play theory, the art of practice, direct intervention from theory, school settings, alternative and complementary programmes, advances in research, and sensory integration and occupation.



Life Story Books for People with Learning Disabilities: A Practical Guide (2006) *Hewitt H.*

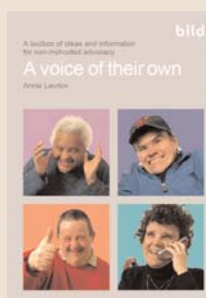
A life story book is an account of a person's life, including stories and memories of past events and relationships, all the kinds of experiences that make us who we are. In addition to helping the person with intellectual disabilities, these books also enable others to see beyond the 'silent' identity and appreciate

that each person has a unique life history that sets them apart from other people. This guide provides easy-to-follow advice for creating life story books. It is aimed at all client groups and levels of ability. It can be used by people with intellectual disabilities themselves, or by people working with them.

Miscellaneous

Saying Goodbye: When Keyworker Relationships End (2000) *Mattison V. & Pistrang N.*

The experience of separation and loss when keyworkers move away can have devastating effects on the lives of clients with intellectual disabilities. This book offers staff and clinicians an understanding of the feelings that both clients and keyworkers may have when separations occur. Wider issues about the friendships and relationships that adults with intellectual disabilities have, or don't have, are also highlighted and specific recommendations are made on how services can plan for the end of client-staff relationships with the aim of making such endings less painful and disruptive for clients and staff alike.



A Voice of Their Own: A Toolbox of Ideas and Information for Non-Instructed Advocacy (2006) *Lawton A.*

This 'toolbox' is a place to come for ideas, suggestions and contact details to help you ensure your advocacy partner has a voice, is listened to and is taken seriously by others who can bring about change. It is for anyone advocating for a person with high support needs i.e. anyone who does not communicate using words, has significant barriers to communication and/or complex physical, health or emotional needs, and requires lots of extra support as a result. This could include people who have an intellectual disability with sight or hearing difficulties or those with a mental illness or autism.

The Handbook of Play Therapy (1992) *McMahon L.*

Aimed at workers in a wide range of fields, this handbook provides a comprehensive introduction to play therapy. It gives an outline of the theory of play and of play therapy, gives guidelines for practice and examples of good practice in different settings and situations, makes practical suggestions for training and includes information on further resources. One chapter explores the use of play with children with illness, disabilities and intellectual disabilities. Play therapy for children living in unhappy families is also explored, as well as play for children in bereavement and divorce, sexually abused children, and children in care.

Safety, Health and Law in Ireland: A Guide (2001) *Byrne R.*

This book explains what the law on safety and health at work requires and refers extensively to the published guidance which organisations must be familiar with in order to comply with the law and to prevent accidents and ill health at work. The book also includes references to decisions of the Irish courts to illustrate the legal standard which must be met. Part 1 discusses the general principles of safety and health at work, including: civil and criminal liability of employers and others, the role of the Health and Safety Authority, managing safety and health, safety consultation and the role of safety representatives. Part 2 examines topics, such as: bullying, chemicals, construction design and management, e-working, fire safety, manual handling, noise, pregnancy and new mothers, road safety, smoking, stress, VDUs, work equipment, working time and hours of work, workplace design, layout and welfare facilities, etc.

Research

Guidelines for Researchers when Interviewing People with an Intellectual Disability (2005) *D'Eath M & the National Federation Research Sub-Committee Members*

These guidelines highlight and discuss a range of issues to be considered when interviewing people with intellectual disabilities. In particular some basic practicalities interviewers need to consider on the day of the interview are identified. It is recommended these guidelines should be read in conjunction with Guidelines for Including People with Disabilities in Research by the NDA, 2002 (Also available in the library).

Epidemiology Beyond the Basics (2004) *Szklo M. & Nieto FJ.*

The authors explore key epidemiological concepts and basic methods. Focusing on study design, measures of associations, interaction, research assessment and other methods and practice, the reader gains an understanding of epidemiology and its role in the medical and public health sciences. The book has five parts as follows: Part I: Introduction: Basic Study Designs in Analytical Epidemiology; Part II: Measures of Disease Occurrence and Association: Measuring Disease Occurrence; Measuring Associations between Exposures and Outcomes; Part III: Threats to Validity and Issues of interpretation: Understanding Lack of Validity: Bias; Identifying Noncausal Associations: Confounding; Defining and Assessing Heterogeneity of Effects: Interaction; Part IV: Dealing with Threats to Validity: Stratification and Adjustment; Multivariate Analysis in Epidemiology; Quality Assurance Control; Part V: Issues of Reporting: Communicating Results of Epidemiologic Studies.

Writing for Academic Journals (2005) *Murray R.*

This book is aimed primarily at academics who are struggling to find time to write for journals and are eager to improve their academic writing skills. It combines practical guidance with moral support, addressing the whys and wherefores of academic writing, how to improve your chances of publication and the most effective strategies for writing efficiently and effectively. It is multi-disciplinary in outlook across arts and sciences.

How to Write a Paper (2003) *Hall GM.*

This publication is a guide for authors wishing to have their scientific paper published. This third edition was written by experienced international editors, and was updated including a new chapter on electronic submissions. Other topics covered: Structure of a scientific paper; References; How to write a letter; How to write an abstract for a scientific meeting; How to write a review; What a publisher does; Who should be an author; Style: what it is and why it matters; Ethics of publication.

How to Read a Paper: The Basics of Evidence-Based Medicine (2006) *Greenhalgh T.*

This book provides a starting point for those interested in finding their way through medical literature. The author explains the basics of evidence-based medicine in an accessible and readable way. She explains the meaning of critical appraisal and terms such as numbers needed to treat, how to search the literature, evaluate the different types of papers and put the conclusions to clinical use. Contents: Why read papers at all?; Searching the literature; Getting your bearings: what is this paper about?; Assessing methodological quality; Statistics for the non-statistician; Papers that report drug trials; Papers that report diagnostic or screening tests; Papers that summarise other papers (systematic reviews and meta-analyses); Papers that tell you what to do (guidelines); Papers that tell you what things cost (economic analyses); Papers that go beyond numbers (qualitative research); Papers that report questionnaire research; Getting evidence into practice.