

## Book Reviews Évaluation des livres

**Title:** Building a Research Career

**Authors:** Christy L. Ludlow Ph.D.,  
Raymond D. Kent Ph.D.

**Date:** 2011

**Publisher:** Plural Publishing Inc.

**Cost:** \$89

**Reviewer:** Gillian de Boer  
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Pathology



The goal of “Building a Research Career” is, in the words of the authors, to “introduce the new investigator to the explicit and not so explicit expectations of a research career.” The authors, Christy L. Ludlow and Raymond D. Kent, are two of the most eminent and distinguished researchers in speech-language pathology, and the advice they dispense in this book is based on the authority of hundreds of research papers and millions of grant funding dollars. Although the book’s publisher and its authors specialize in communication disorders, “Building a Research Career” does not. It is written for a broader audience, the scientists across all medical fields who may also be practicing health care professionals. Curiously, the authors avoid any explicit reference to their own profession.

The first chapter describes the stages of a research career and the characteristics of a successful scientist. It also includes important considerations when selecting a PhD program and a postdoctoral mentor. The second chapter provides an overview of research methodologies and study designs in the health sciences. The third chapter provides sound advice on how to keep up-to-date with information pertaining to one’s field of research and how to organize that information.

The fourth and seventh chapters are devoted to writing. The fourth chapter focuses on journal articles, hones in on the etiquette of shared authorship and covers various ethical matters that can arise. The seventh chapter is dedicated to proposal writing for research grant funding. The content in the section on grant funding is geared towards an American audience and details the specific

requirements of American granting agencies. However, Canadian readers would probably still find the chapter quite useful as any novice researcher could benefit from the proposal writing tips and schedule the authors provide.

“Membership in the Scientific Community” is the title of the fifth chapter. It discusses ways in which a researcher can participate in scientific life including networking, reviewing for journals, and participating in study review panels. While encouraged to branch out, the reader is advised to be selective with extracurricular scientific activities, so as not to overextend him- or herself. The authors also provide guidance on varied topics such as how to conduct oneself at meetings and how to write letters of recommendation. While some of this advice is fairly generic, it is nice to see it written down nonetheless: Academics usually receive very little training in many of these core skills, so even basic information about a topic like meeting etiquette may be quite eye-opening for graduate students and junior faculty.

Research practices are the focus of the sixth chapter. The importance of tracking research progress in a laboratory notebook is highlighted. The authors give a review of the capabilities and costs of various electronic laboratory notebook software products. Research Ethics Boards (Institutional Review Boards in the US) and a principal investigator’s duty to them are covered. The authors also provide strategies to avoid the pitfalls of clinical research and how to handle adverse events, should they occur.

The next chapters delve into the planning of a research career. In the eighth chapter, the authors discuss the career prospects one may take away from academia, such as in a research lab within a hospital, with the American government, or in the private industry. There is also a brief overview of some alternative careers to consider. The ninth chapter focuses on long-term career strategies. The authors advocate the creation of a research plan including a mission statement to guide a budding researcher’s career. They give advice on how to select the best technology, students and staff. Other important factors involved in running a laboratory are covered, as well as considerations for moving on to another organization.

The tenth chapter is specifically devoted to building a career in an academic setting. Junior faculty members may be relieved to learn that a sense of poor time management and a general feeling of ineffectiveness affect most new faculty members. The authors note that the number of women in biomedical research declines with higher academic rank. They summarize the National Health Institute’s recommendations to organizations to remedy this situation but the authors themselves have no additional advice for female scientists.

For those who create a marketable invention in the course of their research, the eleventh chapter delves into an American perspective of intellectual property, patents, licensing and medical trials. In the final chapter, the authors provide advice on successful interviews and where to apply. They then review the core elements from previous chapters to underline their importance for the reader.

“Building a Research Career” provides much needed advice and guidance for anybody embarking on such a career track. However, qualifying for a faculty position is a long and complicated career path, and success cannot always be guaranteed. The book has precious little advice for those left along the wayside; the one page devoted to alternative careers may not provide enough reassurance for newly minted PhD level researchers who feel that they are not cut out for the demands of a university faculty career. Overall, the authors accomplish their mission to introduce the reader to the expectations of a research career. For graduate students, currently on their way to research degrees, the book offers a fascinating look behind the scenes of academic life. It is as much about what being a researcher entails as how to build a career in research. ▶

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**Title:** Aphasia and Related Neurogenic Language Disorders: Fourth Edition

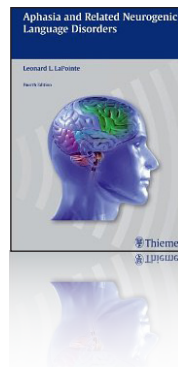
**Author:** Leonard L. LaPointe

**Date:** 2011

**Publisher:** Thieme Medical Publishers, Inc.

**Cost:** \$64.95

**Reviewer:** Susan Harper  
University of Toronto,  
Department of Speech-  
Language Pathology



This is the fourth edition of the book “Aphasia and Related Neurogenic Language Disorders.” The editor Leonard LaPointe explains the need for this new edition as follows:

The human brain should no longer be considered immutable. Changes in neuroarchitecture and neuroconnectivity that are directly connected to behavioural treatments are being reported and carefully studied every day, and the idea that carefully selected and programmed therapeutic experiences in the proper dosages can actually change the brain is one of the most exciting developments in brain and rehabilitative science in many a moon. Or maybe ever.

The book is organized into three sections. ‘Section I: Foundations and Practicalities’ is composed of seven chapters. Chapter 1 includes a brief overview of the anatomy and physiology of the central nervous system and a discussion of the structures in the brain and their functions. In Chapter 2, ‘Humanistic Basics: Adaptation, Accommodation, and Aristos’, LaPointe discusses the “wreck”, stages in the illness experience and the “raft”. Malcolm R. McNeil and David A. Copland write about aphasia theories, models of aphasia rehabilitation and classification systems in Chapter 3. Also in this section, Joseph R. Duffy, Tepanta R.D. Fossett and Jack E. Thomas discuss the acute care hospital setting and its focus on management versus rehabilitation. Julius Fridriksson writes about structural and functional neuroimaging, including Computerized Tomography (CT) scans and

Magnetic Resonance Imaging (MRI) scans in Chapter 5. In Chapter 6, Joyce L. Harris discusses multicultural and multilingual issues and client-centred approaches associated with aphasia and other neurogenic language disorders, with a special focus on the aging culturally and linguistically diverse (CLD) population. The first section concludes with a chapter by Katherine B. Ross, on enhancing quality of life using a person-centred approach and evaluating it from the perspectives of an individual with aphasia.

‘Section II: Assessment and Treatment’ consists of nine chapters and covers specific impairments and their various treatment approaches. The topics are broken down into naming and word retrieval (by Anastasia M. Raymer), comprehension (by Mikyong Kim), and reading and writing (by Pélégie M. Beeson, Kindle Rising and Steven Z. Rapcsak). Gayle DeDe and Erin O’Byrne Richtsmeier discuss the assessment and treatment of disorders of sentence comprehension and production. Pragmatics and discourse are covered by Leanne Togher in chapter 12. In Chapter 13, Roberta J. Elman writes about “Social and Life Participation Approaches to Aphasia Intervention,” including specific treatment approaches such as group treatment, couples and family training, internet training and book clubs. Joanne P. Lasker writes about assistive technology including hybrid computer-based approaches. In Chapter 15, Randall R. Robey covers treatment effectiveness and evidence-based practice. The last chapter in this section, written by Adrienne Hancock, is devoted to providing up-to-date resources for families and clinicians, including questions health professionals could ask caregivers to help direct them to the appropriate resources. Hancock also writes about insights that brain injury survivors and their caregivers may gain from the disorder. She includes some of their stories at the end of the chapter.

‘Section III: Related Cognitive-Language Disorders’ consists of three chapters. In Chapter 17, Margaret L. Blake writes about right hemisphere damage. Michelle S. Bourgeois discusses dementia in Chapter 18, including the pathophysiology, the features of the various types of dementia, and evaluation and treatment. In the last chapter of the book, ‘Traumatic Brain Injury, Blast Injuries, and Multisystem Injuries’, Carl A. Coelho writes about the pathophysiology of traumatic brain injury, the continuum of care, cognitive and communicative impairments, and types of intervention.

Throughout the book, figures, tables, case examples, chapter review questions and test questions help the reader consolidate his or her knowledge. The layout is clear and aids the presentation of the material with bolded subheadings within each chapter. Some of the chapters also

use sidebars, which alert the reader to important points in the corresponding section. While many chapters include useful glossaries, it might have been more practical for the reader to have a comprehensive glossary at the end of the book to put all the information in a central location.

Overall, this book is a well-organized resource providing the reader with up-to-date information about the advances in brain research, current theories and practice methods in aphasia and related neurogenic language disorders. The book is aimed at clinicians, researchers and student readers. It is definitely appropriate for all three groups, although student readers would need a solid background in aphasiology and neuroanatomy to fully benefit from the book. ▶