

health care must be applied within the context of a healing relationship. That the reductionist view of health care neglects many features of the illness process and provides cure without care is a theme around which the holistic concept of care is presented. Illness is seen as a multifaceted experience, and the individual response to illness is viewed from the psychosocial and cultural perspective. This book deals with some of these psychological and sociological aspects of the sick role.

The authors describe how illness alters the self-image of the person, causing the patient to mistrust his or her body. This mistrust leads to a loss of bodily identity and alienation from the body. The sick person, thus altered, is required to make adjustments in his/her social, cultural, and family relationships while being placed in a position of dependency upon the physician and other health-care professionals for all his/her needs. The unique adjustments of the personal experience of being sick are further explored by the authors in discussions dealing with the impact of the realization of illness, pain, the hospitalization experience, being bedridden and dependent, and disability. The authors contend that medicine often neglects these aspects of illness, and they favor the incorporation of nonmedical models of healing into the provision of patient-centered care. The authors view this exploratory work as a link between the biological, psychological, and philosophical perspectives of health care.

The opening chapter of the book is a theoretical look at the body through the concept of body image and self-acceptance. A discussion of "dis-ease" and the consequent alteration of body image, which results in the view of the body as an object apart from the self, is the topic of chapter two. Chapter three deals with the doctor-patient relationship, and chapter four describes the importance and impact of the patient's assimilation of the illness experience. The remaining chapters consider the following topics: outcomes of illness in terms of complete recovery, recovery with permanent handicap, and death; pain; fatigue; communication problems; chronic illness; and permanent handicap without recovery.

The material in this book is not a statistical or empirical approach but is based on the authors' observations and experience, which are presented descriptively. The book contains numerous case studies and bibliographies of additional reading keyed to the chapters of the text. Several chapters also include a review of the literature. Photographs of the emergency room, the x-ray machine, and other parts of the health-care facility are taken from the patient's prone perspective are interesting features of the book.

Physicians and other health professionals responsible for patient care will find this book interesting and thought-provoking, as will those involved in the field of medical ethics. Although the book was suggested read-

ing for patients, I believe that it provides more information and detail than most patients would care to have and is more appropriate for health professionals.

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**Knowledge into Action:  
A Guide to Research Utilization**

George P. Cernada  
Baywood Publishing Company,  
Farmingdale, New York, 1982

This useful volume offers many rich, practical lessons about community health education learned from the Taiwan Family Planning Program (TFPP). Its primary purpose is "to describe why and how applied research carried out in a national public health program sometimes influenced program action in the field—and sometimes did not."

The author presents and analyzes eight case studies and draws some instructive lessons from them. Using the information from these studies, he also provides a theoretical basis for future program action. As an observer and participant in the TFPP for more than a decade, the author reviews events and processes from a unique vantage point. For this reason, the case studies, most of which he authored or coauthored, show an amazing depth of knowledge and insight. I believe that the author succeeds handily in drawing out the lessons learned from the TFPP.

The eight case studies are skillfully written and organized for easy reading. Each case study starts with a summary illustrating the main points. For example, one on "How Not to Price Oral Contraceptives" illustrates how research findings did not always find their way into program use (eg, the lack of available funds to implement findings and the gap between the time findings become available and the time when they are needed for decision making). The case studies also include a useful commentary and detailed suggestions for discussion as well as a case-by-case summary of findings. All these features enhance readability.

In my view, the most valuable section is the cross-case analysis. Here the author synthesizes information from all eight studies and classifies findings according to some useful categories, such as political purpose, readiness to change, research purpose, centralized organization, linkage, systematic feedback, other-

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orientation, operational validity, competition and collaboration, and synergism. This section provides the book's primary contribution to theory development. Other attempts to extend theory do not succeed as well. The review of research utilization literature provides few fresh insights, and discussion of communication theory, mass and interpersonal, is not sufficiently exhaustive or current.

The section on the implications of findings for community health education was particularly useful. Many of these implications, however, do not spring as much from the case studies as from a number of loosely connected and only partially explicated theories and orientations. The author sees the case studies as building blocks of a "problem-solver perspective" on community health education. This perspective can best be described as one that focuses on the needs and orientations of users. Cernada bases it partially on his own communication model, which states:

Who selects what communications  
On any issues  
Only from whom they wish  
And only through the channel they select  
And whatever effect there is  
Depends upon whose interpretation of the place of  
that message, that source, that channel in their  
own real world.

I believe that the theoretical basis of this perspective would have been strengthened considerably had the author included in his literature review recent work in the mass communication field, especially studies on the uses and gratifications of media and on cognitive effects (eg, counterarguing and information processing). Similarly, the literature review would have been improved by an examination of recent theory and research in interpersonal communication that focuses on self-persuasion and the negotiation of meaning. Some of this theory and research is based on the same models (social interaction, symbolic interactionism, and social learning) that the author sees as providing the intellectual underpinnings for the problem-solver perspective. In my view, they explore and test these models in ways that the case studies have not (and perhaps could not).

As a user of the Cernada book, I learned a great deal about factors affecting the integration of applied research findings into an ongoing family planning program. I realize that some of these elements are particular to the TFPP (eg, Taiwan's small geographical area, few languages, outstanding vital registration system, high economic growth, high literacy rate, and fine transportation networks), but others are generic ones that could affect TFPPs elsewhere as well as other kinds of community education programs.

Here are some other aspects of the book I like: (1) The case studies are careful to show how learning can occur from both program successes and failures. For

example, in a case study on the production of a printed booklet, it is shown how increased knowledge of the audience and the involvement of a particular government ministry might have helped the project. (2) The book includes four appendices that could be helpful to family planning and health practitioners in the field, such as recommendations from the East-West Center Communication Institute on research utilization. (3) The case studies present issues of knowledge utilization in a broad context that takes into account many of the complex interactions of ongoing social, political, and administrative systems. If one learns anything from the case studies, it is the complexity of these knowledge utilization issues. (4) The case studies are enjoyable to read. Their titles are catchy and enticing to the reader, such as "The Case of the Mysteriously Appearing Child" and "Scientific American Goes Asian."

Except for some claims about theory development, I feel the book succeeded in its purposes. The author did an outstanding job balancing the program's successes and failures, neither overstating nor understating them. At one point, I was a bit concerned (perhaps not justifiably) that readers might draw the wrong conclusions from the studies showing sizable mass media effects on contraceptive behavior. There is little evidence for this from other research settings. In fact, the bulk of the evidence seems to suggest that for a high-involvement topic such as birth control, mass media have little direct impact on acceptance. In Taiwan, the mass media seemed particularly effective because they were able to reach women who, because of their relatively favorable economic status and desire to have fewer children, were already motivated to practice birth control. It is not that the author attributed such great power to the mass media, but I feel that he might have led his readers to draw this conclusion independently without sufficiently cautioning them. This was particularly evident in the case study demonstrating the value of the mass media as a useful supplement to the field-worker approach. Because researchers were able to demonstrate that mass media were important sources of information about contraception among birth control adopters, they were able to obtain an information and education section at program headquarters.

Would I recommend the book? Yes, for some purposes and for some audiences. I plan to use many of the case studies in my course on population communication. I know students will enjoy them and learn from them. I agree with Cernada's contention that Western family planners and community educators have much to learn from the Taiwan experience.

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