BOOK REVIEWS


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Meant to be an informational resource for decision makers in higher education, the deskbook Higher Education Law in America is organized by topics of interest. Various chapters address student issues, employment issues, liability issues, and other issues educational leaders may face. The stated goal is to provide information that these leaders or their legal advisors can use to make decisions that will help them avoid legal traps and ensuing litigation.

Because many expected users will not have a legal background, the editors include a glossary and several useful appendices. The included abridged version of the United States Constitution and a brief explanation of the judicial system should prove useful. The basis of material presented in the book is a review of case law, so instructions on how to read case law are also included. One appendix is devoted to Supreme Court cases that apply to higher education. With these aids, the reader will not need a background in law to use the book.

One premise of the book is that readers be able to research existing case law for guidance in their decision making. To that end, useful indices are provided. The reader is able to search by general topic, case name, or case name by state if desired. Instructions on the possible uses of the materials in the book precede the main body of text facilitating ease of use.

Where appropriate, chapter sections begin with a brief overview of court opinions expressed on the topic. This is followed by relevant case law on the topic, giving the reader insight into what courts have already decided in similar cases. That data should provide readers with useful information on which to base their decisions.

This is clearly a reference for administrators and would be of little use even as supplemental reading for students. Possible exceptions might be graduate education students planning to advance their careers into administration positions or law students wanting to specialize in this area. Pharmacy faculty members and students might find reading the cases interesting but certainly not professionally rewarding. Courses in pharmacy law will concentrate on case law in that area.

This is one of several books the center publishes on the topics of education or employment law. A quick Google search revealed other organizations active in this area. Although direct comparisons were not practical, the price of this book seemed competitive. This is the ninth edition. Because case law changes over time, users of this book would probably need to purchase a new edition each year or risk making decisions not based on the most current information.

Institutions of higher learning generally have in-house legal counsel or legal advisors on retainer. While some administrators might appreciate having a book of this nature close at hand, most are certain to seek the advice of their advisors rather than trust their own judgment based on their interpretation of past cases. It would be difficult to justify adding this book to a pharmacy library. Pharmacy school/college administrators may wish to have a copy, but replacing it each year might be problematic given restricted budgets.

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This book, written by Proctor and Capaldi, professors at Purdue University, clearly describes the historical movements of research methods and effectively describes the assumptions one makes when one chooses a methodology. Unlike other books exploring the development of science, the 2 experienced scholars showcase the gamut of different methodological procedures in a succinct but vivid manner. In addition, the assumptions underlying each methodology are thoroughly discussed. These assumptions are often neglected in traditional texts in methodology that detail study designs, data collection, and data analyses. Revealing these assumptions motivates readers to ponder how science should be practiced in psychology and the other behavioral sciences. In particular, this book is an important tool for behavioral scientists and students in social and administrative pharmacy where the methodological movements or assumptions are rarely touched.

Why Science Matters consists of 3 parts, with 10 chapters total. The first part is comprised of chapters 1-3, which provide a comprehensive description of the evolution of
science from Aristotle to present-day scientists. The 3 chapters highlight 4 major movements in contemporary science: (1) \textit{positivism}, the view that underscores experience in obtaining knowledge, led to \textit{induction} dominating science until the 19\textsuperscript{th} century; (2) \textit{logical positivism}, which added reasoning to positivism, and \textit{operationism}, which linked concepts with measurements, had significant impact on experimental psychology in the 20\textsuperscript{th} century; (3) \textit{falsificationism}, which was developed by Karl Popper in 1959, disapproved induction and supported deduction, and (4) \textit{postpositivism}, which was initiated by Thomas Kuhn in 1962, spawned \textit{naturalism} and \textit{relativism}. Chapter 3 introduces naturalism, the approach evaluating methodology in terms of solving scientific problems. Naturalism is the emphasis of this book, as well as the procedure endorsed by the authors to practice science in psychology.

The second portion of this book, chapters 4-6, explicate naturalism in the contexts of hypothesis testing, theory construction, theory evaluation, and naturalistic methods. Chapter 4 points out the limitations of hypothesis testing, such as confirmation bias and disconfirming reasonable but immature hypothesis. This chapter also suggests that abduction rather than induction or deduction is the most important logical procedure. Abduction includes identifying data pattern, comparing multiple hypotheses, and selecting the best theory. Chapter 5 assesses the criteria for theory evaluation, and presents the method of consilience which unifies knowledge from different scientific areas. Chapter 6 outlines naturalistic methods to study science, such as analyzing historical accounts of scientific discoveries, observing ongoing scientific research, or simulating scientific solution by computers.

The last section of this book includes Chapters 7-10, which uses naturalism to address current methodological issues in psychology. In the latter part of the 20\textsuperscript{th} century, \textit{postmodernism}, \textit{social constructionism}, and \textit{philosophic contextualism} stemmed from relativism and grew more popular. These views questioned quantitative methods like experimentation and statistics, and generated other methods under the umbrella of qualitative inquiry. Chapter 7 starts to analyze these phenomena by challenging the cornerstones of relativism – \textit{underdetermination} and \textit{incommensurability}. This chapter also rejects the idea to combine experimental psychology with relativism. Chapter 8 summarizes varieties of qualitative methods, and compares qualitative methods with quantitative methods. Furthermore, Chapter 9 criticizes qualitative methods by disclosing that their paradigm is actually relativism and this paradigm is similar to pre-scientific thinking. Finally, Chapter 10 discusses internal and external validity, and gives examples of laboratory findings with external validity such as memory manipulation.

Overall, this book has 2 features that stand out: the clear depiction of methodological movements in psychology and a thorough examination of methodological assumptions. In terms of the second feature, this book presents that (1) naturalism is the proper way to practice science; (2) abduction is the most important form of reasoning; and (3) the ontology of qualitative methods is relativism, and relativism is incompatible with experimental psychology. In social and administrative pharmacy, behavioral scientists and students may be trained adequately to apply research methods, but they may not be familiar with either the methodological movements or assumptions. This unfamiliarity could limit their capacity to explore the literature or to advance knowledge. For instance, students may get confused by various terms like positivism or logical positivism when they glean thoughts from psychology writings. Also, behavioral scientists may lack caution when they use qualitative methods, which are gaining popularity in health psychology. Fortunately, this book provides useful guidance for behavioral scientists and students in social and administrative pharmacy.

To summarize, Proctor and Capaldi wrote a quality book that captures the methodological movements and the methodological assumptions in psychology. This book is so well-organized that even students without a psychology background would find it easy to follow. This book would be a valuable addition to the toolbox of scientists in social and administrative pharmacy, since it equips readers with the ability to better assess and apply research methods.

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