

**Clinical Teaching Made Easy: a practical guide to teaching and learning in clinical settings**

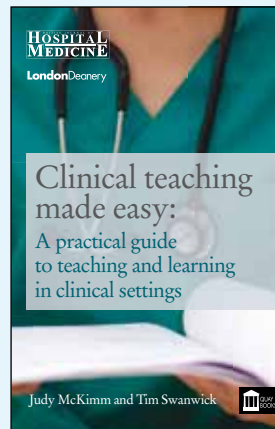
Judy McKimm, Tim Swanwick  
Quay Books 2010

Price £22.99. Pp 246  
ISBN 978 185642 4080

This is a very useful and timely book. It originated as a series of e-learning modules by the London Deanery to help with faculty development for postgraduate medical training, which was later published as a series of articles in the *British Journal of Hospital Medicine*. This has been organized into a reference book, not only intended for the professional educator, but also for the clinical teacher – established consultants and other health-care teachers who find themselves in the new world of appraisal,

workplace-based assessments and curriculum-based teaching and training.

The book is organized into 23 chapters, each short enough to read at one sitting. Each chapter contains enough information on each topic to cover the subject completely without too much theory. The best feature is the key points section at the end of each chapter, which summarizes the content of the chapter with a few bullet points – very useful for quickly skimming the subject. In addition there is a comprehensive list of references appropriate to each topic at the end of each chapter if further reading is desired.



This book will be useful to all who are involved in postgraduate medical education, not just the professional educators, such as clinical tutors, but also the individual clinical and educational supervisors within their respective departments. Trainees will also find the book useful in helping them to achieve their training objectives and discovering how their training and training methods has

developed. It should be in every hospital library and postgraduate education department.

*Tom Crichtlow, Princess Royal Hospital, Telford and Council Member – National Association of Clinical Tutors*

**Best of Five MCQs for MRCPsych Paper 3**

Lena Palaniyappan, Rajeev Krishnadas  
Oxford University Press 2010

Price £24.95. Pp 253  
ISBN 978 0 19 955361 7

Reviewing a textbook specifically tuned to the needs of trainees doing an exam like the Membership of the Royal College of Psychiatrists (MRCPsych) can be a sobering experience for an ‘experienced’ consultant. While the format has changed from the kind of multiple choice questions one was used to, the detail and content of the questions can be troubling. When confined to clinical situations about 50% correct was my score, but once things became too technical in terms of genetics or statistics I started to flounder.

This book seems excellent not only as a useful revision programme for those taking exams, but also, I would suggest, for those wishing to update their background knowledge. After a thoughtful introduction outlining the process of taking the exam (including ‘who can sit the exam?’), there is an excellent reading list (not too long) and then 50 questions on a series of topics including general adult psychiatry, forensic, child and old-age psychiatry, substance use, organic, liaison, perinatal, and psychotherapy. There are another 100 questions on basic statistics, with answers that not only clarify the correct response

but also give excellent references (the book and the page).

This book has to be highly recommended, in terms of format, clarity of writing and detailed knowledge. However junior or senior the reader, he or she will have a very positive learning experience.

*Trevor Turner, East London NHS Foundation Trust, London*

**Childhood Disorders (2nd edn)**

Philip C Kendall,  
Jonathan S Comer  
Psychology Press 2010

Price £16.50. Pp 293  
ISBN 978 0415286422

This American book is a basic text for trainee clinical psychologists and perhaps other trainee mental health practitioners. It starts with rich descriptions of children and their families, which helps locate the problems of individuals in their broader family and societal context. These vignettes also illustrate how ordinary and common psychological difficulties are and highlight how complex it can be to figure out if, how and when to intervene. The final chapter is similarly organized and presents more vignettes as a means to encourage the reader to reflect on and apply his/her learning.

Chapters are organized around diagnoses such as conduct disorder, attention-

deficit hyperactivity disorder, anxiety, depression. Each chapter covers phenomenology and classification (as does *The Diagnostic and Statistical Manual of Mental Disorders*), and how to assess, then selectively reviews the evidence base for treatment.

The chapter on mental retardation gives a useful discussion of the importance of assessing not only cognitive ability but also functional and adaptive skills so as to give a comprehensive representation of a child or young person’s abilities.

The chapter on autism gives quite a lot of coverage to the use of aversive conditioning methods (a technique used to reduce unwanted behaviours by associating them with physical or psychological discomfort) to treat self-injurious behaviour. I was surprised at this, as the authors state how clinically unfavourable this kind of approach is and also refer to the highly ethically questionable nature of using such procedures.

While this book could be a useful addition to the reading lists of some clinical training courses, those courses that privilege formulation-based, social constructionist or systemic approaches may not find that it speaks to them.

*Sarah Helps, Tavistock Centre, London*

