

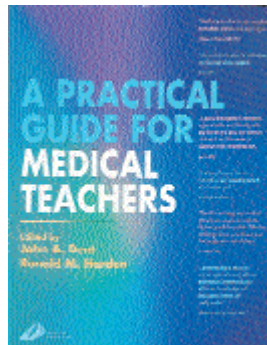
A Practical Guide for Medical Teachers

Edited by John A Dent and Ronald M Harden
Churchill Livingstone 2001

Price £34.95. Pp 453
ISBN 0 443 06273 0

Recent General Medical Council documents, *Duties of a Doctor* and *The Doctor as Teacher*, have emphasized the need for doctors to teach both undergraduates and postgraduates to develop and maintain their teaching skills. There are an increasing number of short courses to help medical teachers but there is little available that a medical teacher in search of practical help can pull off his or her bookshelf the week before a teaching session. This book is designed to fill that gap.

It is well written with plenty of supporting evidence cited. It includes sections on teaching in different types of learning



situations and the various educational strategies that the teacher might be encouraged to use. The authors include a useful section on some of the aids and tools used in teaching.

However, the text is very detailed and the sections on the curriculum and student-staff relationships may be of more use to educational leads and course organizers than to the 'jobbing' medical teacher. Some of the chapter titles do not make clear what the chapter contains. The use of the term 'ambulatory care' in a chapter title, while appealing to an international audience, is still not generally recognized by many UK doctors, and does not do the chapter it entitles justice.

The gap in the front-line medical teacher's bookshelf remains unfilled but this would be a useful reference for those with a more complex role in medical education.

Deborah Gill, University College London

ABC of Heart Failure

Edited by Christopher R Gibbs,
Michael K Davies, Gregory YH Lip
BMJ Publishing Group 2000

Price £14.95. Pp 43
ISBN 0 7279 1457 X

This is a new volume in the popular ABC series from BMJ Publishing. At 43 pages the book is a relatively quick read and is aimed at doctors in hospital and primary care.

The book is divided into 10 chapters covering epidemiology, aetiology, pathophysiology, clinical features, investigation, non-pharmacological management, two chapters on the drug treatment, an approach to acute and chronic heart failure and a chapter on heart failure in general practice. The latter is an often-neglected area in weightier tomes but is extremely important given the frequency of the problem and the difficulty in making a clinical diagnosis. I found the book easy to read and comprehend and, for its size, I thought the balance between theoretical background and practical advice was ideal. The layout of figures, tables and summaries of important information is clear and makes for easy learning. The chapter of non-pharmacological management is an excellent summary of this aspect of treatment.

Was there anything I did not like about this book? I find the use of 'further reading' lists as opposed to conventional references in the text rather irritating. I think it is important that readers know the source of information quoted in the text. This is a relatively minor quibble — hospital physicians of all grades and general practitioners will find something of interest in this book.

Jayan Parameshwar, Papworth Hospital, Cambridge

Feeding Problems in Children: a practical guide

Edited by Angela Southall and
Anthony Schwartz
Radcliffe Medical Press 2000

Price £19.95. Pp 280
ISBN 1 85775 208 2

This book presents itself successfully as the first comprehensive guide to look at childhood feeding problems, as distinct from eating disorders. It argues that feeding is an inter-relational and inter-social function, and thus studies any feeding dysfunction within those models. Its theoretical and clinical approaches are derived from contributors across the specialities, including paediatricians, psychologists, psychiatrists and speech therapists. Its primary aim is therefore to present an integra-

tive approach to a complex area with multiple clinical presentations.

The book is divided into two parts. The first describes various theoretical models related to the different disciplines involved. Each chapter briefly discusses an area of the field such as oral development, breast-feeding, psychoanalytic theories and feeding in chronic illness. The section ends with an approach at integrating the various very diverse models. The second section looks at the consequent practical applications in clinical and research areas. All chapters are well structured, concise and use tables and summaries regularly, making them easy to digest. Each ends with a detailed list of references.

Bearing in mind how broad this subject is, and how many contributors there are, from very different backgrounds, this book is a valiant and generally successful attempt at providing an interesting, clinically relevant book for all those involved in clinical or research areas involving child and family care. The large number of authors does necessitate a frustration of detail at times, but the advantage of presenting such diverse approaches with a sensible integrative approach does this justice.

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