

The Textbook of Internal Medicine. William N. Kelley (ed). J. B. Lippincott Company, Philadelphia, 1989, 2,679 pp., \$95.00. ISBN 0-397-50795.

In his preface the editor, W.N. Kelley, notes that the organization of the material in this massive book is different from most, in that the major subspecialty sections are divided into three parts: (1) concise, relevant pathophysiology and biochemical mechanisms; (2) descriptions of the disease; and (3) the approach to the patient, differential diagnosis, and management. This review of the underlying mechanisms of disease is an excellent idea, and reinforces knowledge for physicians who have been out in practice for some time and who are a little rusty.

The book is a practical encyclopedia, aimed at internists who practice day-to-day care. There are 529 chapters and contributors, with an appendix on laboratory medicine discussing normality, interpretations, and conversion to SI units. There is a large section on geriatrics with separate chapters on specific diseases, such as diabetes and Alzheimer's disease in the elderly.

To review a book with 529 chapters is a daunting task, so I used it as the editor suggested—for everyday practice. While in the Family Practice Center, I dipped into it for the following problems: generalized thyroid swelling in a teenager, evaluations of chest pain, management of asymptomatic gallstones, and pericarditis. I found the text to be most useful—clear, concise, and easily read between patients or during a brief interruption while seeing a patient. The only difficulty is that the large volume is too heavy to carry around.

In the early part of the book there are brief introductory chapters on the principles of diagnostic testing, clinical epidemiology, clinical decision making, and reading the medical literature. The personal, behavioral, and contextual aspects of medical care are hardly touched upon. This resource provides hard clinical data only.

This book is a most useful tool for practice and is appropriate for any

generalist's office or residency training program.

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A Practical Guide to Clinical Teaching in Medicine. Karen C. Douglas, Michael C. Hosokawa, Frank H. Lawler. Springer Publishing Company, New York, 1988, 191 pp., \$29.95. ISBN 0-8261-5490-0.

On receiving *A Practical Guide to Clinical Teaching in Medicine*, I set it on my desk to use as teaching opportunities arose. On several such occasions I found less guidance than I had hoped for, perhaps to be expected for a 15-year teaching veteran with a degree in education. Still, I believe the book is more a comprehensive primer on clinical teaching than a practical guide. The authors have captured virtually all of the important ideas, principles, and attitudes that make for high-quality primary care teaching, but only on occasion do they get to the highly practical level.

The book is organized into 16 chapters with titles including "The Learner," "The Teacher," "Planning for Learning," "Teaching Strategies for Cognitive Learning," "Teaching Strategies for Attitudes and Skills," etc. Readers seeking guidance on, say, preparing a lecture, would find guidance spread across all of these chapters. The well-done index at the rear of the book is a faster route than the table of contents to help in specific teaching assignments.

Some excellent practical teaching techniques are introduced, such as the use of force field analyses, simulations, role play, teaching for problem solving, and use of the educational history. Most techniques are only sketched, however. Their effective use would require more digging. In some cases, as in the discussion of workshops, the specific advice given is too pat.

Where techniques are only sketched, the reader is entitled to well-chosen references and readings. In many cases these are provided, but in others, references are peripheral or

out of date. For example, the sections on problem solving, clinical simulations, and workshops all omit well-known, classic references that offer excellent practical guidance.

In summary, I believe the book is a good all-around primer for clinical teachers needing an orientation to the teacher's world. It draws the landscape of teaching, sets up taxonomies and categories, and presents the guiding ideas that belong behind any specific teaching plan. Experienced teachers looking for fresh approaches or new teachers looking for a how-to manual will be disappointed.

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The Diagnostic Approach to Common Symptoms and Signs in Infants, Children, and Adolescents. Paul S. Bellet. Lee & Febiger, Philadelphia, 1989, 502 pp., \$38.50. ISBN 0-8121-1169-9.

This recently published textbook has identified 76 signs and symptoms that infants, children, and adolescents present to the primary care physician. The author then offers a differential diagnosis, in some cases very complete, of each of these clinical problems and briefly discusses a possible diagnostic approach. The book is extremely well organized with discussions of most of the differential diagnoses. It is certainly readable and has the ability to jog the memory of a busy clinician.

Although there are few illustrations, a number of tables add to the flow of information. A well-organized index is included also.

This text should be considered a resource best suited for a hospital library or a teaching institution. More geared toward the physician than other allied health professionals, it would be particularly useful for residents looking for a differential diagnosis of a presenting sign or symptom.

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