

Principles of Clinical Electrocardiography (12th edition). Mervin J. Goldman. Lange Medical Publications, Los Altos, Calif, 1986, 460 pp., \$19.00 (paper).

Now in its 12th edition, *Principles of Clinical Electrocardiography* continues to be an excellent text on the basic concepts of electrocardiography and their clinical applications. The chapters are organized in an appropriate sequence of topics beginning with an introduction to electrophysiology and normal electrocardiographic complexes. Particularly useful as a resource is the chapter on normal variants of the adult electrocardiogram and electrocardiograms in infants and children. Various abnormal electrocardiographic patterns are covered in the next chapters. Here, the format is a brief discussion of the etiology, incidence, mechanism, and clinical significance of the abnormality. Several electrocardiograms are then displayed as examples, followed by summary criteria. There is also a good section outlining a technique for reading electrocardiograms with sample tracings for the reader to interpret. Two appendices are included for rapid review of normal and abnormal electrocardiogram patterns.

The book is clearly written and well-illustrated. It is a concise, understandable book that is valuable for those first learning or needing to review electrocardiography. Family physicians and residents will find this an important update for their libraries.

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Family Therapy Education and Supervision. F.P. Piercy (ed). The Haworth Press, New York and London, 1986, 145 pp., \$29.95 (\$19.95 paper).

This small book is actually a published collection of works from the fourth issue of the *Journal of Psychotherapy and the Family*. Its stated purpose is to fill an unmet need for authoritative guidance from experienced teachers and supervisors of family therapy to those less so. The book includes papers from leading educators, supervisors, and practitioners of family therapy, organized in nine sections, including a stimulating section entitled, "Redefining the Mission of Family Therapy Training: Can Our Differentness Make a Difference?" The papers address issues such as the difficulty in building strong theories and models for family therapy students, the value of small-group didactic teaching and personal exploration of the trainee's own family as a complement to live supervision, the various styles of supervision and training used in different institutions and settings, and the difference between group supervision of training using videotape technologies versus individual live supervision in an apprenticeship style. The book also includes a valuable list of training opportunities for family therapy students, and an annotated bibliography about methods of training family therapists (which may be the most valuable portion of the entire book).

Readers may be saying at this point, "Who cares? How does this apply to the clinician or teacher of family medicine?" The answer is that the fields of family therapy and family medicine have much in common, and this book offers a stimulating view of new ways of training family physicians.

Both fields are struggling with professional identities, a struggle that comes partly from the relatively recent arrival of both specialties into respective clinical and research systems with long and well-established traditions. Both family therapy and family medicine deal with the same sociobiological unit: the family (although in decidedly different ways). Both disciplines share a similar style of teaching and supervision, incorporating considerable direct and indirect supervision through the use of various technologies. Finally, both disciplines embody a systems perspective in thinking about important clinical and research questions.

These similarities lead to similar problems in teaching in both disciplines: problems with appropriate role modeling, didactic versus experiential learning, intensity and level of necessary supervision, the building of theories and models which differ from mainstream thinking, and educational competition with more established disciplines.

This book does not deal with all of these questions, but is an extremely interesting study of "comparative anatomy." The book is recommended for family physicians interested in the possibility of designing a major overhaul of the traditional methods of teaching family medicine. The methods by which family therapy is taught have remarkable applicability to family medicine, and this book provides an interesting and helpful view of those methods.

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