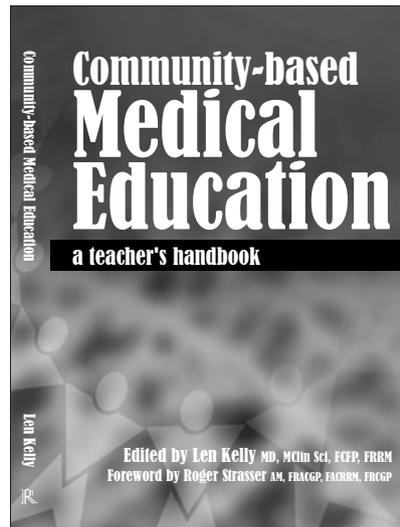


### BOOK REVIEW

**Community-based Medical Education: A Teacher's Handbook.** Len Kelly, editor. 247 pp. Radcliffe Publishing. 2012. Can\$59.50. ISBN-13: 978 184619 505 1

Len Kelly's book is timely. Although community-based medical education was all we ever did here in rural Canada, it only recently has had the legitimacy of being established as a primary path in medical training. This ascendancy in stature comes with an impressive, if not intimidating, number of learners and a wee bit of incentive to pull up one's socks.

Kelly has assembled a number of authors who speak to the contemporary challenges of teaching where we teach. The book starts with some basic chapters on contracting, monitoring and evaluation that are suited to all teachers, whether they are just starting out or they need a bit of spit and polish later in their careers. Then there are chapters that speak to



the hard topics. Instructing the difficult learner, teaching professionalism, mentoring in research, establishing boundaries and avoiding burnout.

The book's strengths are its chapters chock full of concepts, approaches and quite practical advice. Forming a structural base for that which we do, this book is a needed resource. It truly is a handbook.

Don't put down the book without letting your eyes wander to the excellent piece on teaching

generalism penned by Keith MacLellan. This summative chapter is a different gem. It puts medical education into a sociopolitical context in how we lost our way in medical training and how community-based education brings back the core values and competencies that our society needs.

The weaknesses of the handbook lie on the other side of the coin. A book with focused and practical concepts and advice does not make for an easy summertime read. It's not suited for a cover-to-cover read, at least not by this distracted rural doctor. I have too many interests and things to do, and teaching is just one of them.

Approach the book with a question — for example, about the international medical graduate learner, teaching about cultural safety or principles of procedural training — and you will not be disappointed.

**Peter Hutten-Czapski, MD**  
Scientific editor, *CJRM*

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