

of dreams to a deeper understanding of phantasy and symbolism.

Segal believed that the psychoanalytic understanding of the pervasiveness of destructiveness and denial could contribute significantly to the discussion of sociopolitical questions. Building on her lifelong passion for politics, Segal was one of the prime movers in the formation of a psychoanalytic movement against nuclear armaments. Her paper, 'Silence is the real crime', is one of the most important psychoanalytic contributions to the nuclear debate. The cross-fertilisation of Segal's interest in clinical disturbance of the functioning of the mind with artistic and aesthetic endeavour and human destructiveness made her an inspiring teacher and writer. Her later papers are drawn together in two more books, *Psychoanalysis, Literature and War* (1997), in which her paper 'The clinical usefulness of the concept of the death instinct' was reprinted, and *Yesterday, Today and Tomorrow* (2010). Segal loved reading both literature and detective stories and she wrote papers about novels by Joseph Conrad, Patrick White and William Golding, whose work she admired. She was particularly interested in Conrad who, like her, was by

birth a Pole who adopted English and found that it offered him the greatest depth of expression of any language.

Segal was president of the BPS from 1977 to 1980, twice vice-president of the International Psychoanalytical Association, visiting professor at University College London in 1987/1988 and received the Mary Sigourney award for contributions to psychoanalysis in 1992. She was passionate about psychoanalysis and outspoken about her beliefs. In clinical supervision she was passionate about the plight of the patient and straightforward about the limitations of the analyst, while being scrupulously fair to both. In her interview for BBC Radio 4 Desert Island Discs in 2006, celebrating the 150th anniversary of Freud's birth, she said of the nature v. nurture debate that only in the most severe mental illness was nature the overwhelming factor. Segal was equally passionate about her family who loved her deeply. She was pre-deceased by her husband Paul Segal in 1996, and leaves three sons, four grandchildren and three great-grandchildren.

**Bernard Roberts**

doi: 10.1192/pb.bp.112.039412

## Review

### Teaching Psychiatry to Undergraduates

Tom Brown & John Eagles

RCPsych Publications, 2011, £35.00, pb, 336 pp.

ISBN 9781904671992

Students' experience of psychiatry at medical school will influence not only their choice of career but also their lifelong attitudes to people with mental health problems, whatever their specialty. So, as psychiatrists, our responsibility for teaching psychiatry to undergraduates is great.

In his foreword, Professor Robert Howard paints a bleak picture of psychiatry teaching, with chaotic clinical placements and reluctant teachers. This has certainly not been our experience and we find many psychiatrists who are keen to teach and passionate about their specialty. Often, though, they do not know where to begin and become disheartened when they receive poor student feedback. *Teaching Psychiatry to Undergraduates* has something for all of them. It lies between a pocket guide and a reference book; it is invitingly light without skimping on its scope, and does not assume any prior knowledge of educational methods. The introductory chapters cover basic principles and recent developments in medical education, setting the scene by giving a broad understanding of the direction of travel. Those who just want to get on with preparing a teaching session can skip straight to some good chapters on how to give a lecture, do small-group teaching or problem-based learning, with an excellent chapter on the use of computers in teaching and how to

create e-learning resources. This is an excellent book for dipping into: each bite-sized chapter is a good mixture of theory and reflection.

The chapters on time-efficient clinical teaching, use of simulated patients and role-play are good value, with tips for teaching in busy clinical settings. It is also refreshing to see chapters focusing on involvement of trainees and service users in teaching; the chapter on dealing with students in difficulty is especially worth reading.

The book is ambitious in its range and not all of the chapters will be relevant to everyone: for example, most teachers do not have control over organisation and funding of teaching. However, for a busy doctor who has not the time or motivation to read the chapters in full, they all include a concise summary giving an overview of the topic.

The authors have succeeded in producing a substantial reference book on teaching psychiatry that at the same time is easily digestible and small enough to carry around in a bag, allowing readers to use every possible opportunity to teach psychiatry as it should be taught to our students.

**Ania Korszun** Professor of Psychiatry and Education, Centre for Psychiatry, Wolfson Institute of Preventive Medicine, Barts and The London School of Medicine, email: a.korszun@qmul.ac.uk; **Caroline Methuen** Consultant Psychiatrist, Primary Care Liaison, and Honorary Senior Lecturer, Medical Education in Psychiatry, East London NHS Foundation Trust, City and Hackney Adult Mental Health Service.

doi: 10.1192/pb.bp.111.035501