

How to Excel in Medical School

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Medical students are always concerned with the amount of information they have to study. There was virtually no previous attempt to write a book to help them study such huge amount of information. This book, *How to Excel in Medical School*, is novel in that it provides medical students with cognitive psychology-based strategies to help them to learn effectively such expanding medical information. It is clear that the book is a culmination of years of experience and thoughts by its authors.

What I liked about this book is that it explains, in a very simple yet very effective manner, how to apply the cognitive psychology based-strategies in a practical manner in the field of medical education. Such an application has been recommended by many medical educationists.¹ Furthermore, the book gives specific examples to suit individual subjects such as histology, pharmacology and basic science. The book is clearly written, easy to understand, and is extremely helpful for many medical students. I wish I had such a book when I was a student in my medical school.

Discussion of the following two points is a useful addition to the book:

1. The use of auditory memory in studying (most of the given examples are dependent on visual memory). This is based on recent research studies that showed that auditory memory is involved in transferring the information to long term memory stores.
2. More examples for clinical science especially some practical examples on how to use concept maps to study clinical science. Such clinical examples can make the book more useful to all stages of education in medical schools.

The format and print quality of the book are good, however, an index would be a useful improvement. Overall, this novel book is a necessity for many medical students and I strongly recommend it to any new medical student. Older students and their tutors will also find this book very beneficial.

1. Regehr G, Norman GR. Issues in cognitive psychology: implications for professional education, *Acad Med* 1996;71; 988-1001.