

Preface

I have been pleased and gratified with the enthusiastic reception of the first three editions of *Behavior and Medicine*. The book has been read by tens of thousands of medical students, and most of these former students are now practicing medicine. One likes to think that the clinical practice of these students will be influenced by the book, and that patient care will be a little more humane, a little more gentle, and perhaps a little more effective because some of the ideas in *Behavior and Medicine* took root.

I'm especially honored to have Dr. Margaret Stuber, the Jane and Marc Nathanson Professor of Psychiatry and Bio-behavioral Sciences at UCLA, as my co-editor for this edition. Dr. Stuber is a child psychiatrist with an international reputation who has focused her time in medical education since 1991. Dr. Stuber shares my passion for convincing medical students that understanding human behavior is absolutely critical to their future practice, and she brings experience and training in the design and writing of board examinations. I don't believe I could have picked a better collaborator for this edition.

Hogrefe & Huber publish both in the U.S. and internationally, and they are able to market *Behavior and Medicine* to relevant groups of students around the world. Many medical schools in non-English speaking countries use English language texts, and *all* physicians need to be conversant with the basic principles of behavioral science covered in *Behavior and Medicine*. We're proud that *Behavior and Medicine* has been used to educate medical students in Canada, Great Britain, Australia, New Zealand, South Africa, Thailand, Scandinavia, and dozens of other countries as well as the original target group—medical students preparing to take the United States Medical Licensing Examination.

I have also been pleased with the warm reception *Behavior and Medicine* has received in a number of health professions outside of medicine. Although the book clearly targets medical students and has the avowed aim of helping these students pass the behavioral science portion of the USMLE, professors in training programs in nursing, dentistry, public health, social work, and psychology have adopted the book and found its content germane to their students. In addition, a number of physician assistant training programs have used *Behavior and Medicine* as a core text.

The 4th edition has been explicitly designed to reflect the pedagogical and content recommendations made by the Institute of Medicine in their seminal 2004 publication *Improving Medical Education: Enhancing the Behavioral and Social Science Content of Medical School Curricula*. Dr. Stuber and I believe this is a critically important mono-

graph: Every chapter in the book relates in one way or another to the recommendations in the IOM report, and we have worked hard to ensure that *Behavior and Medicine* addresses each of the priority areas addressed by the Institute of Medicine.

All of the sample questions at the end of the book, designed to help students prepare for the Behavioral Science questions on the National Boards, have been updated and revised to reflect the new USMLE format. Dr. Stuber has spent hundreds of hours preparing these questions, and we believe they offer a useful preview of the kind of behavioral science questions that will be encountered on the USMLE. The student who reads the book and reviews the sample questions should have little trouble with the Behavioral Science section of the USMLE examination; in fact, one of my most gratifying personal rewards as an editor and a medical educator has been the numerous students who have reported that they “aced” the Behavioral Science section of the USMLE after studying *Behavior and Medicine*.

In order to make the book as useful as possible for USMLE review, we have highlighted all **key words, names, and phrases** by putting them in bold type, and we have emphasized all the *key concepts* that I think are likely to show up on the USMLE by putting them in italics. Thus, a student who does not have time to read each chapter (and, regrettably, this may include all too many medical students) can still prepare for class examinations and the Behavioral Science portions of the USMLE by reviewing the bold and italicized text. This is not an ideal situation, but we have taught medical students long enough to realize it is both pragmatic and necessary.

We also have worked hard to make this new edition *clinically relevant*, and almost all chapters include a Case Study illustrating the application of the principles being discussed. Every case draws on the clinical experience of the authors and illustrates how the principles of the chapter can be applied in a clinical setting.

Multiple interlocking themes link each chapter in the fourth edition. One theme is the simultaneous *poignancy and beauty of the transitions of life*. As children we were filled with awe and fascination; later we worked through the turmoil of adolescence; still later we each trembled at the touch of a lover. Some of us will be fortunate enough to grow old with someone we care about deeply. All of us will die. Those students who take time to appreciate the majesty of this unfolding will be better physicians and more effective healers.

A second theme of the book is the *salience of the sense of self*. Every cell in the body changes with age and time, but

a continuing awareness of self, a continuity of personal identity, significantly shapes and influences our behavior.

A third theme is reflected in the title of *Behavior and Medicine*. Morbidity and mortality are profoundly affected by how we behave; what we eat, drink, and smoke; whom we choose as our sexual partners; how often we exercise; and whether we take medicines as prescribed. Most people are aware of the factors affecting their health and yet continue to engage in maladaptive and harmful behavior. Only the most naive health-care provider sees his or her job as simply telling patients how they *should* behave.

A fourth theme, reflected especially in the section of the book dealing with medical economics, is that *the U.S. health-care system is inefficient, inequitable, and inadequate*. As practitioners, we have witnessed first hand how the corporatization of health care and the rise of for-profit medicine has changed the way health care is delivered and financed in the United States. I am ashamed to live in a wealthy country that stands alone among developed nations in not providing health care for all of her citizens.

A final theme of the book is the *brevity of life and the certainty of death*. The art and poems that illustrate every chapter in the book often portray scenes or descriptions of death. Paradoxically, awareness and acceptance of death can make life richer, fuller, and more meaningful.

It has been profoundly rewarding for me to have a role in the education of several thousand medical students. I hope I have affected their lives; they have clearly shaped mine.

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ACKNOWLEDGMENTS

One of the pleasures in editing a book is the brief opportunity to thank the many people who contribute to it.

We especially appreciate the chapter authors who were patient with our frequent queries and multiple revisions of their work. Every contributor is a seasoned medical educator, and all are prominent authorities in their respective fields.

The book continues to reflect the values and priorities set by the book's original advisory board. The members of the advisory board and their original university affiliations were John E. Carr, PhD (University of Washington), Ivan N. Mensh, PhD (University of California at Los Angeles), Sidney A. Orgel, PhD (SUNY, Health Sciences Center at Syracuse), Edward P. Sheridan, PhD (Northwestern University), James M. Turnbull, MD (East Tennessee University), and Stuart C. Yudofsky, MD (University of Chicago).

We benefited tremendously from comments made by our colleagues in the Association of Directors of Medical School Education in Psychiatry (ADMSEP), the Association of Psychologists in Academic Health Centers (APAHC), and the Association for the Behavioral Sciences and Medical Education (ABSAME). Many of these individuals use *Behavior and Medicine* as a text, and a significant number are chapter authors in the current edition. These colleagues made dozens of helpful suggestions that have been incorporated in this new edition.

Rob Dimpleby, our editor at Hogrefe & Huber, has become a wonderful friend and valued collaborator. We truly appreciate his support, good judgment, clear thinking, and consistent good humor.

Vicki Eichhorn did more than anyone else to help with the fourth edition. She is an extraordinary assistant, and Danny Wedding would not be half as productive without her. We especially appreciate the extra efforts she took to ensure that we met the production deadlines set by Hogrefe & Huber. Vicki lead a small army of support staff at the Missouri Institute of Mental Health (MIMH) who cheerfully pitched in with the numerous administrative tasks associated with publication of the new edition.

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