

# Foreword

Learning behavioral science is a critically important part of becoming a physician. More and more, professional and accrediting organizations are explicitly endorsing the necessity of physicians being skilled and well trained in these areas.

Physicians themselves are increasingly aware of the importance of behavioral health and psychiatric issues in their practices. Whether one intends to practice in a primary care or subspecialty area, an appreciation of behavioral health issues and basic principles of psychiatry is critically necessary. In addition to topics that are more specific to the practice of psychiatry, the authors of this textbook have chosen to cover a range of topics important to all aspects of clinical medicine, including culture, violence, physician–patient relationships, adherence and substance abuse. Almost any practicing physician will admit that effectively addressing these types of behavioral issues is among the more challenging tasks they face.

Teaching and learning about psychiatry and behavioral sciences can be difficult. Basic textbooks do not easily connect their lessons with the complexity of clinical reality. Students cannot easily find the clinical importance from classroom lectures. Even clinical clerkships in psychiatry have difficulty exposing students to the breadth of clinical experiences they need to learn about.

This valuable book has realized the promise of becoming a solution to these challenges. The study of psychiatry and the behavioral sciences is perfectly matched with the problem-based learning methods utilized in this book. Problem-based learning (PBL) is a widely utilized approach to learning that involves the detailed study of patient cases, with a primary goal of identifying topics for self-study relevant to the cases. This approach helps students find meaning in learning a wide variety of topics, and provides an opportunity to apply new knowledge to clinical situations. Through understanding the cases, they learn psychiatry.

This second edition of *Problem-Based Behavioral Science and Psychiatry* has found a way to improve itself from the first edition. In addition to updating the material in each of the chapters, the additional attention to the most recent editions of the content maps of the United States Medical Licensing Examination (USMLE) Step 1 and Step 2 CK will provide additional value to medical students and those responsible for organizing medical student curricula.

For those familiar with the PBL process, this book offers a welcome resource in the area of behavioral sciences and psychiatry. Students are sometimes reluctant to vigorously pursue a study of behavioral issues. They often cite difficulty in finding reliable, evidence-based resources for their independent learning. Unlike the biological and clinical sciences, where there are scores of readily available textbooks, review articles and web-based resources, students often report frustration with the relative dearth of medical student-friendly resources in the behavioral sciences. This book represents a significant addition to student learning resources in behavioral health, and should become a familiar and well-worn companion to students in PBL environments.

For those new to the PBL process, this book will also serve as a useful guide to approaching clinical problems. By working through the case studies in this book, the reader will not only be able to learn important material related to psychiatry and the behavioral sciences but also develop a systematic approach to lifelong learning that will serve them well in their clerkships and beyond.

In addition to providing opportunities to work through clinical vignettes in a problem-based learning format, the authors incorporate other useful and practical learning tools such as *mechanistic case diagramming* and the *bio-psycho-social-cultural-spiritual formulation*. In the long term, readers will benefit as much from these exercises as they will from learning the content within the pages of this book. So, in many ways, this book represents a learning tool as much as a content resource.

I am also particularly encouraged to see that a number of the contributors to this book are themselves graduates of PBL medical schools. Their experiences should provide them with a unique and valuable perspective in what they have chosen to offer on the pages that follow.

Readers will find the methodology and approaches offered in this book to be refreshing and educationally rewarding. I hope that this text will prove to be the first of a number of books that skillfully and thoughtfully blend authoritative content with effective problem-based learning exercises.

Richard T. Kasuya, MD, MEd  
Associate Dean for Medical Education  
Professor of Medicine  
John A. Burns School of Medicine  
University of Hawai‘i at Mānoa

Problem-based Behavioral Science and Psychiatry

Alicata, D.; Jacobs, N.; Guerrero, A.; Piasecki, M. (Eds.)

2016, XIII, 617 p. 331 illus., Hardcover

ISBN: 978-3-319-23668-1