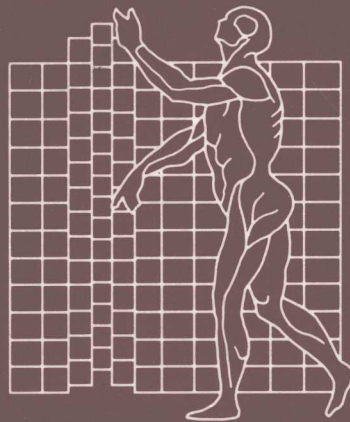


INTRODUCTION TO

CLINICAL MEDICINE



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Introduction to Clinical Medicine

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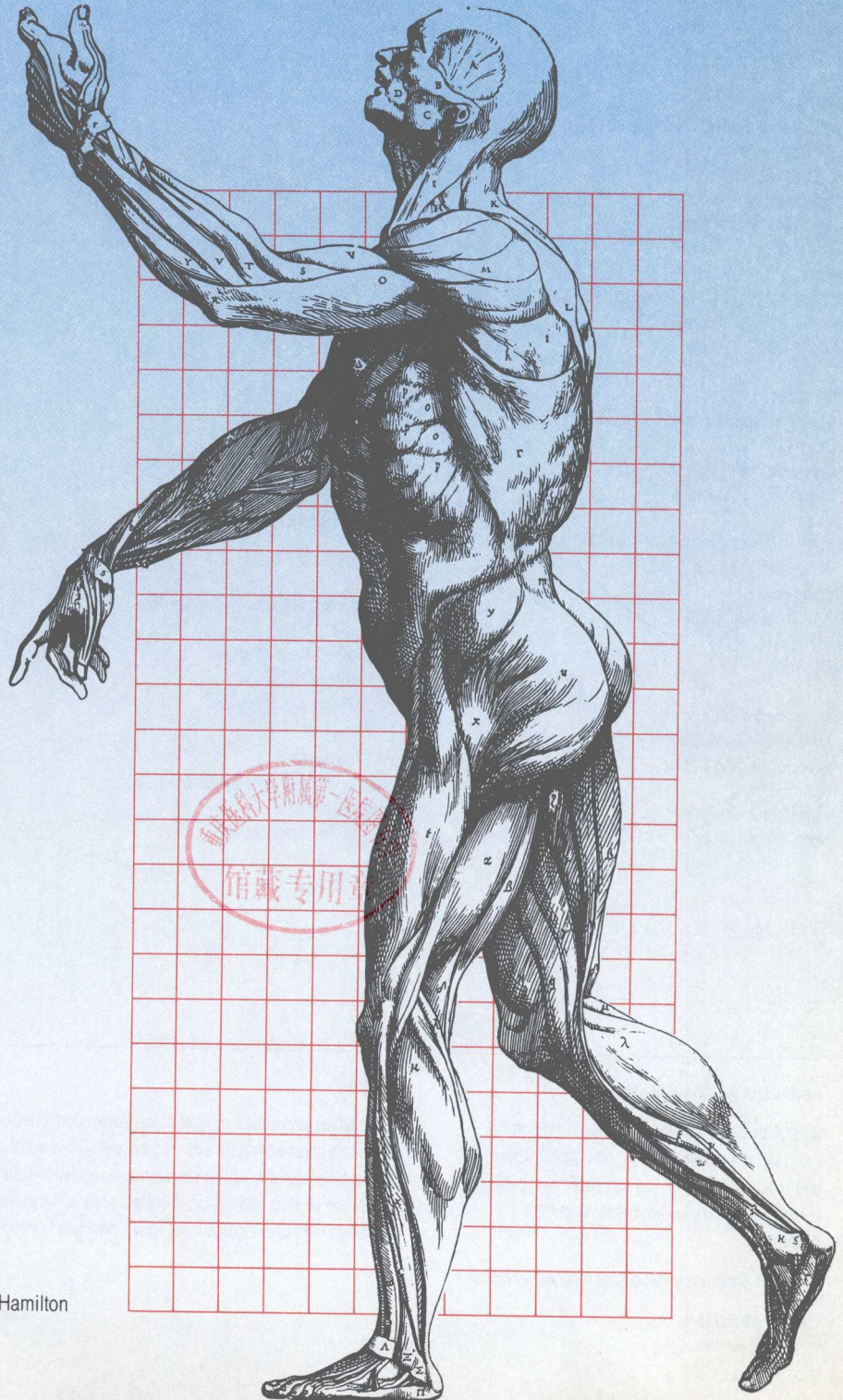
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Preface

Introduction to Clinical Medicine is a work stimulated by and intended for medical students. It is primarily designed to help bridge the chasm between the basic sciences and the wards. The format identifies the problems (e.g., pruritus, cough) that the patient will describe and helps the student move through the history, physical examination, and laboratory data to arrive at a diagnosis. In many chapters, we have included decision-making algorithms to aid in visualizing the process and thinking through clinical issues. For students interested in more information, brief reference lists are provided at the end of each chapter.

The problems discussed were generated by the General Medicine/Primary Care faculty at the University of Massachusetts Medical School and at the University of Arizona Health Sciences Center based on their own experience and perceived student need. They are the result of years of ward teaching and general medicine practice. Section I, "Principles of Clinical Medicine," covers mundane but crucial issues, such as working with other health care members on the team, what to do with the mass of literature that confronts the new physician, how to get maximum value from the laboratories, how to begin saving money for patients and society, and how to write orders and prescriptions. Chapters on high-technology diagnostics (Nuclear Medicine, Radiology and Magnetic Resonance Imaging) are presented to give the student an appreciation of these fields. Section II, "Internal Medicine: A Signs and Symptoms Approach," uses a problem-oriented approach to delineate patient problems. In this way, the book is a logical extension of the history and physical examination, leading directly to clinical decisions. Diseases and diagnostic entities are heavily indexed and cross-referenced as a complement to the signs and symptoms approach. Section II and Section III, "Adolescent Medicine, Geriatric Medicine, Behavioral Medicine," are divided into subsections (e.g. "Endocrinology," "Behavioral Medicine") with each individual complaint (e.g. amenorrhea, anxiety) given a full chapter's discussion. In some cases, tasks that must be undertaken by the physician, such as delivering bad news, what to do when a patient dies, and handling the issue of patients who leave against medical advice, are addressed. Sections IV and V cover general medical problems (e.g., otolaryngology, gynecology) and medical-legal issues. Issues about which many physicians have lacked knowledge as a result of inadequate teaching in medical schools (e.g., ostomy, informed consent) are mentioned to stimulate student thought. Post-hospital care issues such as the importance of discharge planning, home care, and health maintenance responsibilities are also discussed. Finally, four appendices provide valuable information for patient care in an easily used format.

The book has been designed to make information easily accessible to the reader. Color has been used purposefully in the algorithms to indicate diagnostic procedures and medications. The numerous summary tables are highlighted with color screens to enhance readability. In addition, full-color illustrations appear throughout the book. Students should find that all of these features increase the usefulness of the text and facilitate their understanding of the material presented.

Harry L. Greene, M.D.

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This book is a reality because of the encouragement of James E. Dalen, M.D., Vice Provost for Medical Affairs and Dean, College of Medicine, University of Arizona. He has established an environment wherein teaching is important and is provided in an unthreatening manner, in which all may learn. Special thanks go to Rubin Bressler, M.D., Neil Blacklow, M.D., Peter H. Levine, M.D., Gilbert E. Levinson, M.D., John A. Merritt, Jr., M.D., Alan L. Michelson, M.D., and Francis X. Dufault, M.D., who have encouraged faculty participation and support of this work since its inception. Through the years I have been fortunate to have a number of excellent teachers who have helped stimulate my interest in doing an introductory clinical book. They include Eugene Braunwald, Lewis Dexter, Kelley Skeff, Daniel Federman, Oglesby Paul, Marshall Wolf, Charles Mengel, George Thorn, Louis Weinstein, Patrick Henry, Douglas Griggs, and John Lukens. A deep debt of gratitude must go to Sheila Putnam, Kathleen Tedesco, Joyce McKenna, Suzanne Howatt, Marcia Atchue, Joanne Scott, Sheri Schober, and Luz Palomarez who tirelessly assisted with the preparation of the manuscript. Thanks are also due to Nora Provost Radcliffe, Art Director for the book, and Dimitri Karetnikov, who prepared the beautiful full-color illustrations. Special thanks go to Arnold Relman, Marcia Angell, Marlene Thayer, and the staff at the *New England Journal of Medicine*, all of whom helped and supported me during my sabbatical in Boston when much of this book was completed. Dana Dreibelbis, Lynne Gery, Brian Decker, and the entire staff of B.C. Decker have been remarkable in their support and production of this book.

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Harry L. Greene, M.D.

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