

Principles and Practice of Clinical Pediatrics

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Preface

The opportunity to develop a textbook about primary care challenged us to organize and present information that would help those who care for children and their families in the office setting of the 1980s. Today, primary care differs from hospital-based pediatrics, where critically ill patients of intensivists, children with complicated genetic, metabolic, and congenital problems, and those requiring special surgery or diagnostic procedures dominate the hospital census. Office care has changed too. Most of the diseases that formerly called for admission to the hospital are now managed in the office, requiring new organization and problem-solving strategies. The concerns of parents today are directed more to a quality of well-being rather than survival from infections and malnutrition. Working with behavioral issues, prevention, environmental problems, and adolescence have more importance for clinical pediatrics.

In designing the book, we first defined the audience as the office-based physicians, nurses, and students who cared for infants, children, and adolescents. The office was targeted as environment, so topics were selected that were managed by the primary care specialist. The scope of the chapters cover the well child, the acutely ill and injured child, problems of chronic illness, and behavioral issues. Two special chapters concerning communication with subspecialists and parents transmit information and a style that can be used to strengthen the doctor/patient relationships. In working with problems that require the skill of a subspecialist, the primary physician and nurse play an important role in continuity and communications. The section on subspecialties describes the information and management strategies that occur in the tertiary care center. The section on communication with parents is written by those who frequently are the ones who must explain an unpleasant or fatal diagnosis to parents. Since the primary care physicians are the ones who may also have this role, they will appreciate reading how another person has presented this information. Our theme in all sections emphasized practicality and utility. Recognizing there are many styles and approaches to caring for children, we present our version of child care, which is reasonable and sensitive.

We achieved our personal goals of making the effort of writing this book pleasant and satisfying. In recruiting the authors from present and past staff of The Children's Hospital of Philadelphia to author the chapters, we were able to crystallize the thinking and experience of many talented faculty members who combined a strong knowledge base with a sensitivity to children and their families. Principles of family therapy have influenced many of the writers even though no mention of it was made in the original assignments. Working with local staff helped maintain communication to accomplish this project. Authors in other cities could have chosen to ignore a letter reminding them of deadlines but fellow staffers had trouble avoiding the *malocchio* given them during an editor's walk through the cafeteria. We had excellent cooperation even when the editors' red pen deleted or changed cherished paragraphs. When the initial editing that emphasized reducing duplications, space budgets, and style was completed,

the reviewing of galleys once again indicated the talents of co-workers with which we are fortunate to work. The large number of writers brought various styles to this book. Although we tried to maintain a standard presentation, this diversity still remains to some degree.

Many people contributed to this work in ways other than preparing manuscripts. The project was suggested by Mimi Case and Nancy Chorpenning, who turned over the project to Diana McAninch and Stephany Scott, who continued to help and direct us to completion. The staff at Year Book was professional and kind. As the project progressed through each phase, the skills of the editorial staff were appreciated. We developed a respect for their style and expertise.

Locally, we acknowledge the abilities of Richard Wood, the former president and chairman of the board of managers of the hospital who had the foresight to build the new Children's Hospital, which helped attract the staff to work here. Dr. Alfred Bongiovanni and Jean Cortner who, as chairmen of the department, developed a plan for the staff and recruited the personnel and funding to make the program successful. On a personal level, important people in the background of setting philosophies for me include: Dr. Isaac Starr, my first academic role model who calmly faced scientific adversity by stating that "all the easy things were already done"; Lew Barness who reminded me that "the purpose of the medical school is to teach medical students," a motto that is easily forgotten in dealing with the daily problems of academia; John Hope, a pediatrician turned radiologist, who, in addition to being a premier diagnostician, set a patient concern standard for all to emulate; Bill Rashkind who combined an innovative research career with high-level patient care and was able to keep a practical perspective on any problem and, most important, to keep a sense of humor; Tom Boggs, who demonstrated how protocols could be combined with judgments made from experience; Robert Kaye who combined a medical proficiency based on a strong scientific base with an extraordinary sensitivity to families' feelings; David Cornfeld, who, in directing the general pediatric division and teaching program, taught us about care of children and practical approach to problems. Recognition is due to the staff who helped us complete the project, Barbara Seitz, Linda Timbers, Rose Beato, Bonita Wynn, who helped prepare the manuscripts, and Pat Johnson, my assistant, who stepped in during the last phases of the book preparation and contributed a great effort to complete the project.

Finally, my appreciation to the Associate Editors, Ed Charney, Tom Curry and Steve Ludwig. Their skills, cooperation, and hard work made this task pleasant and rewarding. During the years of this project, we helped each other complete assignments, solve editorial and personal problems and developed bonds that are treasured. My appreciation to them for their contribution and friendship. The ability to finish this project with a sense of humor and feeling of friendship is most meaningful to me.

M. WILLIAM SCHWARTZ, M.D.

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