

Foreword

The ink of the scholar is more holy than the blood of the martyr
Hadith

Modern medicine is committed to train the future doctors in the BIO-PSYCHO-SOCIAL MODEL of health care. This model expects the doctor to be an effective communicator and an ethical practitioner of the art and science of medicine, who trains himself in the study of the psychosocial aspects alongside the biological determinants of health and disease. He is able to extend health care beyond the patient to include the family and community and emphasizes as much on the prevention of illness and promotion of health as on the treatment of disease. To achieve an adequate training of an undergraduate student in this model, it is pertinent to teach Behavioural Sciences alongside the subjects of Physiology, Anatomy and Biochemistry in the preclinical years. Behavioural Sciences is a high profile subject in all the major medical/dental schools in U.K., USA, Europe, Japan, Malaysia, Thailand and Singapore. The step I and II examinations for certification for entry into residency training in USA have a major component of questions based on Behavioural Sciences. The same is the case for similar entry level examinations in UK and Far East.

University of Health Sciences has taken a lead by including the subject of Behavioural Sciences for organized teaching and training at the undergraduate level in all its affiliated medical and dental colleges. The University will hold the first ever examination in Behavioural Sciences in 2007 as part of the University's Second Professional Examinations of MBBS (Third Year) & BDS (Second Year). This historical step will bring the graduates of UHS at par with their counterparts around the world. In addition to the training needs of medical/dental students this step will integrate the teachings of biological and medical/dental sciences with the knowledge of psychology, sociology and anthropology and thus help the future doctors in having a holistic and a humanistic approach towards their patients. There is an ever increasing demand in the community to augment the training of medical/dental students in the areas of medical/dental ethics and character building. In the personal sphere a typical medical/dental student continues to use the learning skills acquired in his pre medical/dental school years largely built around rote-learning. He is unaware of the modern theories of learning, memory and cognition that can potentially enhance his learning technique, style and thus rid him from the difficulties that are bound to surface on account of the use of conventional learning methods. The knowledge of Behavioural Sciences can be of great personal advantage to a medical/dental student. The core curriculum of Behavioural Sciences must therefore cater for all the above mentioned needs of the medical/dental student and the community that he aims to serve. This handbook has outlined the core contents of the curriculum, teaching methodologies and methods of evaluation for the benefit of faculty and students of affiliated institutions. While the text book is primarily for the medical and dental students, the scope of it is much broader. It will be as useful for all health professionals, postgraduate trainees in psychiatry and those preparing for the overseas entry-level examinations.

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