

Critical Care Pharmacotherapeutics

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Preface

There are a lot of critical care textbooks—some are huge textbooks with every possible chapter—and there are smaller texts and dosing handbooks available as well. But in the more than a dozen years I have spent teaching critical care medicine to pharmacy students, I could never find quite the right one. They were either too complex, or included too many invasive procedures, or lacked a focus to pharmacotherapy, or didn't explain things in a way that a novice pharmacy student or resident would be able to understand. All of these issues would tend to either distract or bore pharmacy students and residents. I always found that even if the students started out with great energy tackling the readings and text chapters that I assigned, they usually couldn't keep that energy level up and would lose interest. Hence, this book was born.

The chapters are based off of the elective third professional year pharmacy course that I taught for many years titled, “Critical Care Pharmacotherapeutics.” The course, and this book, is intended to lay a foundation for the practice of critical care pharmacy. Over the years, several of my past students have gone on to careers in critical care pharmacy and I am honored to have many of them as chapter authors in this text. The other chapter authors are all colleagues, former residents, nurses, and physicians with whom I have worked over the years to collaboratively teach the topics in critical care medicine and I am indebted to each of them for their time, expertise, and friendship.

This text is not intended to be an all-inclusive, definitive textbook on critical care pharmacy practice. Those books have already been written. Rather, it is intended to be a starting point. It could be a starting point for pharmacy students in a classroom setting or for the fourth year pharmacy student entering his or her first critical care experiential setting. This text should also be a great place to start with a PGY1 pharmacy resident entering a critical care experience. It could also serve as a guide to help PGY2 residents and new critical care practitioners become preceptors and facilitate topic discussions. The chapters are meant to begin the conversation between the student and the teacher or preceptor and help direct the learner

toward the guideline statements and primary literature that make up the basis for daily practice and specific patient recommendations.

I hope that you will find this text to be a useful addition in helping teach critical care at an introductory level, and that perhaps this will be the seed that sparks more careers in this challenging and fascinating world of Critical Care Pharmacotherapeutics.

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