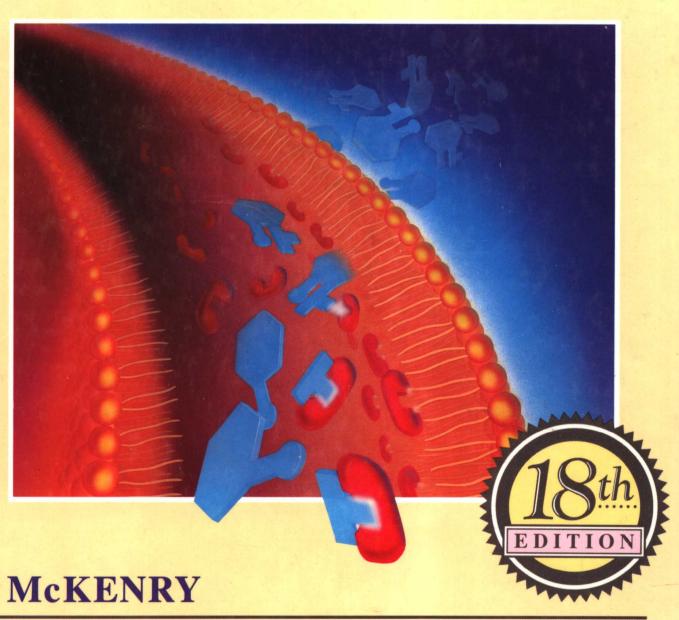
MOSBY'S

Pharmacology in Nursing



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Pharmacology in Nursing



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A NOTE TO THE READER

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Preface

Mosby's Pharmacology in Nursing is unique in several ways. First is its long history of providing nurses with a sound basis for the clinical application of pharmacology (see Publisher's Historical Perspective). Second is the book's usefulness as both a text and a reference. Because of its strong pedagogical features and clear, accessible approach, the book has enjoyed tremendous success as a textbook for students who, when confronted with some of the more rigorous content of their pharmacology course work, find our organization and presentation helpful. Mosby's Pharmacology in Nursing has additional appeal as a pharmacology reference because of its thorough coverage of pharmacologic principles and its emphasis on clinical nursing management. This makes the book useful both as a primary textbook and as a clinical reference for later use. Also unique is our comprehensive Instructor's Resource Manual, which, at over 400 pages, contains an unusual selection of teaching resources and strategies designed specifically to encourage students' engagement in the content and their active participation in the teaching/learning process.

THE REVISION IS ESPECIALLY THOROUGH

This edition has been thoroughly revised and updated to include more than 50 new drugs recently approved by the FDA—including many 1991 approvals and several investigational drugs. Despite the many pharmacologic advances and the large number of new drugs, an effort has been made to keep the book a manageable size. This was accomplished by condensing some material, deleting outdated information, and tailoring content to the knowledge base required of the nurse.

PUBLISHER'S HISTORICAL PERSPECTIVE

Mosby's Pharmacology in Nursing has a tradition of providing the nursing student, educator, and practicing nurse with thorough and up-to-date pharmacology and nursing management.

In all of its previous editions, the book has sold nearly 2,000,000 copies, making it the most widely used and successful nursing pharmacology textbook ever published.

Currently in its eighteenth edition, *Pharmacology in Nursing* has its roots in *A Textbook of Materia Medica for Nurses* by A.L. Muirhead, published in 1919. In 1936 Hugh Alister McGuigan became the primary author, at which time the book was renamed *Materia Medica and Pharmacology*. In 1940 Elsie E. Krug joined McGuigan as coauthor, a role she was to hold until 1948 when she became the primary author. The book was renamed *Pharmacology in Nursing* in 1955, after ten successful editions.

The drug monograph format of the previous edition has been extensively reorganized. The text within monographs is in narrative form, with fewer headings and a more user-friendly flow. This was done to encourage students to actually read the material rather than scan a column of numerous headings, as is typically done with reference books. To promote ease of use, some discussions have been subdivided, as appropriate, into logical headings for each individual drug or drug group as follows: mechanism of action, indications, pharmacokinetics, side effects/adverse reactions, significant drug interactions, dosage and admin-

istration, and pregnancy safety category. These headings are used only within the lengthier or more complex discussions, to help organize the information.

Another major modification of the previous edition of Mosby's Pharmacology in Nursing is the expansion of nursing content. Nursing has been strengthened throughout to give the reader a stronger clinical focus. Each drug group or individual drug discussion ends with a Nursing Management section, which is subdivided, as appropriate, into nursing process headings: assessment (including nursing diagnoses); intervention; education; and evaluation. The planning step of the nursing process is not included; the implementation step is subdivided into intervention and education for emphasis. This format has been used because the text deals with the generalities of various clients receiving specific agents, rather than with unique individual clients for whom specific goals could be established. For example, the assessment of any client receiving a particular drug should be much the same with respect to the agent that client is receiving. Planning and client outcomes, however, are quite specific for each individual client.

The nursing management sections also address drug therapy specific to geriatric, pediatric, and other special client populations. Also included are explicit instructions to clients concerning self-medication. This approach adds to the nurse's expanding role in client education as an integral part of the administration of drugs.

Also new to this edition is the incorporation of **case studies** for all major drug groups at the ends of selected chapters. The case studies present commonly encountered clinical scenarios and a series of interactive questions to encourage application of key clinical content. Cases are included on topics such as polypharmacy in the elderly, pain management, hypertension, and Parkinson's disease—there are 14 cases in all.

Geriatric implications of drug therapy have been expanded and highlighted in boxes to reflect the special needs of this growing population group. Likewise, pediatric implications are boxed for emphasis within selected chapters. This new edition also features an up-to-date new chapter on immunosuppressants and immunomodulators that addresses medications and disorders affecting the immune system, including specific management of the AIDS client.

More than 150 two-color illustrations are included, many of which are original and have been created for this edition. Like the cover illustration, many of these new illustrations depict the process of how drugs work in the body, to help students visualize the mechanism of drug action and apply this understanding to the administration of medications.

In response to feedback from pharmacology instructors, we have moved the **key terms lists** to the beginning of each chapter. Placing these terms at the beginning of a chapter allows a quick review of essential terminology and makes

the student aware of what to look for or expect in that chapter.

MANY SUCCESSFUL FEATURES HAVE BEEN RETAINED FROM THE PREVIOUS EDITION

The book is divided into **two major parts.** Part One, "Basic Concepts of Pharmacology," consists of three units. The first unit deals with the principles of pharmacology, and the second with the relationship of these principles to the nursing process. The third unit focuses on the biopsychosocial aspects of pharmacology, including psychologic and cultural aspects of drug therapy, drug therapy across the life span, and substance misuse and abuse. Part Two, "Clinical Aspects," is composed of the broad pharmacologic units that have been retained and modified from the preceding edition. This section, which makes up the largest portion of the book, consists of sixteen units, almost all of which focus on major drug categories.

Our **focus** is on basic concepts of pharmacology, with special emphasis on the role of the nurse in developing a comprehensive approach to the clinical application of drug therapy through use of the **nursing process**. With the increasing importance of pharmacology for the professional nurse, many nursing programs now offer specialized course work as a separate part of the curriculum. In this context, our goal remains to update and expand the scientific foundation that will provide the learner with rationales for clinical practice. Examples of sample **care plans**, including **nursing diagnoses**, are given for major drug classifications to provide guidance for the reader.

Chapter objectives are included at the beginning of each chapter to help students get an overview of material presented and to help them focus on important material. For easy identification or review, key terms are set in boldface type where defined in the text. Summary tables and boxes providing material of further interest are included throughout the book to supplement, reinforce, or help the student make comparisons among similar drugs.

THE ANCILLARY PACKAGE IS DESIGNED TO FACILITATE LEARNING

An extensive ancillary package has been developed to provide a complete teaching resource for faculty in either integrated or separate pharmacology courses. This ancillary package includes an **Instructor's Resource Manual** that has been expanded and enhanced with a variety of new features. This manual includes: learning objectives; key terms; chapter outlines in a unique three-column format with teaching strategies and collaborative learning activities; an index to disorders discussed in the text; 24 case studies with interactive questions in a worksheet format for student use; 75 additional worksheets reproducible for classroom use; a 400-question testbank in NCLEX case-study format; 50

transparency masters taken from illustrations in the textbook; and an answer key. A Quick Medication Administration Reference, packaged with each copy of Mosby's Pharmacology in Nursing, includes 64 pages of useful reference data, such as adminstration techniques, drug compatibilities, abbreviations, conversions, weights, measures, client teaching information, and life span considerations. Also available is a lecture video that demonstrates the "Five Rights of Medication Administration." For instructors who would prefer not to use photocopies or would like their students to have a separate study guide, we have prepared a Student Learning Guide that includes the 75 student worksheets and 24 case studies found in the Instructor's Resource Manual. This learning guide is available only as a special package with the text, at an additional nominal cost. All of these ancillaries have been planned specifically to enable instructors of either integrated or separate pharmacology courses to make the most effective use of time both inside and outside the classroom. The ancillary package is also geared to encourage student involvement and to facilitate comprehension of key content related to pharmacology for nurses.

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Many people have been involved throughout the revision process. We wish to thank the many editors and associates at Mosby-Year Book, especially Don Ladig, our editor and guide. With much gratitude we also thank Robin Carter, who worked so diligently alongside us on an almost daily basis. Her efforts, organizing talents, and support were invaluable during the revision process. During production

Steve Hetager did an outstanding job supervising the details necessary to produce our book. Julie Taugner has our special gratitude for her meticulous attention to the design of the book and its package.

We also appreciate the efforts of Judy Myers, who generously shared her professional expertise and developed the case studies in the text. We sincerely thank Linda Wendling for her developmental work and her adept managing of the Instructor's Resource Manual. Likewise, we thank Sheila Rankin Zerr of the University of Victoria for updating the discussions of Canadian legislation. We are sincerely grateful to the instructors who made contributions to the Instructor's Resource Manual: Margaret Burns of Loma Linda University, Loma Linda, California, who contributed 10 case studies; Jane Hartsock of Minneapolis Community College in Minneapolis, Minnesota, who wrote the student worksheets; and Linda Lane Lilley of Old Dominion University in Norfolk, Virginia, who prepared the testbank. And last but by no means least, we are grateful to our families. friends, and colleagues for their patience, support, and encouragement.

We continue to welcome your suggestions and constructive criticisms in regard to *Mosby's Pharmacology in Nursing*. In the past, your comments have been most useful in the development of an improved, relevant pharmacology textbook, and we hope this open dialogue will continue with this and future editions.

Jeda M. McKenry Evelyn Salomo

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