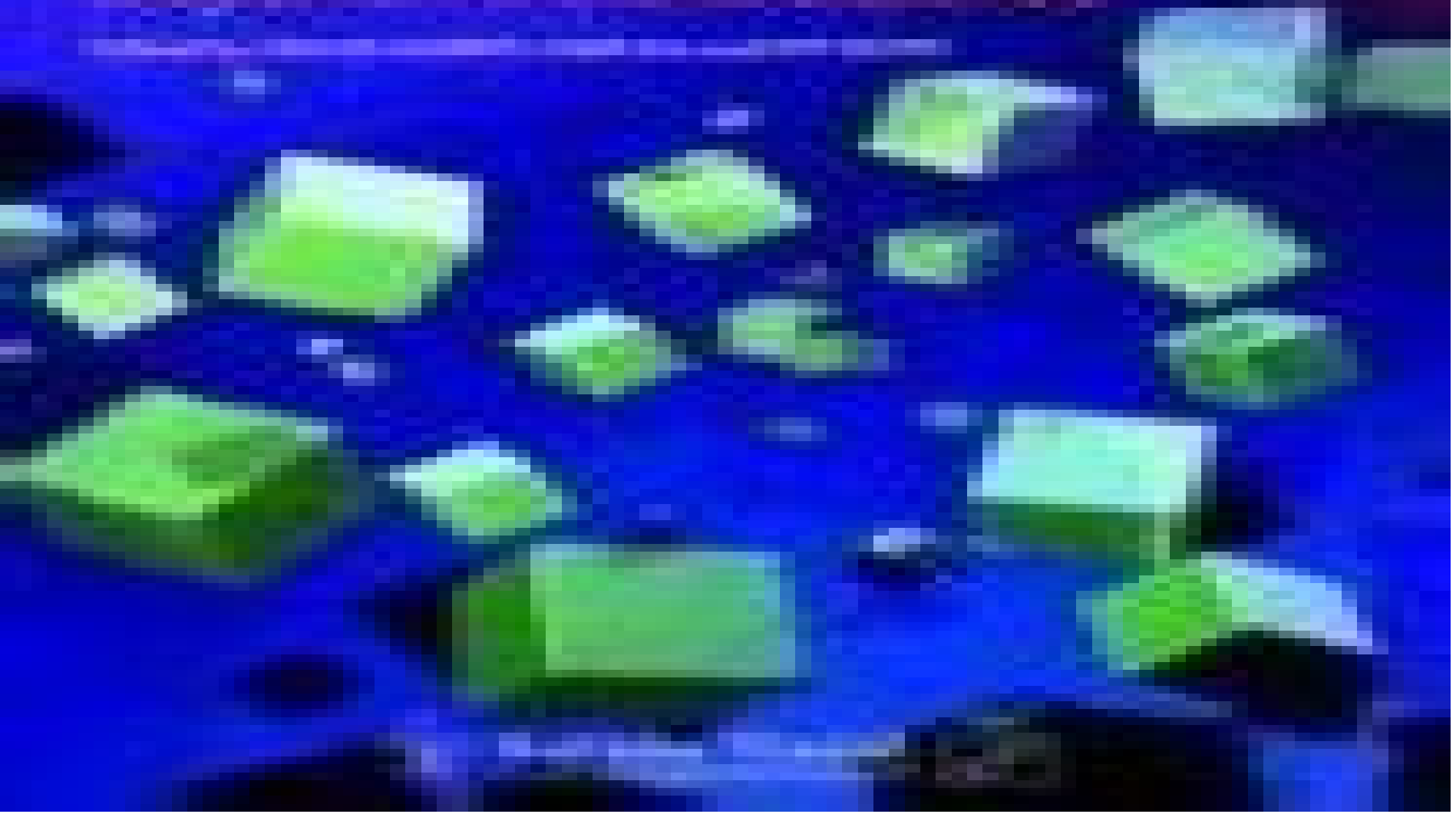


# Reconstructing NURSING

*Recovering the History and Vision of Nursing*



# Reconstructing Nursing

**Jasna K. Schwind, Gail M. Lindsay**



## **Reconstructing Nursing:**

*Reconstructing Nursing* Diane J. Marks-Maran, Pat Rose, 1997 This multi contributed state of the art book proposes a unique new paradigm for nursing Contents include nursing art and science science and technology artistry of caring nursing as a moral art intuition in nursing thinking and caring and a new view of nursing Features the work of expert editors and contributors

**Reconstructing Nursing** Jean Watson, 1999 **Delivering Cancer and Palliative Care Education** Lorna Foyle, Janis Hostad, 2018-12-14 The quality of cancer and palliative care is going through unprecedented change and development as a result of policy initiatives The impact of these policies on education is unparalleled and it is essential that clinicians and educationalists are aware of the policy formation processes and educational strategies that meet the demands of these changing times This book takes a holistic approach to patient care and draws on the diverse experience in hospices and highlights best practice to present a comprehensive and practical guide However it does more New topics are given an educational perspective those with limited educational experience are given sound advice the implication of policy change is outlined This is an important book and one which should be read by all clinicians educators and managers responsible for improving services in cancer and palliative care

**Reconceptualising Professional Learning** Tara Fenwick, Monika Nerland, 2014-03-14 This book presents leading edge perspectives and methodologies to address emerging issues of concern for professional learning in contemporary society The conditions for professional practice and learning are changing dramatically in the wake of globalization new modes of knowledge production new regulatory regimes and increased economic political pressures In the wake of this a number of challenges for learning emerge more practitioners become involved in interprofessional collaboration developments in new technologies and virtual workworlds emergence of transnational knowledge cultures and interrelated circuits of knowledge The space and time relations in which professional practice and learning are embedded are becoming more complex as are the epistemic underpinnings of professional work Together these shifts bring about intersections of professional knowledge and responsibilities that call for new conceptions of professional knowing Exploring what the authors call sociomaterial perspectives on professional learning they argue that theories that trace not just the social but also the material aspects of practice such as tools technologies texts but also bodies and actions are useful for coming to terms with the challenges described above Reconceptualising Professional Learning develops these issues through specific contemporary cases focused on one of the book's three main themes 1 professionals knowing in practice 2 professionals work arrangements and technologies or 3 professional responsibility Each chapter draws upon innovative theory to highlight the sociomaterial webs through which professional learning may be reconceptualised Authors are based in Australia Canada Italy Norway Sweden and the USA as well as the UK and their cases are based in a range of professional settings including medicine teaching nursing engineering social services the creative industries and more By presenting detailed accounts of these themes from a sociomaterial perspective the book opens new questions and

methodological approaches These can help make more visible what is often invisible in today s messy dynamics of professional learning and point to new ways of configuring educational support and policy for professionals

**RECONSTRUCTING NURSING: A STUDY OF ROLE TRANSITION IN....** LESLIE. WOOD,1998      **Philosophical and Theoretical Perspectives for Advanced Nursing Practice** William K. Cody,Cody,2006-02-08 An excellent resource for graduate nursing students in master s and doctoral programs Philosophical and Theoretical Perspectives for Advanced Nursing Practice focuses on the theoretical and philosophical perspectives necessary to guide advanced nursing practice The expertly written chapters are diverse in content and emphasize evidence based practice values person centered care and global perspectives and explores the interrelationships between theory practice and research      Counselling Skills For Nurses, Midwives And Health Visitors Freshwater, Dawn,2003-04-01 This book examines contemporary developments in nursing and health care in relation to the fundamental philosophy of counselling the practicalities of counselling and relevant theoretical underpinnings Community nurses often find themselves in situations which require in depth listening and responding skills for example in helping people come to terms with chronic illness disability and bereavement      *Palliative Care* Elaine Stevens,Janette Edwards,2008-09-15 Editors Preface Introduction 1 Introduction to palliative care 2 Essential concepts 3 Generic assessment in palliative care 4 Anxiety and depression 5 Breathlessness 6 Fatigue 7 Pain 8 Quality improvement Glossary Abbreviations      Blue Book Sierra Leone,1928      **Index Medicus** ,2001-06 Vols for 1963 include as pt 2 of the Jan issue Medical subject headings      **A Handbook for Action Research in Health and Social Care** Carol Munn-Giddings,Richard Winter,2013-04-15 Presents a clear theoretical rationale for the importance and viability of action research in a variety of professional settings The book exposes the limitations of existing models of the relationships between professional theory and professional practice Contains credible case studies of work undertaken by practioners and service users Offers practical guidance and strategies for carrying out such work      **Understanding Schemas and Young Children** Frances Atherton,Cathy Nutbrown,2013-04-29 Shortlisted for the 2013 Nursery World Awards This exciting book will greatly enhance understanding of learning throughout the early years and reinforces the importance of responsive professionals who understand children s schemas Atherton and Nutbrown have brought together socio cultural and cognitive learning theories with ease and their metaphors are brilliantly evocative Dr Anne Meade Consultant This book is drawn from a study carried out with rigour and contains several gems such as the bike and slide exploration the idea of adults engaging in a dialogue of conceptual correspondence with children and tables outlining what the children might have been thinking A great read Dr Cath Arnold Pen Green Early Years Centre This is an exciting and illuminating account of babies and toddlers following their schema fascinations with determination and competence as they continually explore and experiment and come to know their world This book captivated me It should be in every early childhood education setting Pam Cubey This is the first book to focus specifically on Schemas and children under three The authors trace the development of schemas from

motor level through to symbolic representation and show how to use schema theory to understand young children's learning and behaviour. This accessible and student friendly book includes activities and discussion points, links to policy and practice, descriptive observational material, a look at the ethics of this kind of research, numerous photographs and illustrations, suggestions for follow up reading. The book is aimed at early childhood professionals and practitioners in ECEC settings as well as those on initial training courses, teacher education, Early Years courses and higher degrees. **Professional**

**Experience and the Investigative Imagination** Alyson Buck, Paula Sobiechowska, Richard Winter, 2013-03-07. This book explains and demonstrates how creative writing can be used successfully in the context of professional education where traditionally a more distanced approach to reporting on professional experience has been favoured. It is based on many practical examples drawn from several years' experience of running courses for social workers, nurses, teachers, managers and higher education staff in which participants explore their professional practice through imaginative forms of writing. The participants' experience of the work is presented through a discussion of interviews and evaluative documents. The book includes a set of distance learning materials for those wishing to undertake such work for themselves or to establish similar courses as well as a full analysis of the link between professional reflection and the artistic imagination. The book makes available a new and more broadly based approach to the process of professional reflection and the concept of the patchwork text has general relevance for debates about increasing access to higher education qualifications. **Values-Based Health**

**& Social Care** Jill McCarthy, Pat Rose, 2010-07-14. Is evidence based practice really best practice? This is a hotly debated question in health and social care circles and the starting point for this book. Engaging firmly in the debate, *Values Based Health Social Care* calls into question the dominance of evidence based practice and sets out an alternative vision of care which places holism, professional judgement, intuition and client choice at its centre. Bringing together writers from a range of health and social care backgrounds, the book describes the rise of evidence based practice and explores major criticisms of the approach. It argues that evidence should be seen as part of a broader vision of practice which places equal value on a holistic vision of the needs of patients and clients, professional knowledge and intuition, and seeing patients and clients as partners in their care. Examples are used throughout the book to help readers link the concepts to practice. The book concludes with suggestions on how to develop a values based approach in practice and through professional education. *Values Based Health Social Care* sets out key debates surrounding the nature of practice which will be of interest to students and practitioners alike. **Reconstructing Kobe** David W. Edgington, 2011-01-01. Six thousand people died and hundreds of thousands lost their homes when an earthquake hit Kobe in January 1995. The Hanshin Earthquake was the largest disaster to affect postwar Japan and one of the most destructive postwar natural disasters to strike a developed country. Although the media focused on the disaster's immediate effects, the long term reconstruction efforts have gone largely unexplored. Based on fieldwork and interviews with planners, activists and bureaucrats, *Reconstructing Kobe* records the first ten years of

reconstruction and recovery and offers detailed descriptions of the geography of crisis and opportunity Which districts were most vulnerable to the quake and why Did planners successfully exploit opportunities to revitalize the city and make it more sustainable and disaster proof David Edgington s intricate investigation of one of the largest redevelopments in recent history offers a compelling post disaster case study for planners and policy makers and is essential reading for students and scholars of Japanese urban and planning history

**From Experience to Relationships** Jasna K. Schwind,Gail M. Lindsay,2008-04-01 The six writers in this book explore the contribution and the transferability of narrative inquiry from curriculum studies to daily life in education and in healthcare They examine the interconnectivity of reconstructed experience with the construction of disciplinary identity and knowledge Thinking narratively they write auto biographically about relationships between teachers students nurses colleagues and or people in their care As narrative inquirers they are curious how research moves forward professional situations in education and healthcare The narrative plotlines of knowledge construction curriculum building and identity formation thread through the chapters In education and healthcare the reconstructed experience of a teacher is shown to be foundational to curriculum content and processes In nursing education we see congruence between narrative inquiry Clandinin Connelly and theorists such as Watson 1999 include the nurse in the caring situation as shapers of the experience of people in their care As practitioner researchers teachers in education and healthcare construct who they are and how they are in relationship in the context of social situations Inquiry not certainty Dewey 1929 is a life stance that is formative for education Practitioners in education and in healthcare will be interested in this book as a way to make meaning of their experience Policymakers and administrators will be interested in this book as a way of conceptualizing teachers knowledge as a source of curriculum Researchers will be interested in this book as a demonstration of how narrative inquiry illuminates ways of being that are educative and an innovative way to study curriculum

**Coaching for Change** John L. Bennett,Mary Wayne Bush,2013-10-08 Current research indicates that approximately 70% of all organizational change initiatives fail This includes mergers and acquisitions introductions of new technologies and changes in business processes Leadership is critical in initiating driving and sustaining change to produce business results and executive coaching is the best way to support leaders at all levels Coaching for Change introduces a model for executive coaching that provides the tools and resources to support leaders in driving organization change In this book a number of coaching and change models are explored with the goal of integrating them into a framework that can be applied to the individual team or organization Bennett and Bush explain the theories behind both coaching and change and include practical sections on developing coaching skills A companion website supports this book as a learning tool featuring a curriculum instructor guides powerpoint presentations and more Coaching for Change is a valuable book for students in coaching change management or organizational development courses as well as professionals who want to develop their skills to drive successful change within their organizations

Safeguarding and Protecting Children, Young People and

Families Gill Watson, Sandra Rodwell, 2014-03-14 Safeguarding and protecting the welfare of children is a statutory duty for all nurses and midwives This book helps equip student nurses and midwives with the confidence knowledge and skills needed for working with families to support and protect children It covers the full spectrum of safeguarding work from professional issues such as boundaries and confidentiality through to attachment and communication Key features A clear explanation of the policy and key theories informing safeguarding work Consideration of the common challenges you are likely to face such as vulnerability in pregnancy domestic violence and parenting capacity Reflective activities and case histories which help you to develop and enhance your own practice The book also considers multi agency working and includes important coverage on professional issues like boundaries confidentiality referral and accountability Written with clarity and accuracy the authors have produced an important resource suitable for any nurse or midwife preparing to work with children and families     The Medical Delivery Business Barbara Bridgman Perkins, 2004 Annotation An insightful look at how business models have shaped clinical case     **Foundations of Clinical Nurse Specialist Practice** Janet S. Fulton, Brenda L. Lyon, Kelly A. Goudreau, 2010 Print CourseSmart

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