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Titolo	Culture, heritage, and diversity in older adult mental health care / / edited by Maria D. Llorente
Pubbl/distr/stampa	Washington, DC : , : American Psychiatric Association Publishing, , [2019] ©2019
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Edizione	[First edition.]
Descrizione fisica	1 online resource (xxiii, 291 pages)
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Disciplina	362.2084/6
Soggetti	Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Why is cultural competency important when working with older adults? / Amy Gajaria, Ebony Dix, Ken Sakauye, Maria D. Llorente -- Cultural competence in geriatric psychiatry : teaching and evaluative methods / Ken Sakauye, Shuo Sally He, Ebony Dix, Raissa Tanqueco, Iqbal Ahmed -- Migration, acculturation, and mental health / Carl I. Cohen, Pachida Lo, Carine Nzodom, Samra Sahlu -- Asian Americans and Pacific Islanders / Madeline Nykamp, Shiv Lamba, Nhi-Ha Trinh, Jai C. Gandhi, Lan Chi Vo, Iqbal Ahmed -- Culturally competent care for geriatric indigenous peoples : American Indians, Alaska Natives, First Nations, and Native Hawaiians / Mary Hasbah Roessel, Linda Nahulu, Mira Zein -- African American older adults / Rita Hargrave -- Cultural competency and Latino elders / Vicenzo Holder-Perkins -- Older lesbian, gay, bisexual, and transgender adults / R. Dakota Carter, Siddarth Puri, Rebecca Radue, Daniel D. Sewell -- Rural elderly / Rebecca Radue, Susan K. Schultz -- The seventh age : centenarians / Raya Elfadel Kheirbek, Yasmin Banaei -- Cultural competency and veterans / Marilyn Horvath, Elspeth Cameron Ritchie, Maria D. Llorente.
Sommario/riassunto	The term culture is multifaceted and may refer to one's belief system, values, religion, race, socioeconomic status, ethnicity, language, sexual orientation, geographic location, educational level, age, occupational risks and exposures, and gender. The authors of the book examine mental health care through these lenses, teaching the reader about

implicit biases and potential miscommunication and offering strategies for overcoming these difficulties. The editor, who has worked in leadership positions overseeing veterans' mental health services, has assembled an impressive and diverse roster of contributors, each with specific expertise in his or her assigned subject. The ways in which cultural competency interacts with the six Accreditation Council for Graduate Medical Education core competencies are explored in detail. For example, in terms of patient care, cultural competency plays an important role in gathering subjective data about a patient that may ultimately impact outcomes. Teaching methods to increase cultural sensitivity and build skills in this area are highlighted, as are training modalities and clinician evaluation. The effects of migration and acculturation on mental health are examined, providing clinicians with several theoretical frameworks for understanding the migratory experience in older adults and exploring psychosocial factors associated with psychological risk in aging immigrants. Linguistic competence, defined broadly as effective communication with individuals speaking a nondominant language, is an essential component of culturally competent health care and is of particular importance in mental health care. Accordingly, the authors analyze linguistic competency in both administrative and clinical encounters and present strategies for achieving mastery in this critically important area. The text provides an abundance of tables and pedagogical features designed to enhance comprehension, including learning objectives, key points, and study questions. -- Publisher

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2. Record Nr.	UNINA9910795812003321
Autore	Cooke Roger L
Titolo	The History of Mathematics : A Brief Course
Pubbl/distr/stampa	New York : , : John Wiley & Sons, Incorporated, , 2012 ©2013
ISBN	9781118460290 9781118217566
Edizione	[3rd ed.]
Descrizione fisica	1 online resource (730 pages)
Altri autori (Persone)	Cooke Roger L
Disciplina	510/.9
Soggetti	Mathematics - History Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	<p>Intro -- Title Page -- Copyright -- Preface -- Changes from the Second Edition -- Elementary Texts on the History of Mathematics -- Part I: What is Mathematics? -- Contents of Part I -- Chapter 1: Mathematics and its History -- 1.1 Two Ways to Look at the History of Mathematics -- 1.2 The Origin of Mathematics -- 1.3 The Philosophy of Mathematics -- 1.4 Our Approach to the History of Mathematics -- Questions for Reflection -- Chapter 2: Proto-mathematics -- 2.1 Number -- 2.2 Shape -- 2.3 Symbols -- 2.4 Mathematical Reasoning -- Problems and Questions -- Part II: The Middle East, 2000-1500 BCE -- Contents of Part II -- Chapter 3: Overview of Mesopotamian Mathematics -- 3.1 A Sketch of Two Millennia of Mesopotamian History -- 3.2 Mathematical Cuneiform Tablets -- 3.3 Systems of Measuring and Counting -- 3.4 The Mesopotamian Numbering System -- Problems and Questions -- Chapter 4: Computations in Ancient Mesopotamia -- 4.1 Arithmetic -- 4.2 Algebra -- Problems and Questions -- Chapter 5: Geometry in Mesopotamia -- 5.1 The Pythagorean Theorem -- 5.2 Plane Figures -- 5.3 Volumes -- 5.4 Plimpton 322 -- Problems and Questions -- Chapter 6: Egyptian Numerals and Arithmetic -- 6.1 Sources -- 6.2 The Rhind Papyrus -- 6.3 Egyptian Arithmetic -- 6.4 Computation -- Problems and Questions -- Chapter 7: Algebra and Geometry in Ancient Egypt -- 7.1</p>

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Chapter 10: Fifth-Century Greek Geometry -- 10.1 "Pythagorean" Geometry -- 10.2 Challenge No. 1: Unsolved Problems -- 10.3 Challenge No. 2: The Paradoxes of Zeno of Elea -- 10.4 Challenge No. 3: Irrational Numbers and Incommensurable Lines -- Problems and Questions -- Chapter 11: Athenian Mathematics I: The Classical Problems -- 11.1 Squaring the Circle -- 11.2 Doubling the Cube -- 11.3 Trisecting the Angle -- Problems and Questions -- Chapter 12: Athenian Mathematics II: Plato and Aristotle -- 12.1 The Influence of Plato -- 12.2 Eudoxan Geometry -- 12.3 Aristotle -- Problems and Questions -- Chapter 13: Euclid of Alexandria -- 13.1 The Elements -- 13.2 The Data -- Problems and Questions -- Chapter 14: Archimedes of Syracuse -- 14.1 The Works of Archimedes -- 14.2 The Surface of a Sphere -- 14.3 The Archimedes Palimpsest -- 14.4 Quadrature of the Parabola -- Problems and Questions -- Chapter 15: Apollonius of Perga -- 15.1 History of the Conics -- 15.2 Contents of the Conics -- 15.3 Foci and the Three-and Four-line Locus -- Problems and Questions -- Chapter 16: Hellenistic and Roman Geometry -- 16.1 Zenodorus -- 16.2 The Parallel Postulate -- 16.3 Heron -- 16.4 Roman Civil Engineering -- Problems and Questions -- Chapter 17: Ptolemy's Geography and Astronomy -- 17.1 Geography -- 17.2 Astronomy -- 17.3 The Almagest -- Problems and Questions -- Part IV: India, China, and Japan 500 BCE-1700 CE -- Contents of Part IV -- Chapter 18: Pappus and the Later Commentators -- 18.1 The Collection of Pappus -- 18.2 The Later Commentators: Theon and Hypatia -- Problems and Questions -- Chapter 19: Overview of Mathematics in India -- 19.1 The Sulva Sutras -- 19.2 Buddhist and Jain Mathematics -- 19.3 The Bakshali Manuscript -- 19.4 The Siddhantas -- 19.5 Hindu-Arabic Numerals -- 19.6 Aryabhata I -- 19.7 Brahmagupta -- 19.8 Bhaskara II -- 19.9 Muslim India.

19.10 Indian Mathematics in the Colonial Period and After -- Questions -- Chapter 20: From the Vedas to Aryabhata I -- 20.1 Problems from the Sulva Sutras -- 20.2 Aryabhata I: Geometry and Trigonometry -- Problems and Questions -- Chapter 21: Brahmagupta, the Kuttaka, and Bhaskara II -- 21.1 Brahmagupta's Plane and Solid Geometry -- 21.2 Brahmagupta's Number Theory and Algebra -- 21.3 The Kuttaka -- 21.4 Algebra in the Works of Bhaskara II -- 21.5 Geometry in the Works of Bhaskara II -- Problems and Questions -- Chapter 22: Early Classics of Chinese Mathematics -- 22.1 Works and Authors -- 22.2 China's Encounter with Western Mathematics -- 22.3 The Chinese Number System -- 22.4 Algebra -- 22.5 Contents of the Jiu Zhang Suan Shu -- 22.6 Early Chinese Geometry -- Problems and Questions -- Chapter 23: Later Chinese Algebra and Geometry -- 23.1 Algebra -- 23.2 Later Chinese Geometry -- Problems and Questions -- Chapter 24: Traditional Japanese Mathematics -- 24.1 Chinese Influence and Calculating Devices -- 24.2 Japanese Mathematicians and Their Works -- 24.3 Japanese Geometry and Algebra -- 24.4 Sangaku -- Problems and Questions -- Part V: Islamic Mathematics, 800-1500 -- Contents of Part V -- Chapter 25: Overview of Islamic Mathematics -- 25.1 A Brief Sketch of the Islamic Civilization -- 25.2 Islamic Science in General -- 25.3 Some Muslim Mathematicians and their Works --

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36.9 Legendre -- 36.10 Gauss -- 36.11 Philosophical Issues -- 36.12 Large Numbers and Limit Theorems -- Problems and Questions -- Chapter 37: Algebra from 1600 to 1850 -- 37.1 Theory of Equations -- 37.2 Euler, D'Alembert, and Lagrange -- 37.3 The Fundamental Theorem of Algebra and Solution by Radicals -- Problems and Questions -- Chapter 38: Projective and Algebraic Geometry and Topology -- 38.1 Projective Geometry -- 38.2 Algebraic Geometry -- 38.3 Topology -- Problems and Questions -- Chapter 39: Differential Geometry -- 39.1 Plane Curves -- 39.2 The Eighteenth Century: Surfaces -- 39.3 Space Curves: The French Geometers -- 39.4 Gauss: Geodesics and Developable Surfaces -- 39.5 The French and British Geometers -- 39.6 Grassmann and Riemann: Manifolds -- 39.7 Differential Geometry and Physics -- 39.8 The Italian Geometers -- Problems and Questions -- Chapter 40: Non-Euclidean Geometry -- 40.1 Saccheri -- 40.2 Lambert and Legendre -- 40.3 Gauss -- 40.4 The First Treatises -- 40.5 Lobachevskii's Geometry -- 40.6 János Bolyai -- 40.7 The Reception of Non-Euclidean Geometry -- 40.8 Foundations of Geometry -- Problems and Questions -- Chapter 41: Complex Analysis -- 41.1 Imaginary and Complex Numbers -- 41.2 Analytic Function Theory -- 41.3 Comparison of the Three Approaches -- Problems and Questions -- Chapter 42: Real Numbers, Series, and

Integrals -- 42.1 Fourier Series, Functions, and Integrals -- 42.2 Fourier Series -- 42.3 Fourier Integrals -- 42.4 General Trigonometric Series -- Problems and Questions -- Chapter 43: Foundations of Real Analysis -- 43.1 What Is a Real Number? -- 43.2 Completeness of the Real Numbers -- 43.3 Uniform Convergence and Continuity -- 43.4 General Integrals and Discontinuous Functions -- 43.5 The Abstract and the Concrete -- 43.6 Discontinuity as a Positive Property -- Problems and Questions -- Chapter 44: Set Theory. 44.1 Technical Background.

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### Sommario/riassunto

Praise for the Second Edition "An amazing assemblage of worldwide contributions in mathematics and, in addition to use as a course book, a valuable resource . . . essential." -CHOICE This Third Edition of The History of Mathematics examines the elementary arithmetic, geometry, and algebra of numerous cultures, tracing their usage from Mesopotamia, Egypt, Greece, India, China, and Japan all the way to Europe during the Medieval and Renaissance periods where calculus was developed. Aimed primarily at undergraduate students studying the history of mathematics for science, engineering, and secondary education, the book focuses on three main ideas: the facts of who, what, when, and where major advances in mathematics took place; the type of mathematics involved at the time; and the integration of this information into a coherent picture of the development of mathematics. In addition, the book features carefully designed problems that guide readers to a fuller understanding of the relevant mathematics and its social and historical context. Chapter-end exercises, numerous photographs, and a listing of related websites are also included for readers who wish to pursue a specialized topic in more depth. Additional features of The History of Mathematics, Third Edition include: Material arranged in a chronological and cultural context Specific parts of the history of mathematics presented as individual lessons New and revised exercises ranging between technical, factual, and integrative Individual PowerPoint presentations for each chapter and a bank of homework and test questions (in addition to the exercises in the book) An emphasis on geography, culture, and mathematics In addition to being an ideal coursebook for undergraduate students, the book also serves as a fascinating reference for mathematically inclined individuals who are interested in learning about the history of mathematics.

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