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Titolo	Nursing theories [[electronic resource]] : conceptual & philosophical foundations / / Hesook Suzie Kim, Ingrid Kollak, editors
Pubbl/distr/stampa	New York, NY, : Springer Pub. Co, c2006
ISBN	1-280-74470-7 9786610744701 0-8261-4006-8
Edizione	[2nd ed.]
Descrizione fisica	1 online resource (325 p.)
Altri autori (Persone)	KimHesook Suzie KollakIngrid
Disciplina	610.73/01
Soggetti	Nursing - Philosophy Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references (p. 302-304) and index.
Nota di contenuto	Human needs and nursing theory / Jacqueline Fortin -- Adaptation as a basic conceptual focus in nursing theories / Donna Schwartz-Barcott -- The concept of self-care / Ingrid Kollak -- The concept of interaction in theory and practice / Susanne Wied -- The concept of need in nursing theory / Penny Powers -- The concept of holism / Hesook Suzie Kim -- Systems theory and nursing theories / Heiko Kleve -- Existentialism and phenomenology in nursing theories / Hesook Suzie Kim -- Humanism in nursing theory: a focus on caring / May Solveig Fagermoen -- Pragmatism, nursing, and nursing knowledge development / Hesook Suzie Kim and Bjorn Sjorstrom -- Biography and biographical work: an approach for nursing / Barbara Schulte-Steinicke -- Evidence-based nursing for practice and science / Martina Hasseler -- Transculturality and nursing / Birgit Rommelspacher -- Illness as risk: on the genesis and functioning of therapeutic deinstitutionalization / Friedrich Balke -- Postscript / Ingrid Kollak and Susanne Wied.
Sommario/riassunto	"This book is written for advanced nursing students. The second edition of Nursing theories explores the conceptual and philosophical foundations of selected major nursing theories. The book is not a

survey or evaluation of nursing theories, but is designed to assist students in understanding the core philosophical concepts behind nursing theories and how they can be applied to current nursing practice. New to this second edition: Essays warranted by developments in the science and research of nursing. Three chapters addressing: pragmatism, evidence-based nursing, biography. Newly authored chapters on systems and transcultural thoughts reflecting current thinking and new directions. Completely rewritten chapters on interaction and self-care to incorporate current debates"--Provided by the publisher.

2. Record Nr.

Titolo

UNINA9910647233903321

A Systemic Approach to School Development : Technical Report on the Project School-In / / Inger Marie Daleheft, Jorunn H. Midtsundstad, Inger Marie Daleheft, Stefanie Hillen, Kirsten J. Horrigmo, Grethe Ingebrigtsvold Sæbø, Jorunn H. Midtsundstad, Andrea Marie E. Olsen

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Descrizione fisica

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378.013

Soggetti

School development
School-In Project
Professional Development
Mental Mapping Response Method
PD
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Materiale a stampa

Livello bibliografico**Monografia****Nota di contenuto**

1 Introduction: Aim and Scope of the Technical Report -- 2 The Project School-In - an Overview -- 3 The Intervention in the School-In Innovation -- 4 Mental Mapping Response Method - a Collective Decision for an Intervention -- 5 Dialogue Cafe - Bringing up Ideas in Collegial Teams -- 6 Reflection Cycle - from Collective Ideas to Joint Action -- 7 Exploring the Local Context from Multiple Perspectives -- 8 Focus Group Discussions - Teaching Staff -- 9 The School-In Video Study -- 10 The Questionnaires in School-In -- 11 Reflections on Relevance and Quality in School-In -- List of Tables and -- Figures -- About the Authors.

Sommario/riassunto

The project School-In was an in-service professional development project which aimed to improve inclusion and facilitate schools' academic results by taking the local context, expectation structures, and school culture into consideration. This intervention project was based on a systemic approach and designed to include the entire teaching staff, ensuring cross-disciplinary and cross-level impact. Conducted in five Norwegian municipalities, School-In was financed by the Research Council of Norway (NFR) as an innovation project for the public sector. This book gives a detailed overview of the project School-In, documenting its research and intervention methods. It provides stakeholders, educational researchers, and practitioners with information about the make-up of the study. In this book, School-In is presented as an example of how new ideas and knowledge can be gained from several research approaches and readers are given specific examples of how development processes may be conducted and investigated in schools.