

1. Record Nr.	UNINA9910463162103321
Autore	Chapple Christopher
Titolo	Contemporary Management of Overactive Bladder [[electronic resource]]
Pubbl/distr/stampa	London, : Future Medicine Ltd, 2013
ISBN	1-78084-156-6
Edizione	[1st ed.]
Descrizione fisica	1 online resource (75 p.)
Disciplina	616.62
Soggetti	Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di contenuto	Title page; Copyright page; Contents; Foreword. Contemporary management of overactive bladder; 1. Epidemiology of overactive bladder; 2. Lifestyle modifications for overactive bladder; 3. Antimuscarinic drugs for overactive bladder; 4. Devices; 5. Overactive bladder: guidelines; Index
Sommario/riassunto	The five chapters in this book provide a review of the epidemiology of overactive bladder and an overview of patient evaluation and the existing guidelines. The book addresses lifestyle modification (often ignored by clinicians), therapeutic options and current 'gold standard' pharmacotherapy (namely antimuscarinics).

2. Record Nr.	UNINA9910814663803321
Autore	Bush Sarah B.
Titolo	Catalyzing change in middle school mathematics : initiating critical conversations / / Sarah B. Bush, George J. Roy, Christa Jackson
Pubbl/distr/stampa	Reston, VA : , : The National Council of Teachers of Mathematics, Inc., , [2020] ©2020
ISBN	1-68054-045-9
Descrizione fisica	1 online resource (135 pages)
Collana	Catalyzing Change
Disciplina	510.71273
Soggetti	Mathematics - Study and teaching (Middle school) - United States
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Sommario/riassunto	Catalyzing Change in Middle School Mathematics is part of the Catalyzing Change Series, a collection of three books intended to initiate the critical conversations on policies, practices, and issues that impact mathematics education. It identifies the critical conversations necessary to address the serious challenges educators face to ensure that each and every child has access to a high-quality mathematics education. Find out why the status quo is unacceptable and how to make a difference!.