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Autore	Barnum Barbara Stevens
Titolo	Spirituality in nursing: from traditional to new age / / Barbara Stevens Barnum
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Edizione	[2nd ed.]
Descrizione fisica	1 online resource (ix, 204 pages) : illustrations
Disciplina	610.73 610.73/01
Soggetti	Nursing - Religious aspects Nursing - Philosophy Nursing - Psychological aspects Medicine - Religious aspects Spirituality
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Includes bibliographical references and index.
Nota di contenuto	Contents; Preface to the Second Edition; Part I: Spirituality Today and Yesterday; 1 Spirituality in Nursing: Past and Present Trends; 2 Spirituality and Nursing's History; Part II: Spirituality and the Emerging Paradigm; 3 Spirituality, Physics, Philosophy, and Psychology; 4 Developmental Theories: Is There a Spiritual Phase?; Part III: Spirituality and the Individual; 5 Spirituality and the Mind; 6 Spirituality and the Brain; 7 Spirituality, Illness, and Death; Part IV: Spirituality in Nursing's New Paradigm; 8 Spirituality as a Component in Nursing Theories 9 Nursing Theorists in the New Paradigm; 10 Nursing and Healing; Part V: Spiritual Interventions in Health Care; 11 Spiritual and New Age Therapeutics; 12 Spirituality, Traditional Religion, and Traditional Therapeutics; Part VI: Spirituality and Ethics; 13 Spirituality and Ethics: A Contrast in Forms; 14 Ethics and Philosophy; Index
Sommario/riassunto	Thoroughly updated, this award-winning book looks at spirituality and nursing from many perspectives: theoretical, historical, religious,

psychological, physiological. In her thoughtful exploration of the reemergence of spirituality as an important factor in nursing practice, Barnum traces nursing's involvement with spirituality from its historical ties with religion to the current interest in New Age and alternative health methods. Nursing theories involving spirituality, such as those presented by Dossey, Newman, and Watson are examined and nursing trends are placed in the larger context of

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Krüger Jule M

Immersive Learning Research Network : 10th International Conference on Immersive Learning, iLRN 2024, Glasgow, UK, June 10–13, 2024, Revised Selected Papers, Part I // edited by Jule M. Krüger, Daniela Pedrosa, Dennis Beck, Marie-Luce Bourguet, Andreas Dengel, Rami Ghannam, Alan Miller, Anasol Peña-Rios, Jonathon Richter

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PedrosaDaniela  
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GhannamRami  
MillerAlan  
Peña-RiosAnasol  
RichterJonathon

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User interfaces (Computer systems)  
Human-computer interaction  
Computer vision  
Education - Data processing  
Social sciences - Data processing  
User Interfaces and Human Computer Interaction  
Computer Vision  
Computers and Education  
Computer Application in Social and Behavioral Sciences

Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	<p>-- Foundations in Immersive Learning Research and Theory. -- The Vibrotactile Paradox: Corrective and Reenforcing Feedback in Educational VR. -- Scent Box: Prototyping and Instructions for Olfactory Enhancement of VR-Experiences. -- Measuring Cognitive Load with Eye-tracking during Mental Rotation with 2D and 3D Visualization in AR. -- Augmented Didactic: Interacting with 3D Models to Enhance the Memory Systems. -- Complexity of Agency in VR Learning Environments: Exploring Associations with Interactivity, Learning Outcomes, and Affect. -- Ready Student One: A Framework for Avatar Design in Higher Education. -- A Literature Review and Taxonomy of In-VR Questionnaire User Interfaces. -- Describing and Interpreting Immersive Learning Cases with the Immersion Cube and the Immersive Learning Brain. -- Exploiting the TARC framework: The Relations between Educators' Attitudes towards AR, Innovativeness, Digital Skills, and AR Skills in Education. -- Perceptions of Higher Education Students on Immersive Virtual Reality for Communication Skills Training. The Bodyswaps Case. -- Adaptive Learning and Instruction with Augmented Reality: A Scoping Review. -- An Evaluation of Headset vs Desktop Use for Accessing Virtual Worlds in a Higher Education Context. -- Design of Virtual Reality Environments to Support Learning in History Education. -- Perfecting the Interdisciplinary Storm: Immersive Narrative Development Workflows in Context of Meteorology Labs. -- Assessment and Evaluation (A&amp;E). -- Is Usability always Productive in Learning Environments. -- Galleries, Libraries, Archives and Museums (GLAM). -- The Application of Procedurally Generated Libraries in Immersive Virtual Reality. -- Designing MetaHuman-Based Historical Characters in Virtual Exhibitions and Scenes: A Case Study on St Andrews. -- Inclusion, Diversity, Equity, Access, and Social Justice (IDEAS). -- Preliminary Report: Innovations in Participatory Immersive XR Research for Transition-Aged Autistic Adults. -- Preliminary Analysis of Empathy-Driven Design and Inclusive Cybersecurity Education: The Initial Phase of the uSucceed Project's Virtual Reality Curriculum for Neurodiverse Adults in STEM. -- Exploring the Inclusive Design and Use of Social MultiPlatform Virtual Reality for a Post-Secondary Gender Diversity Workshop. -- STEM Education (STEM). -- A Computer-Supported Collaborative Learning Environment for Computer Science Education. -- AR for Science Education: Students' Behaviour Patterns and the Relationship between Cognitive Load, Knowledge Acquisition and Performance. -- Spatial Audio Cues in an Immersive Virtual Reality STEM Escape Room Game: A Comparative Study. -- Lessons upon Dislikes: Educational Game Design Principles from Players' Negative Feedback. -- Exploring the Influence of Immersive Virtual Reality on Science Learning – An Affordance Approach. -- Immersive Learning in History Education: Exploring the Capabilities of Virtual Avatars and Large Language Models. -- The Potential of Virtual Reality for Immersive HCI Education: Insights from an Empirical Study. -- Promoting Science Identity Exploration: An Analysis of the Game Design Features in WaterWays. -- Medical &amp; Healthcare Education (MHE). -- Learning from Immersive Augmented Reality on COVID-19 Transmission. -- Workforce Development &amp; Industry Training (WDIT).</p>

-- Breaking Barriers in Getting to Yes: Using Immersive Media for Cross-cultural Negotiation Training. -- Self and Co-regulated Learning with Immersive Learning Environments (SCILE). -- Creativo: Design and Evaluation of a Multi-User Collaborative Learning Environment in Virtual Reality. -- The Impact of Cognitive, Affective, and Psychomotor Learning Perception on Learning Outcomes in the eXtended Reality based Nursing Simulation. -- Immersive Virtual Learning Spaces for Emotional Engagement in Education with the Classroom-ready Virtual Reality Device CLASSVR. -- Method for Evaluation and Classification of Self and Co-regulation of Learning in Immersive Narrative.

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#### Sommario/riassunto

This book constitutes the proceedings of the 10th International Conference on Immersive Learning, iLRN 2024, held in Glasgow, UK during June 10–13, 2024. The 30 full papers and 13 short papers presented in this volume were carefully reviewed and selected from 144 submissions. They were categorized under the topical section as follows: Part I: Foundations in Immersive Learning Research and Theory; Assessment and Evaluation (A&E); Galleries, Libraries, Archives and Museums (GLAM); Inclusion, Diversity, Equity, Access, and Social Justice (IDEAS); STEM Education (STEM); Medical & Healthcare Education (MHE); Workforce Development & Industry Training (WDIT); Self and Co-regulated Learning with Immersive Learning Environments (SCILE). Part II: Special Track 1: Immersive learning across Latin America: State of Research, Use Cases and Projects; Special Track 2: Sustainable Development and Immersive Learning in the Climate Emergency; Special Track 3: Literacy Equity and Immersive Learning.

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