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| 1. Record Nr. | UNISA996320223303316 |
| Titolo | Guidelines for the psychosocially assisted pharmacological treatment of opioid dependence [[electronic resource]] |
| Pubbl/distr/stampa | Geneva, Switzerland, : World Health Organization, 2009 |
| ISBN | 1-282-69713-7 9786612697135 92-4-068512-X |
| Descrizione fisica | 1 online resource (132 p.) |
| Disciplina | 616.8632061 |
| Soggetti | Opioid abuse Drug abuse |
| 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. 96-111). |
| Nota di contenuto | COVER; TITLE; COPYRIGHT; Contents; Acknowledgements; Abbreviations and acronyms; Executive summary; Summary of recommendations; 1 Scope and purpose; 2 Method of formulating recommendations; 3 Background; 4 Guidelines for health systems at national and subnational levels; 5 Programme level guidelines - for programme managers and clinical leaders; 6 Patient level guidelines - for clinicians; AnnexES |
| Sommario/riassunto | These Guidelines review the use of medicines such as methadone, buprenorphine, naltrexone and clonidine in combination with psychosocial support in the treatment of people dependent on heroin or other opioids. Based on systematic reviews of the literature and using the GRADE approach to determining evidence quality, the guidelines contain specific recommendations on the range of issues faced in organizing treatment systems, managing treatment programmes and in treating people dependent on opioids. Developed in collaboration with internationally acclaimed experts from the different regions of th |

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| 2. Record Nr. | UNINA9910330453803321 |
| Titolo | Disciplinary struggles in education // edited by Anja Heikkinen, Jenni Pätäri, Gabriele Molzberger |
| Pubbl/distr/stampa | [Tampere] : , : Tampere University Press, , [2019] |
| ISBN | 9789523590021 |
| Descrizione fisica | 1 online resource (262 pages) : illustrations |
| Soggetti | <p>Philosophy & theory of education Adult education, continuous learning kasvatus kasvatustiede aikuiskasvatus ammattikasvatus korkea-asteen koulutus kasvatusfilosofia tieteenalat oppihistoria kuri valta monikulttuurisuus yliopistot vertaileva kasvatustiede kansainvälinen vertailu fostran pedagogik (vetenskaper) vuxenpedagogik utbildning på högskolenivå yrkespedagogik pedagogisk filosofi vetenskapsgrenar lärdomshistoria disciplin makt mångkulturalism universitet jämförande pedagogik internationell jämförelse</p> |

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| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
| Note generali | Vertaisarvioitu. Refereed. Peer-reviewed. |
| Nota di bibliografia | Includes bibliographical references. |
| Sommario/riassunto | <p>Kirja käsittelee kasvatuksen disiplinaarisia kiistoja kolmesta näkökulmasta. Ensimmäisen osan artikkelit analysoivat kasvatuksen disiplinaarista luonnetta käytäntönä ja instituutioina. Toisessa osassa kohteena on teoriaa ja käytäntöä välittävän kasvatustiedon oikeutus. Kolmannessa osassa pohditaan kasvatuksen päämääriä ja tarkoituksia, jotka ovat kriittisiä sitä koskevien disiplinaaristen kiistojen ymmärtämisen kannalta. Vaikka kirjoitukset kohdistuvat kasvatuksen eri muotoihin, aikakausiin ja konteksteihin, ne tarjoavat aineksia myös yleisempään keskusteluun kasvatuksen eklektisistä ja vaihtelevista teorioista ja käytännöistä.</p> <p>This book discusses disciplinary struggles in education from three perspectives. The chapters in the first section analyse the disciplinary character of educational practice and institutions. The second section focuses on justification of educational knowledge in transmission between theory and practice. The contributions of the third section problematise the aims and functions of educational practice and theory, which are critical for understanding the implications of disciplinary struggles in education for the future. Although the chapters focus on certain historical periods, forms and contexts of education, they provide insights, which are useful and relevant for a wider discussion in the eclectic and diverse theories and practices of education.</p> |