

1. Record Nr.	UNISA996391909803316
Autore	Draxe Thomas <d. 1618.>
Titolo	The Christian armorie [[electronic resource]] : wherein is contained all manner of spirituall munition, fit for secure Christians to arme themselues withall against Satans assaults, and all other kind of crosses, temptations, troubles, and afflictions : contrived in two bookes, and handled pithily and plainly by way of questions and answers // by Thomas Draxe ... ; hereunto is adioined a table of all the principall heads and branches comprised in each chapter of the whole treatise
Pubbl/distr/stampa	Imprinted at London, : By William Hall, for Iohn Stepneth, and are to be sold at his shop at the signe of S. Paul, at the west end of Pauls church, 1611
Descrizione fisica	[4], 182, [8], 165 [i.e. 167], [18] p
Soggetti	Theology, Practical
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Second part has special t.p.: The second booke, wherein are contained soueraigne and most sweet consolations, directions, and remedies against such inward or outward euils, crosses, afflictions, which properly and peculiarly concerne Gods church and children. Signatures: Aâ´(-A1) B-2Aâ´, 2Bâ´. Numbers 33 and 34 repeated in pagination of second part. Imperfect: tightly bound; signature A3 lacking. Reproduction of original in the Bodleian Library.
Sommario/riassunto	eebo-0014

2. Record Nr.	UNINA9910787297203321
Autore	Clark Beverly Lyon
Titolo	The afterlife of little women / / Beverly Lyon Clark
Pubbl/distr/stampa	Baltimore, Maryland : , : Johns Hopkins University Press, , 2014 ©2014
ISBN	1-4214-1559-3
Descrizione fisica	1 online resource (284 pages) : illustrations
Disciplina	813/.4
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Bibliographic Level Mode of Issuance: Monograph
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Becoming everyone's aunt, 1868-1900 -- Waxing nostalgic, 1900-1930 -- Outwitting poverty and war, 1930-1960 -- Celebrating sisterhood and passion since 1960.

3. Record Nr.	UNINA9910795765803321
Autore	Hallowell Brooke
Titolo	Aphasia and Other Acquired Neurogenic Language Disorders : A Guide for Clinical Excellence
Pubbl/distr/stampa	San Diego : , : Plural Publishing, Incorporated, , 2019 ©2023
ISBN	9781635501629 9781635501599
Edizione	[2nd ed.]
Descrizione fisica	1 online resource (649 pages)
Soggetti	Language disorders
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Intro -- What Is Special About This Book? -- Acknowledgments -- About the Author -- Dedication -- Section I. Welcome and Introduction -- Chapter 1. Welcome to the Fantastic World of Research and Clinical Practice in Acquired Neurogenic Communication Disorders -- What Are Acquired Cognitive-Linguistic Disorders? -- Which Neurogenic Communication Disorders Are Not Acquired Language Disorders? -- What Is Clinical Aphasiology? -- What Is So Fantastic About the World of Neurogenic Communication Disorders? -- We Work With Wonderful People and Become Part of Their Rich Life Stories -- We Are Catalysts for Positive Change -- We Enjoy Empowerment of Others Through Advocacy and Leadership -- We Enjoy a Great Deal of Humor and Fascination -- We Enjoy Fantastic Local and Worldwide Professional Networks -- Our Work Is Multicultural and Multilingual -- We Are Lifelong Learners -- We Tap Into Our Most Scientific and Our Most Creative Selves at the Same Time -- We Have Rich Career Opportunities -- What Disciplines Are Relevant to Aphasia and Related Disorders? -- What Is Known About the Incidence and Prevalence of Acquired Neurogenic Language Disorders? -- Where Do Aphasiologists Work? -- What Is the Career Outlook for Clinical Aphasiologists? -- Learning and Reflection Activities -- Chapter 2. Becoming the Ultimate Excellent Clinician -- What Makes a Clinician Truly Excellent? -- What Can One Do to Become an Excellent Clinical Aphasiologist? -- How Do the

People We Serve Characterize What They Most Want? -- What Are Some Traits of People Who Are Perceived as Unhelpful Clinicians? -- What Content Is Important to Master? -- What Credentials Are Required for a Career as an Aphasiologist? -- What Credentials May Aphasiologists Earn Beyond Their Basic Academic and Clinical Credentials? -- Is It Best to Specialize or Generalize?.

What Strategies Help Boost Career Development in Acquired Cognitive-Linguistic Disorders? -- What Organizations Support Professional Information Sharing and Networking Among Clinical Aphasiologists? -- Learning and Reflection Activities -- Chapter 3. Writing and Talking About the People With Whom We Work -- What Is Important to Consider in Writing and Talking About People With Neurogenic Cognitive-Linguistic Disorders? -- Person-First Language -- Alternatives to the Word Patient -- People With Disabilities -- Research Participants -- Older People -- Healthy Adults -- What Are Important Nuances in Terms We Use to Refer to People Who Care for People With Neurogenic Cognitive-Linguistic Disorders? -- What Is the Difference Between the Terms Therapy and Treatment? -- Neurotypical People -- What Are Pros and Cons of Terms Used to Refer to SLPs? -- What Are the Preferred Terms When Referring to the Experts Who Work With People Who Have Neurogenic Communication Challenges? -- What Is Important to Keep in Mind Regarding Inclusive and Welcoming Language? -- What Other Terms Might Unintentionally Convey Negative Connotations? -- Why Are There Inconsistencies in the Prefixes Used in Terms for Characterizing Neurogenic Symptoms, and What Is the Rationale for Varied Prefix Choices? -- Learning and Reflection Activities -- Section II. Foundations for Considering Acquired Neurogenic Language Disorders -- Chapter 4. Defining and Conceptualizing Aphasia -- What Is a Good Way to Define Aphasia? -- Aphasia Is Acquired -- Aphasia Has a Neurological Cause -- Aphasia Affects Reception and Production of Language Across Modalities -- Aphasia Is Not a Speech, Intellectual, Sensory, or Psychiatric Disorder -- How Have Established Aphasiologists Defined Aphasia? -- What Are the Primary Frameworks for Conceptualizing Aphasia? -- Unidimensional Frameworks.

Multidimensional Frameworks -- Medical Frameworks -- Cognitive Neuropsychological, Psycholinguistic, and Neurolinguistic Frameworks -- Biopsychosocial Frameworks -- Social Frameworks -- Social Determinants of Health Frameworks -- Other Historically Relevant Frameworks -- How Does One Choose a Preferred Framework for Conceptualizing Aphasia? -- How Are the Frameworks for Conceptualizing Aphasia Relevant to Other Neurogenic Language Disorders? -- Learning and Reflection Activities -- Chapter 5. The WHO ICF, Human Rights Perspectives, and Life Participation Approaches -- What Is the WHO ICF? -- How Is the WHO ICF Relevant to Ethics and Human Rights? -- How Is the WHO ICF Specifically Relevant to Intervention and Research in Rehabilitation? -- How Is the WHO ICF Specifically Relevant to People With Neurogenic Language Disorders? -- Learning and Reflection Activities -- Chapter 6. Etiologies of Acquired Neurogenic Language Disorders -- What Is a Stroke? -- What Are Stroke Risk Factors, and What Causes Stroke? -- What Are the Physiological Effects of Stroke? -- How Crucial Is Timing for Medical Treatment After a Stroke? -- How Is the Sudden Onset of Stroke Relevant to Supporting Patients and Families? -- What Is a Transient Ischemic Attack? -- What Is Hypoperfusion? -- What Can Be Done to Prevent Stroke? -- Attending to Stroke Triggers -- What Is TBI? -- What Are Blast Injuries? -- What Are Concussion and Mild TBI? -- What Can Be Done to Prevent TBI? -- What Are Bacteria and Viruses? -- What

Other Types of Infections Affect Cortical Function? -- What Is Neoplasm? -- What Is Toxemia? -- What Are Diabetes Mellitus and Diabetic Encephalopathy? -- What Is Metabolic Syndrome? -- What Other Metabolic Disorders Cause Encephalopathy? -- What Is Neurodegenerative Disease? -- What Is Dementia? -- What Is Mild Cognitive Impairment?.

What Is Primary Progressive Aphasia? -- What Are Some Special Challenges in Identifying Etiologies of Cognitive-Linguistic Disorders? -- Learning and Reflection Activities -- Chapter 7. Neurophysiology and Neuropathology of Acquired Neurogenic Language Disorders -- What Should SLPs Know About Neuroanatomy and Neurophysiology Associated With Neurogenic Cognitive-Linguistic Disorders? -- What Are Key Neurophysiological Principles Pertinent to Acquired Cognitive-Linguistic Disorders? -- Specialization of Structure and Function -- Interconnectivity Throughout the Brain -- The Brain's Plasticity -- What Is the Most Clinically Pertinent Knowledge an Aphasiologist Should Have About the Blood Supply to the Brain? -- What Factors Affect a Person's Prognosis for Recovery From a Stroke or Brain Injury? -- Why Is It Important for Clinical Aphasiologists to Know About the Visual System? -- What Aspects of the Visual System Are Most Relevant to People With Neurogenic Language Disorders? -- Anatomy and Physiology Associated With Visual Deficits -- How Are Visual Field Deficits Characterized? -- What Are Ocular Motor Deficits? -- What Are Visual Attention Deficits? -- What Are Higher-Level Visual Deficits? -- What Aspects of the Neurophysiology of Hearing Are Most Relevant to People With Neurogenic Language Disorders? -- Learning and Reflection Activities -- Supplemental Review of Neuroanatomy Related to Aphasiology -- Supplemental Review of Blood Supply to the Brain -- Supplemental Review of the Visual System -- Supplemental Review of the Auditory System -- Chapter 8. Neuroimaging and Other Neurodiagnostic Instrumentation -- What Are the Most Relevant Neuroimaging Techniques for Aphasiologists to Know About? -- Computed Axial Tomography (CAT or CT) -- Magnetic Resonance Imaging (MRI) -- Single Photon Emission Computed Tomography (SPECT) -- Cerebral Angiography.

What Other Neurodiagnostic Methods Are Important for Aphasiologists to Know About? -- Electroencephalography (EEG) -- Electrooculography -- Additional Methods -- Learning and Reflection Activities -- Chapter 9. Aging, Which Is Not a Disorder, and Its Relevance to Aphasiology -- What Is Aging? -- What Are Key Theories About Aging That Are Especially Relevant to Cognition and Communication? -- What Is Aging Well? -- How Are Demographic Shifts in Aging Populations Relevant to Clinical Aphasiologists? -- What Are Normal Changes in the Brain as People Age? -- What Are Positive Aspects of the Aging Brain? -- Memory -- Word Finding -- Syntactic Processing -- Reading and Writing -- Discourse -- Pragmatics -- What Are General Guidelines for Differentiating Normal From Impaired Language in Older Adults? -- What Theories Have Been Proposed to Account for Cognitive-Linguistic Changes With Aging? -- Resource Capacity Theories -- Working Memory Theories -- Context-Processing Deficiency Theories -- Signal Degradation Theories -- Transmission Deficit Theories -- Speed-of-Processing Theories -- Inhibition Theories -- What Can Be Done to Ensure the Best Preservation of Language Abilities as People Age? -- What Is Elderspeak, and How May We Raise Awareness About It? -- What Sensitivities Related to Ageism Are Important for Aphasiologists to Demonstrate? -- Learning and Reflection Activities -- Section III. Features, Symptoms, and Syndromes in the Major Categories of Cognitive-Linguistic Disorders -- Chapter

10. Syndromes and Hallmark Characteristics of Aphasia -- How Are the Types of Aphasia Classified? -- What Are the Classic Syndromes of Aphasia, and What Are the Hallmark Characteristics of Each? -- Expressive/Receptive, Nonfluent/Fluent, and Anterior/Posterior Dichotomies -- Classic Aphasia Classification -- Wernicke's Aphasia -- Broca's Aphasia -- Global Aphasia. Conduction Aphasia.

Sommario/riassunto

Covering an array of evidence-based content, including aphasia, traumatic brain injury, dementia, and language in aging, Aphasia and Other Acquired Neurogenic Language Disorders: A Guide for Clinical Excellence, Second Edition is a must-have textbook for clinicians and students studying to be speech-language pathologists. This clinical guide strategically addresses scientific foundations, service delivery, international and multicultural perspectives, assessment, and treatment.

4. Record Nr.

UNINA9910960164903321

Autore

Gruninger Matthias

Titolo

Cubic Action of a Rank One Group

Pubbl/distr/stampa

Providence : , : American Mathematical Society, , 2022
©2022

ISBN

9781470470227
9781470451349

Edizione

[1st ed.]

Descrizione fisica

1 online resource (154 pages)

Collana

Memoirs of the American Mathematical Society ; ; v.276

Classificazione

20E4251E2420G1517C50

Disciplina

512/.2
512.2

Soggetti

Group theory
Group theory and generalizations -- Structure and classification of infinite or finite groups -- Groups with a BN -pair; buildings
Geometry -- Finite geometry and special incidence structures -- Buildings and the geometry of diagrams
Group theory and generalizations -- Linear algebraic groups and related topics -- Linear algebraic groups over arbitrary fields
Nonassociative rings and algebras -- Jordan algebras (algebras, triples and pairs) -- Jordan structures associated with other structures

Lingua di pubblicazione

Inglese

Formato

Materiale a stampa

Nota di contenuto

Cover -- Title page -- Chapter 1. Introduction -- Chapter 2. Preliminaries -- 2.1. Moufang sets -- 2.2. Rank one groups -- 2.3. Some ring theory -- 2.4. Jordan algebras -- 2.5. Envelopes of special Jordan algebras -- 2.6. Quadratic spaces and Clifford Jordan algebras -- 2.7. Involution sets and pseudo-quadratic forms -- 2.8. Cubic norm structures -- 2.9. Freudenthal triple systems -- 2.10. Structurable algebras -- 2.11. The Clifford algebra of a Freudenthal triple system -- Chapter 3. Cubic Action -- Chapter 4. Examples of cubic modules -- 4.1. Pseudo-quadratic spaces -- 4.2. Adjoint action -- 4.3. The Tits-Kantor-Koecher module -- 4.4. Quadratic pairs without commuting root subgroups -- 4.5. Elementary groups of Freudenthal triple systems -- 4.6. Connection with Moufang Quadrangles -- 4.7. Suzuki and Ree groups -- Chapter 5. The structure of a cubic module -- Chapter 6. Construction of irreducible submodules -- Chapter 7. Cubic rank one groups with trivial quadratic kernel -- Chapter 8. A characterisation of the adjoint module of $\text{PSL}(\)$ -- Chapter 9. Cubic rank one groups with non-trivial quadratic kernel -- Chapter 10. Cubic rank one groups with Hermitian quadratic kernel -- Chapter 11. Cubic rank one groups with commutative quadratic kernel -- Bibliography -- Back Cover.

Sommarrio/riassunto

"We consider a rank one group $G = A, B$ acting cubically on a module V , this means $[V, A, A, A] = 0$ but $[V, G, G, G] \neq 0$. We have to distinguish whether the group $A_0 := \text{CA}([V, A]) \text{CA}(V/CV(A))$ is trivial or not. We show that if A_0 is trivial, G is a rank one group associated to a quadratic Jordan division algebra. If A_0 is not trivial (which is always the case if A is not abelian), then A_0 defines a subgroup G_0 of G acting quadratically on V . We will call G_0 the quadratic kernel of G . By a result of Timmesfeld we have $G_0 = \text{SL}_2(J, R)$ for a ring R and a special quadratic Jordan division algebra J, R . We show that J is either a Jordan algebra contained in a commutative field or a Hermitian Jordan algebra. In the second case G is the special unitary group of a pseudo-quadratic form of Witt index 1, in the first case G is the rank one group for a Freudenthal triple system. These results imply that if (V, G) is a quadratic pair such that no two distinct root groups commute and $\text{char} V = 2, 3$, then G is a unitary group or an exceptional algebraic group"--

5. Record Nr.	UNINA9910896114803321
Titolo	Jahresbericht des Naturwissenschaftlichen Orientvereins : fur das Jahr
Pubbl/distr/stampa	Wien, : [Verlag nicht ermittelbar], [1906-1917?]
Disciplina	890 500
Soggetti	Zeitschrift
Lingua di pubblicazione	Tedesco
Formato	Materiale a stampa
Livello bibliografico	Periodico
Note generali	Gesehen am 29.10.2021 Reproduktion