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Nursing with Disabilities: Professional Issues and Job Retention grapples with issues that many nurses have suffered but the profession has avoided up till now, from three perspectives: RNs with disabilities, nurse leaders and administrators, and patients. This book, written by the foremost researcher on nurses with disabilities, features the voices of actual nurse with disabilities, nurse recruiters, nurse managers and patients, to outline issues and propose solutions. The book identifies nurses with disabilities (from sensory to muscoskeletal and emotional and mental health), discusses why they leave nursing or hide their disability to sustain their position or obtain a new one, and analyzes how it may influence career choices. Feature issues include patient safety, environmental factors, and retention strategies. Nursing leaders/administrators, with the power to institute change to retain nurses with disabilities, comprise the key audience. Nurse educators will use the book as a supplementary text in undergraduate and graduate courses in policy and leadership.

A powerful collection of stories recounting the challenges faced and determination employed by nursing students with disabilities at different stages of their careers. In addition to being inspirational and motivational, this book is also an important educational tool for teachers, professors, and students in nursing programs, as well as practicing nurses.

2007 AJN Book of the Year Winner! Designated a Doodly's Core Title! Mentoring in Nursing will help inspire a more cohesive, flexible, and empowered nursing force, whether in academia, the hospital unit, or health care facility. Featuring: Definitions and components of the mentoring process Models and strategies: classic, multiple, and peer mentoring; precepting, coaching, or shadowing models Mentor and mentee perspectives Best practices in nurse mentoring, including multicultural competency Mentoring evaluation tools "It is incumbent then on all of us in the helping professions to be cognizant of the need for continued support and guidance of the elders, but the elders must also listen and learn from the young, and the young must help each other if the profession's covenant with the public is to be kept."--From the Foreword by Grayce Sills, PhD, RN

Building on best-selling texts over three decades, this thoroughly revised new edition is essential reading for both primary and secondary school teachers in training and in practice, supporting both initial school-based training and extended career-long professionalism. Considering a wide range of professionally relevant topics, Reflective Teaching in Schools presents key issues and research insights, suggests activities for classroom enquiry and offers guidance on key readings. Uniquely, two levels of support are offered: - practical, evidence-based guidance on key classroom issues – including relationships, behaviour, curriculum planning, teaching strategies and assessment processes: - routes to deeper forms of expertise, including evidence-informed 'principles' and 'concepts' to support in-depth understanding of teacher expertise. Andrew Pollard, former Director of the UK's Teaching and Learning Research Programme, led development of the book, with support from primary and secondary specialists from the University of Cambridge, UK. Reflective Teaching in Schools is part of a fully integrated set of resources for primary and secondary education. Readings for Reflective Teaching in Schools directly complements and extends the chapters in this book. Providing a compact and portable library, it is particularly helpful in school-based teacher education. The website, reflectiveteaching.co.uk, offers supplementary resources including reflective activities, research briefings, advice on further reading and additional chapters. It also features a glossary, links to useful websites, and a conceptual framework for deepening expertise. This book is one of the Reflective Teaching Series – inspiring education through innovation in early years, schools, further, higher and adult education.

From distinguished scholar Donna M. Mertens, this core book provides a framework for making methodological decisions and conducting research and evaluations that promote social justice. The transformative paradigm has emerged from - and guides - a broad range of social and behavioral science research projects with communities that have been pushed to the margins, such as ethnic, racial, and sexual minority group members and children and adults with disabilities. Mertens shows how to formulate research questions based on community needs, develop researcher-community partnerships grounded in trust and respect, and skillfully apply quantitative, qualitative, and mixed-methods data collection strategies. Practical aspects of analyzing and reporting results are addressed, and numerous sample studies are presented. An ideal core book for graduate courses, or practitioner resource, the book includes: Commentary on the sample studies that explains what makes them transformative. Explanations of key concepts related to oppression, social justice, and the role of research and evaluation. Questions for Thought to stimulate critical self-reflection and discussion. Advance chapter organizers and chapter summaries. The book is intended for graduate students in psychology, education, social work, sociology, and nursing, as well as practicing researchers and program evaluators. It will serve as a core book or supplement in Research Methods, Program Evaluation, and Community Psychology courses.

"The Auxiliary Nurse" covers the entire curriculum for learners preparing to write the South African Nursing Council (SANC) examination. Arranged in learning units, the book uses an outcomes based educational strategy to guide both learners and lecturers to essential information. This richly illustrated text has sections on the history of nursing, anatomy and physiology, basic nursing, food and nutrition, first aid and comprehensive health care, which has a strong emphasis on community nursing.

This powerful volume represents the broadest engagement with disability issues in South Africa yet. Themes include theoretical approaches to, and representations of, disability; governmental and civil society responses to disability issues; aspects of education as these pertain to the oppression/liberation of disabled people; social security for disabled people; the complex politics permeating service provision relationships; and a consideration of disability in relation to human spaces - physical, economic and philosophical. Firmly located within the social model of disability, this collection resonates powerfully with contemporary thinking and research in the disability field and sets a new benchmark for cutting-edge debates in a transforming South Africa.

This title is directed primarily towards health care professionals outside of the United States. It is written specifically to meet the needs of nursing students undertaking the common foundation programme. It aims to explain how and why sensitive, holistic and evidence-based nursing care is carried out. Therefore it is relevant to students who will enter all branches of nursing and includes material that is both common to all and specific to each branch. The book aims to provide all students on foundation nursing and health care programmes with material of sufficient depth/breadth to achieve the NMC outcomes required for entry into the branch programmes. There is an emphasis not only on the theory that underpins nursing practice in the common foundation programme but also on nursing skills which form an increasingly emphasized part of the programme. The chapters have been reviewed by experts from each branch and also clinical skills to ensure the content reflects each branch accurately and appropriately. Emphasis on clinical skills & lifelong learning Realistic scenarios reinforce the need for patient/client-centred care with a holistic approach Activity boxes for all branches and age groups in each chapter ensure relevance to nurses in diverse settings An integrated approach to health promotion with activity boxes emphasises that health maintenance and promotion are central to contemporary nursing practice Reflection, critical thinking and research/appraisal skills are encouraged with a problem centred approach that will help to develop the skills needed to provide sensitive and effective, high quality care and to integrate theory with practice The emphasis on nursing/clinical skills underlines the importance of core skills - an integral part of the patient/client experience Cultural diversity is a core theme throughout The importance of evidence-based practice is highlighted and the text helps readers are assisted to acquire the skills to provide evidence-based care A wide range of general and branch-specific interactive boxes help to develop an understanding of some issues in other branches as well as the core issues that affect all nurses. Self- test questions and answers provide an opportunity for readers to take responsibility for and check their learning. Valuable learning tools are included: glossary of key terms, useful websites and references