

Primary Nursing Un Modello Applicato

Paula Diogo

Primary nursing. Un modello applicato Yvonne Willems Cavalli, Susanna Brillì, 2016

Primary nursing. Conoscere e utilizzare il modello Giorgio Magon, Tiziana Suardi, 2013 Contributi di: Alessandro Danovi, Stefano Olgiati, Sara Bertelli, Silvia Mauri, Alessandra Milani, Daniele Piacentini, Eliana Misurelli, Pier Luigi Deriu.

The Practice of Primary Nursing Marie Manthey, 2002-04-30 The Practice of Primary Nursing: Relationship-Based, Resource-Driven Care Delivery updates on where Primary Nursing fits in today's health care climate. Originally started at the University of Minnesota Hospitals in 1968, Primary Nursing has been used by many hospitals in the U.S., Canada, and the World. This new edition thoroughly explains the four important operating elements of Primary Nursing and outlines the actual steps taken at the unit level for successful implementation. Today's hospital needs the type of relationship-based care delivery that Primary Nursing provides. Winner of the 2002 American Journal of Nursing Book of the Year Award!

La professionalità del care infermieristico Costantino Cipolla, Giovanna Artioli, 2003

Synergy for Clinical Excellence Roberta Kaplow, 2005 An essential reference for nursing students in developing and implementing the competencies necessary in caring for critically ill patients. Includes sample test questions relevant to the model that will assist nursing students in preparing for certification through AACN.

Modelo de Trabalho Emocional em Enfermagem Pediátrica Paula Diogo, 2023-05-19 O que é o Modelo de Trabalho Emocional em Enfermagem Pediátrica? O Modelo de Trabalho Emocional em Enfermagem Pediátrica (Modelo TEEP) é uma orientação para a prática profissional dos enfermeiros que cuidam de crianças e jovens, e respectivas famílias, permitindo analisar, fundamentar, orientar e avaliar as ações/interações nas situações de cuidados emocionalmente intensas. Permite guiar a intervenção dos enfermeiros na gestão da emocionalidade associada aos processos de saúde-doença que acrescentam sofrimento ao cliente de cuidados, e que podem ser emocionalmente desgastantes para os enfermeiros. O Modelo TEEP propõe ações/interações de enfermagem que visam a transformação das vivências de emocionalidade negativas e perturbadora em bem-estar, conforto e crescimento, dos intervenientes no processo de cuidados. Por outras palavras, o objetivo é transformar positivamente as vivências intensas e perturbadoras de crianças, jovens e família, mas também as dos enfermeiros, com a finalidade de promover o bem-estar global das pessoas em interação. Possui uma tripla centralidade: o cliente, o enfermeiro e a relação enfermeiro-cliente. A sua operacionalização implica cinco categorias de cuidado: 1)

Promover um ambiente seguro e afetuoso; 2) Nutrir os cuidados com afeto; 3) Facilitar a gestão das emoções do cliente; 4) Construir a estabilidade na relação; 5) Regular a sua disposição emocional para cuidar.

Interpersonal Relations In Nursing Hildegard E. Peplau, RN, 1991-06-20 Originally published in 1952 by a towering figure in nursing history, this book stresses the then novel theory of interpersonal relations as it was relevant to the work of nurses. Her framework suggested that interaction phenomena that occur during patient-nurse relationships have qualitative impact on patient outcomes. While the past four decades have seen a substantial expansion in the use and understanding of interpersonal theory, such as cognitive development and general systems theory, this classic book remains a useful foundation for all nurses as so much subsequent work used this work as its starting point. Springer Publishing Company is delighted to make this book available again.

Johns Hopkins Nursing Evidence-based Practice Deborah Dang, Sandra Dearholt, 2018 Appendix F_Nonresearch Evidence Appraisal Tool--Appendix G_Individual Evidence Summary Tool--Appendix H_Synthesis Process and Recommendations Tool -- Appendix I_Action Planning Tool -- Appendix J_Dissemination Tool

Clinical Reasoning and Care Coordination in Advanced Practice Nursing RuthAnne Kuiper, PhD, RN, CNE, ANEF, Daniel J. Pesut, PhD, RN, PMHCNS-BC, FAAN, Tamatha E. Arms, DNP, PMHNP-BC, NP-C, 2016-04-28 Teaches students how to "think like an APRN" This book describes an innovative model for helping APRN students develop the clinical reasoning skills required to navigate complex patient care needs and coordination in advanced nursing practice. This model, the Outcome-Present-State-Test (OPT), encompasses a clear, step-by-step process that students can use to learn the skills of differential diagnosis and hone clinical reasoning strategies. This method facilitates understanding of the relationship among patient problems, outcomes, and interventions that focus on promoting patient safety and care coordination. It moves beyond traditional ways of problem solving by focusing on patient scenarios and stories and juxtaposing issues and outcomes that have been derived from an analysis of patient problems, evidence-based interventions, and desired outcomes. The model offers a blueprint for using standardized health care languages and provides strategies for developing reflective and complex thinking that becomes habitual. It embodies several levels of perspective related to patient-centered care planning, team-centered negotiation, and health care system considerations. Through patient stories and case scenarios, the text highlights care coordination strategies critical in complex patient situations. It provides students with the tools to collect patient information, determine priorities for care, and test interventions to reach health care outcomes by making clinical judgments during the problem-solving process. Concept maps illustrate complex patient care issues and how they relate to each other. For faculty use, the text provides links to relevant APN competencies and provides guidelines for using the OPT when supervising students in field settings. Key Features: Delivers a concrete learning model for developing creative thinking and problem solving in the clinical setting Offers a blueprint and structure for using standardized health care languages Includes

patient stories and case scenarios to illustrate effective use of the OPT model Highlights care coordination strategies associated with complex client situations with the use of the Care Coordination Clinical Reasoning model Reinforces methods of reaching a diagnosis, outcomes, and interventions and how to duplicate the process

Government reports annual index ,199?

The Neurobiological Basis of Suicide Yogesh Dwivedi,2012-06-25 With recent studies using genetic, epigenetic, and other molecular and neurochemical approaches, a new era has begun in understanding pathophysiology of suicide. Emerging evidence suggests that neurobiological factors are not only critical in providing potential risk factors but also provide a promising approach to develop more effective treatment and prevention strategies. The Neurobiological Basis of Suicide discusses the most recent findings in suicide neurobiology. Psychological, psychosocial, and cultural factors are important in determining the risk factors for suicide; however, they offer weak prediction and can be of little clinical use. Interestingly, cognitive characteristics are different among depressed suicidal and depressed nonsuicidal subjects, and could be involved in the development of suicidal behavior. The characterization of the neurobiological basis of suicide is in delineating the risk factors associated with suicide. The Neurobiological Basis of Suicide focuses on how and why these neurobiological factors are crucial in the pathogenic mechanisms of suicidal behavior and how these findings can be transformed into potential therapeutic applications.

Understanding by Design Grant P. Wiggins,Jay McTighe,2005 What is understanding and how does it differ from knowledge? How can we determine the big ideas worth understanding? Why is understanding an important teaching goal, and how do we know when students have attained it? How can we create a rigorous and engaging curriculum that focuses on understanding and leads to improved student performance in today's high-stakes, standards-based environment? Authors Grant Wiggins and Jay McTighe answer these and many other questions in this second edition of Understanding by Design. Drawing on feedback from thousands of educators around the world who have used the UbD framework since its introduction in 1998, the authors have greatly revised and expanded their original work to guide educators across the K-16 spectrum in the design of curriculum, assessment, and instruction. With an improved UbD Template at its core, the book explains the rationale of backward design and explores in greater depth the meaning of such key ideas as essential questions and transfer tasks. Readers will learn why the familiar coverage- and activity-based approaches to curriculum design fall short, and how a focus on the six facets of understanding can enrich student learning. With an expanded array of practical strategies, tools, and examples from all subject areas, the book demonstrates how the research-based principles of Understanding by Design apply to district frameworks as well as to individual units of curriculum. Combining provocative ideas, thoughtful analysis, and tested approaches, this new edition of Understanding by Design offers teacher-designers a clear path to the creation of curriculum that ensures better learning and a more stimulating experience for students and teachers alike.

Teacher Training and Professional Development: Concepts, Methodologies, Tools, and Applications Management Association, Information Resources, 2018-05-04 Regardless of the field or discipline, technology is rapidly advancing, and individuals are faced with the challenge of adapting to these new innovations. To remain up-to-date on the current practices, teachers and administrators alike must constantly stay informed of the latest advances in their fields. *Teacher Training and Professional Development: Concepts, Methodologies, Tools, and Applications* contains a compendium of the latest academic material on the methods, skills, and techniques that are essential to lifelong learning and professional advancement. Including innovative studies on teaching quality, pre-service teacher preparation, and faculty enrichment, this multi-volume book is an ideal source for academics, professionals, students, practitioners, and researchers.

The Tidal Model Philip J. Barker, Poppy Buchanan-Barker, 2005 Based on extensive research, *The Tidal Model* charts the development of this model of care, outlining its theoretical basis and including clinical examples to show the benefits of encouraging the client's greater involvement in their treatment.

Relationship-Based Care Mary Koloroutis, RN, MS, 2004-06-15 The result of Creative Health Care Management's 25 years experience in health care, this book provides health care leaders with basic concepts for transforming their care delivery system into one that is patient and family centered and built on the power of relationships. *Relationship-Based Care* provides a practical framework for addressing current challenges and is intended to benefit health care organizations in which commitment to care and service to patients is strong and focused. It will also prove useful in organizations searching for solutions to complex struggles with patient, staff and physician dissatisfaction; difficulty recruiting and retaining and developing talented staff members; conflicted work relationships and related quality issues. Now in its 16th printing, *Relationship-Based Care* has sold over 65,000 copies world-wide. It is the winner of the American Journal of Nursing Book of the Year Award.

Learner-Centered Teaching Maryellen Weimer, 2008-05-02 In this much needed resource, Maryellen Weimer-one of the nation's most highly regarded authorities on effective college teaching-offers a comprehensive work on the topic of learner-centered teaching in the college and university classroom. As the author explains, learner-centered teaching focuses attention on what the student is learning, how the student is learning, the conditions under which the student is learning, whether the student is retaining and applying the learning, and how current learning positions the student for future learning. To help educators accomplish the goals of learner-centered teaching, this important book presents the meaning, practice, and ramifications of the learner-centered approach, and how this approach transforms the college classroom environment. *Learner-Centered Teaching* shows how to tie teaching and curriculum to the process and objectives of learning rather than to the content delivery alone.

ADKAR Jeff Hiatt, 2006 In his first complete text on the ADKAR model, Jeff Hiatt explains the origin of the model and

explores what drives each building block of ADKAR. Learn how to build awareness, create desire, develop knowledge, foster ability and reinforce changes in your organization. The ADKAR Model is changing how we think about managing the people side of change, and provides a powerful foundation to help you succeed at change.

Theory at a Glance Karen Glanz,1997

The Team Plan Dorothy Perkins Newcomb,1953

Community as Partner ,2015

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