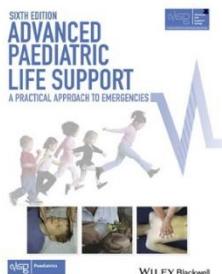


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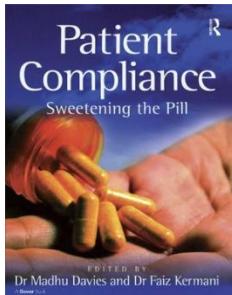
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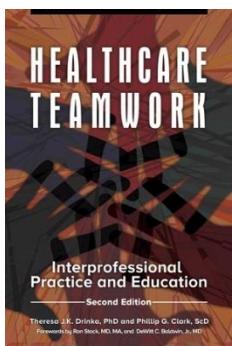
Advanced Life Support Group. (2016). *Advanced paediatric life support : A practical approach to emergencies*. Repéré à <http://lib.myilibrary.com/ProductDetail.aspx?id=898842>

Advanced Paediatric Life Support is the internationally renowned manual on emergency paediatric care, written to support the course run by the Advanced Life Support Group. Includes the latest International Liaison Committee on Resuscitation (ILCOR) 2015 Guidelines and the latest consensus guidelines on paediatric trauma. Now with enhanced discussions on the importance of human factors. Now with a new and improved design including full colour photographs and diagrams.



Davies, M., & Kermani, F. (2016). *Patient compliance : Sweetening the pill*. Repéré à <http://lib.myilibrary.com/ProductDetail.aspx?id=924841>

Vast global resources are ploughed into the delivery of treatment interventions ranging from diet and lifestyle advice to complex surgery. In all cases, whatever the intervention, unless the recipient is engaged with the process and understands why the intervention has been offered and the part they play in its success, compliance is an issue. Even where the individual does engage and understand, he or she may choose not to comply. Non-compliance is estimated to cost the pharma industry US\$70 billion per year. No figures exist for the cost to healthcare insurers and public health but non-compliance is undoubtedly one of the top five issues facing both drug developers and healthcare providers. During clinical trials, non-compliance undermines the accuracy of the data generated from the whole trial as well as particular aspects such as the efficacy of different dosages. This book explores the key factors which drive compliance and the part that healthcare professionals can play in improving this, with the key underlying goal of improving public health in its broadest sense.

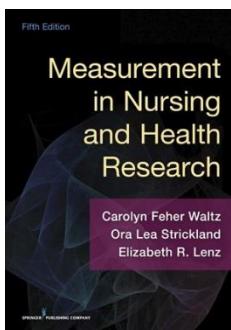


Drinkar, T., & Clark, P. (2016). *Healthcare teamwork : Interprofessional practice and education*. Repéré à <http://lib.myilibrary.com/ProductDetail.aspx?id=926935>

Both comprehensive and accessible, this is an ideal resource for anyone who plans to teach or practice integrated, cost-effective healthcare in the 21st century.

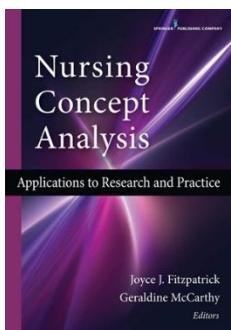
Explores the complexities of interprofessional teamwork and education, addressing both practice and teaching; Discusses how patients are affected by healthcare providers who do not function as a cohesive team and looks at the patient's role in teamwork; Offers a detailed model of interprofessional teamwork based on the authors' experience with a long-term, well-functioning interprofessional healthcare team; Uses illustrative narratives and case studies to provide examples of the concepts and principles presented; Includes a chapter based on interviews with patients and their caregivers to highlight experiences with functional and dysfunctional teams

Presents new topics, such as critical areas of practice (primary care, long-term care, and transitions of care); ethical issues in teamwork; educational theory; the use of narrative; and challenges in sustaining interprofessional education



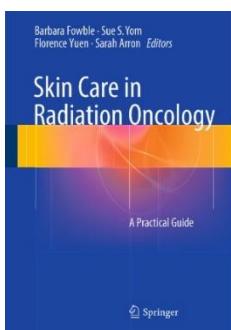
Feher Waltz. C., Strickland. O. L., & Lenz. E. R. (2017). *Measurement in nursing and health research*. Repéré à <http://lib.mylibrary.com/ProductDetail.aspx?id=941199>

This highly popular resource—written in an easy-to-read style and format—delivers everything nurses and other health researchers need to know about designing, testing, selecting, and evaluating instruments and methods for measurement in nursing. The Fifth Edition features the most current content, strategies, and procedures available with direct applicability to nurses and health researchers engaging in interprofessional research, collaboration, education, and evidence-based practice. Five new chapters focus on challenges to using big data, evaluation and measurement in interprofessional practice and education, metrics and benchmarking in health professions education and practice, and measurement issues in translational science.



Fitzpatrick, J. J., & McCarthy, G. (2016). *Nursing concept analysis : Applications to research and practice*. Repéré à <http://lib.mylibrary.com/ProductDetail.aspx?id=895632>

This DNP and PhD doctoral-level nursing text delivers analyses of 30 core concepts that define nursing theory, research, education, and professional practice. Grounded in the concept analysis framework developed by Walker and Avant, the book clearly demonstrates how concepts are used to build theory, support research, and improve education and professional practice. Designed to facilitate practical applications of concept analysis methodology, all chapters provide an explicit description of each concept and a consistent framework for its analysis. Additionally, a diagrammatic representation of characteristics across concepts allows readers to make comparisons and ultimately to build on the text's knowledge base.

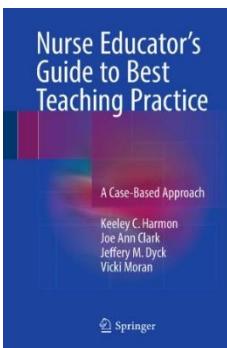


Fowble, B. (2016). *Skin care in radiation oncology : A practical guide*. Repéré à <http://lib.mylibrary.com/ProductDetail.aspx?id=955919>

This book serves as a practical guide for the prevention and treatment of radiation dermatitis. Skin toxicity caused by radiation treatment is common among cancer patients and minimizing the frequency and severity of these reactions improves quality of life and prevents interruptions that can compromise local-regional control. Each chapter is devoted to a specific disease site, such as the head and neck, breast, gastrointestinal, genitourinary, gynecologic, and central nervous system. Pediatric malignancies and wound care for locally advanced cancers are also discussed. For each topic, the range and frequency of the observed skin reactions, factors influencing these reactions, the typical course of each reaction and its resolution, and the interventions used are presented. This book provides evidence where it exists for the specific interventions and an extensive illustration program depicts the various reactions and their response to treatment protocols. *Skin Care in Radiation Oncology: A Practical Guide* presents a framework for patient care in an era of advancing technology and systemic and targeted therapies and is a valuable resource for radiation oncologists, dermatologists, and residents.

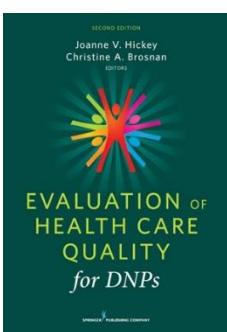
Graffigna, G. (2016). *Promoting patient engagement and participation for effective healthcare reform*. Repéré à <http://lib.myilibrary.com/ProductDetail.aspx?id=922935>

Industry professionals, government officials, and the general public often agree that the modern healthcare system is in need of an overhaul. With organizations concerned with the long-term care of patients, new strategies, practices, and organizational tools must be developed to optimize the current healthcare system. Recent literature suggests that patient participation may be the ideal solution, as patients and caregivers who are more actively involved in their healthcare experience better outcomes. Promoting Patient Engagement and Participation for Effective Healthcare Reform outlines models that can be used to harness the power of patient involvement as a way to instill change in the healthcare industry. This book features a convergence of healthcare professionals and scholars providing insights into the best practices of interventions and reform as well as practical applications to foster patient engagement and participation. It is a useful reference source for healthcare providers, students and professionals in the fields of nursing, therapy, and public health, as well as managers and policy makers.



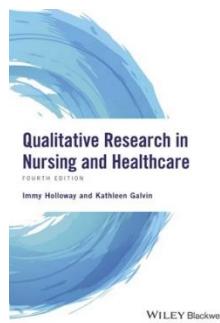
Harmon, K. C., Clark, J. A., & Dyck, J. M. (2016). *Nurse educator's guide to best teaching practice : A case-based approach*. Repéré à <http://lib.myilibrary.com/ProductDetail.aspx?id=953928>

This book presents essential teaching skills and tools for nurse educators. It begins with a discussion of the trends in nursing education and the principles of teaching and learning. The book then explores topics such as classroom teaching, clinical experiences, teaching in the simulation laboratory, and online learning. Each chapter discusses the basics of teaching and learning in the specific environment, followed by scenarios that focus on the issues encountered by nursing faculty in these settings. The scenarios present the key issues under consideration, recommend actions that faculty members can institute to address the issues, and describe rationales and solutions based on best evidence. The book also includes specific tools designed to assist nurse educators in preparation for the teaching role, such as examples of course syllabi, program outcomes, clinical contracts, and action plans. *Nurse Educator's Guide to Best Teaching Practice* is a valuable resource for novice and experienced educators in managing the challenges inherent in nursing education.



Hickey, J. V., & Brosnan, C. A. (2017). *Evaluation of health care quality for DNPs*. Repéré à <http://lib.myilibrary.com/ProductDetail.aspx?id=939443>

This is the only nursing text to facilitate the achievement by Doctor of Nursing Practice graduates (DNPs) of the highest possible competency in conducting systematic and in-depth evaluations of all aspects of health care. The second edition of this award-winning text keeps pace with the rapidly evolving health care market by presenting a more comprehensive range of evaluation strategies for analyzing quality, safety, and value in health care practice and programs, with an emphasis on conducting, interpreting, and disseminating findings. It includes three new chapters addressing evaluation and outcomes, program evaluation, quality improvement, and reporting and disseminating the results.

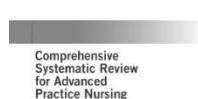


Holloway, I., & Galvin, K. (2017). *Qualitative research in nursing and healthcare*. Repéré à
<http://lib.myilibrary.com/ProductDetail.aspx?id=945138>

Qualitative Research in Nursing and Healthcare is an invaluable resource for those who carry out qualitative research in the healthcare arena. It is intended to assist:

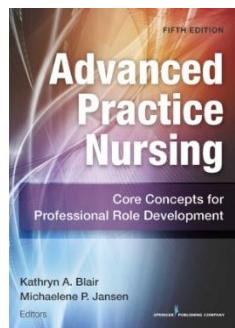
- Professionals and academics in the healthcare field who undertake or teach research in clinical or educational settings;
- Postgraduates who are undertaking qualitative research and want to revise qualitative research approaches and procedures before going on to more specialist texts; and
- Undergraduates in their last year who wish to learn about qualitative perspectives or carry out a project using these approaches.

Fully updated from the earlier editions by Holloway and Wheeler, it reflects recent developments in nursing research. This new edition provides clear explanations of abstract ideas in qualitative research as well as practical procedures. Structured into four sections, the book looks at the initial stages, methods of data collection, qualitative approaches and analysis of collected data. It also contains a chapter on writing up and publishing qualitative research. With applied and practical examples throughout, *Qualitative Research in Nursing and Healthcare* is essential reading for those who are looking for a comprehensive introduction to qualitative research.



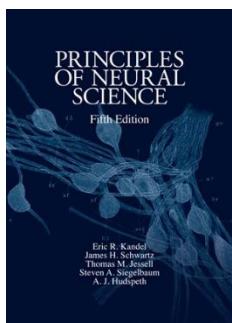
Holly, C., Salmond, S., & Saimbert, M. (2017). *Comprehensive systematic review for advanced practice nursing*. Repéré à
<http://lib.myilibrary.com/ProductDetail.aspx?id=938033>

This text provides top-tier guidance for DNP students, graduate faculty, APRNs and other healthcare providers on how to use available research for improving patient outcomes and reducing costs. It is the only resource written expressly to meet the objectives of DNP courses. This second edition is completely updated and features three new approaches—umbrella reviews, mixed method reviews, and other types of reviews—for seeking, synthesizing, and interpreting available evidence to improve the delivery of patient care. The text also includes two new examples of completed systematic reviews and two completed proposals.



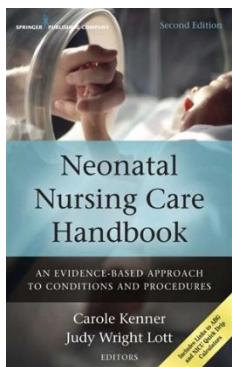
Jansen, M. P., & Blair, K. A. (2015). *Advanced practice nursing : Core concepts for professional role development*. Repéré à
<http://lib.myilibrary.com/ProductDetail.aspx?id=768047>

The fifth edition of this topflight text on nurse practitioner role development is completely updated and expanded to encompass the full sphere of current practice roles. These include interprofessional, global health, and leadership roles and such practice issues as credentialing, prescriptive authority, and liabilities. The book encompasses the diverse expertise of contributors from a wide variety of practice settings and reflects the competencies identified by key stakeholder organizations such as the ANA, NONPF, NACNS, AANA, ACNM, and AACN. With a focus on everyday realities of APRN practice in a rapidly changing health care environment, it delivers essential information on the multifaceted role of APRNs as they transition into practice and professional arenas.



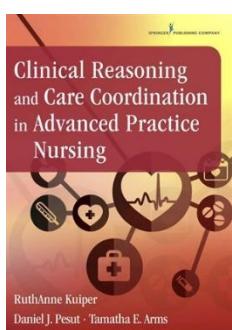
Kandel, E. R. (2012). *Principles of neural science*. Repéré à <http://lib.myilibrary.com/ProductDetail.aspx?id=396874>

Principles of Neural Science, 5e describes our current understanding of how the nerves, brain, and mind function. From molecules to anatomic structures and systems to cognitive function, this comprehensive reference covers all aspects of neuroscience. Widely regarded as the field's cornerstone reference, the fifth edition is highlighted by more than 900 full-color illustrations. The fifth edition has been completely updated to reflect the tremendous amount of new research and development in neuroscience in the last decade. Lead author Eric Kandel was awarded the Nobel Prize in Physiology or Medicine in 2000.



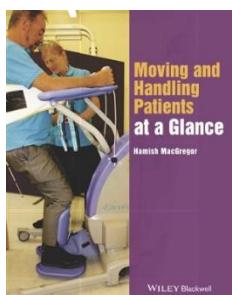
Kenner, C., & Lott, J. W. (2016). *Neonatal nursing care handbook : An evidence-based approach to conditions and procedures*. Repéré à <http://lib.myilibrary.com/ProductDetail.aspx?id=928244>

Neonatal nurses face an ever-changing practice landscape that requires swift decisions and actions. This is an up-to-date, comprehensive, quick reference resource written specifically for neonatal nurses throughout the globe. Designed for speedy information retrieval, it encompasses vital information about commonly encountered conditions and procedures on the neonatal unit. The handbook is written by outstanding neonatal practitioners in accessible language and consistently formatted for ease of use.



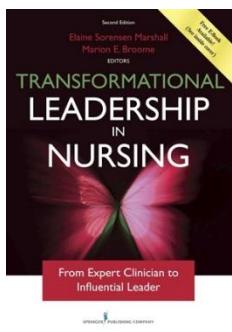
Kuiper, R., Pesut, D. J., & Arms, T. E. (2016). *Clinical reasoning and care coordination in advanced practice nursing*. Repéré à <http://lib.myilibrary.com/ProductDetail.aspx?id=914222>

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.



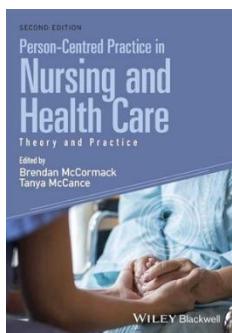
MacGregor, H. (2016). *Moving and handling patients at a glance*. Repéré à <http://lib.myilibrary.com/ProductDetail.aspx?id=892891>

A clear, concise and comprehensive guide to moving and handling patients. Superbly illustrated, with full colour photographs throughout. Practice-oriented and based on the latest evidence to provide safe and effective patient care. Ideal for nursing students, health care assistants, newly qualified nurses, as well as physiotherapists and occupational therapists.



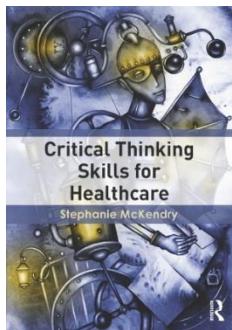
Marshall, E. S., & Broome, M. E. (2017). *Transformational leadership in nursing : From expert clinician to influential leader*. Repéré à <http://lib.myilibrary.com/ProductDetail.aspx?id=950600>

This award-winning text guides nursing graduate students in developing the key skills they need to fulfill emerging leadership roles as our health care system experiences profound change and increasing complexity. The book provides a wealth of critical information, practical tools, creative vision, and inspiration that will help to facilitate leadership at the highest level of clinical practice. This second edition is expanded and updated to incorporate leadership challenges resulting from health care reform, changes in the current vision of health care, and innovations that foster leadership development. Two completely new chapters address transformational leadership regarding changing health care perspectives and emerging contexts for health care.



McCormack, B., & McCance, T. (2017). *Person-centred practice in nursing and health care : Theory and practice*. Repéré à <http://lib.myilibrary.com/ProductDetail.aspx?id=941758>

Person-centred Practice in Nursing and Health Care is a comprehensive and practical resource for all nurses and healthcare practitioners who want to develop person-centred ways of working. This second edition which builds on the original text *Person Centred Nursing*, has been significantly revised and expanded to provide a timely and topical exploration of an important subject which underpins all nursing and healthcare, edited by internationally renowned experts in the field.

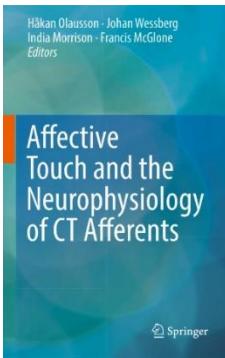


McKendry, S. (2015). *Critical thinking skills for healthcare*. Repéré à <http://lib.myilibrary.com/ProductDetail.aspx?id=813330>

Thinking critically is an essential skill, both for students and for the modern, evidence-based, healthcare practitioner. You need to be able to find, understand and evaluate the evidence that underpins your assignments, clinical decision making and practice. The good news is that you use all of these skills in everyday life. You don't believe every advert you see or respond to every spam email. It's just a question of taking these critical skills and having the confidence to apply them to your academic work. This book will help you do just that. It will enable you to:

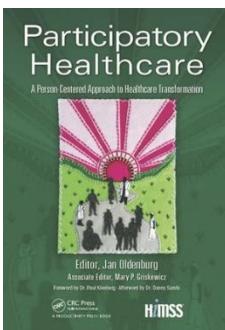
- recognise your existing ability to be a critical thinker
- spot logical flaws and inconsistencies in arguments
- consider health issues from multiple perspectives, weighing up the strengths and weaknesses of a case
- build a convincing argument in assessments
- develop a range of critical skills for successful study and healthcare practice.

Critical Thinking Skills for Healthcare is an essential resource for all health professionals in training.



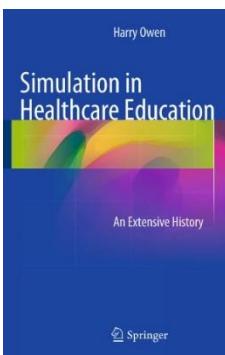
Olausson, H. (2016). *Affective touch and the neurophysiology of CT afferents*. Repéré à <http://lib.myilibrary.com/ProductDetail.aspx?id=963740>

CT afferents are receptors in mammalian hairy skin that fire action potentials when the skin is touched lightly which makes them particularly important in affective touch. Traditionally neuroscientific research has focused on more discriminative and haptic properties of touch that are mediated by large myelinated afferents and the coding properties and functional organization of unmyelinated CT afferents have been studied much less. The proposed volume will draw together existing knowledge in this nascent field. Separate sections will address (1) how we can measure affective touch, (2) CT structure and physiology, (3) CT processing, (4) the contribution of CTs to sexual behavior, (5) clinical relevance, (6) commercial relevance, and (7) future research considerations.?



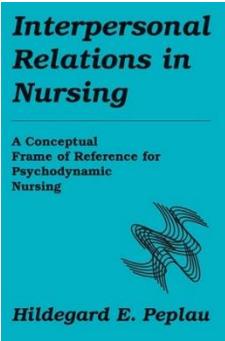
Oldenburg, J. (2017). *Participatory healthcare : A person-centered approach to healthcare transformation*. Repéré à <http://lib.myilibrary.com/ProductDetail.aspx?id=944717>

This book is written through the lens of patients, caregivers, healthcare representatives and families, highlighting new models of interaction between providers and patients and what people would like in their healthcare experience. It will envision a new kind of healthcare system that recommends on how/why providers must connect to patients and families using HIT, as well as suggestions about new kinds of HIT capabilities and how they would redesign systems of care if they could. The book will emphasize best practices, and case studies, drawing conclusions about new models of care from the stories and input of patients and their families reinforced with clinical research.



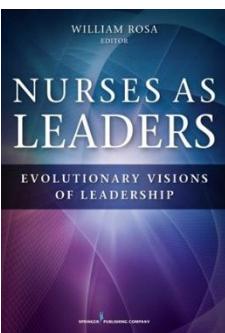
Owen, H. (2016). *Simulation in healthcare education : An extensive history*. Repéré à <http://lib.myilibrary.com/ProductDetail.aspx?id=902122>

Simulation in healthcare education has a long history, yet in many ways, we have been reinventing the wheel during the last 25 years. Historically, simulators have been much more than simple models, and we can still learn from aspects of simulation used hundreds of years ago. This book gives a narrative history of the development of simulators from the early 1700s to the middle of the 20th century when simulation in healthcare appeared to all but die out. It is organized around the development of simulation in different countries and includes at the end a guide to simulators in museums and private collections throughout the world. The aim is to increase understanding of simulation in the professional education of healthcare providers by exploring the historical context of simulators that were developed in the past, what they looked like, how they were used, and examples of simulator use that led to significant harm and an erosion of standards. The book is addressed to the healthcare simulation community and historians of medicine. The latter in particular will appreciate the identification and use of historic sources written in Latin, German, Italian, French, Polish and Spanish as well as English.



Peplau, H. E. (1991). *Interpersonal relations in nursing : A conceptual frame of reference for psychodynamic nursing*. Repéré à <http://lib.myilibrary.com/ProductDetail.aspx?id=186311>

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.



Rosa, W. (2016). *Nurses as leaders : Evolutionary visions of leadership*. Repéré à <http://lib.myilibrary.com/ProductDetail.aspx?id=928173>

Encompassing the wisdom of both established and emerging nurse leaders, this expansive book demonstrates proof of theory in action and the influence of our great nursing legacy on today's luminaries as they carve out new terrain to benefit current and future health care needs. With a far-reaching, ambitious perspective, it is the first text to link the ideas of nurse leaders from very diverse specialty areas including holism, advanced practice, education, policy, global health, journalism, and spiritual communities. The book examines the professional and scholarly accomplishments of these nurse leaders within an historical context, and facilitates succession planning for the next generation through combination of outcomes-based writing, storytelling and personal reflection.



Schober, M., & Affara, F. A. (2006). *International council of nurses : Advanced nursing practice*. Repéré à <http://lib.myilibrary.com/ProductDetail.aspx?id=74822>



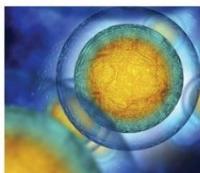
Advanced Nursing Practice addresses the key issues in practice, education, regulation, research and role/practice development, which are central to defining the distinctive nature of advanced nursing practice (ANP) and explores international developments in the field of ANP.

Advanced Nursing Practice has been developed in recognition of the key role nurses with advanced knowledge and skills play in developing health care services worldwide. The book tracks the evolution of new advanced practice nursing roles and innovative practice models, and examines the need for international guidelines. In exploring strategies for implementing ANP in the context of countries' health care needs, Advanced Nursing Practice addresses legal and ethical challenges and commonalities and differences in advanced nursing practice, while examining the implications, obstacles, and facilitative strategies in maintaining, implementing and supporting the development of ANP.

This book provides guidance in decision-making, examines the implications for liaising with other health care professionals and encourages nurses to shape their role to the needs of their patients and practice.



Solomon, M., Simon, J. R., & Kincaid, H. (2017). *Routledge companion to philosophy of medicine*. Repéré à <http://lib.myilibrary.com/ProductDetail.aspx?id=959150>



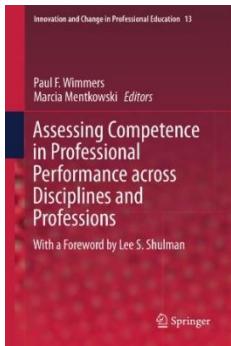
Edited by Miriam Solomon, Jeremy R. Simon, and Harold Kincaid

The Routledge Companion to Philosophy of Medicine is a comprehensive guide to topics in the fields of epistemology and metaphysics of medicine. It examines traditional topics such as the concept of disease, causality in medicine, the epistemology of the randomized controlled trial, the biopsychosocial model, explanation, clinical judgment and phenomenology of medicine and emerging topics, such as philosophy of epidemiology, measuring harms, the concept of disability, nursing perspectives, race and gender, the metaphysics of Chinese medicine, and narrative medicine. Each of the 48 chapters is written especially for this volume and with a student audience in mind. For pedagogy and clarity, each chapter contains an extended example illustrating the ideas discussed. This text is intended for use as a reference for students in courses in philosophy of medicine and philosophy of science, and pairs well with *The Routledge Companion to Bioethics* for use in medical humanities and social science courses.



Thistlethwaite, J. E. (2012). *Values-based interprofessional collaborative practice : Working together in health care*. Repéré à <http://lib.myilibrary.com/ProductDetail.aspx?id=395127>

The provision of care within the context of the modern health service environment involves a wide range of professionals. The health care team might include general practitioners, nurses, midwives, hospital doctors, physiotherapists, other allied health professionals, as well as receptionists and practice managers. To optimise delivery of care at both individual and population levels, team members must work collaboratively with colleagues in their own profession and others. This book, in the Values-Based Medicine series, adds the dimension of values to the more usual discussions of teamwork, considering interactions between health care professionals and how these might be affected by differences in professional and personal values. Examples of scenarios based on real-life experience promote learning and reflection. Anybody working or training in health care and who aspires to collaborate successfully with their colleagues in other specialties will find this book extremely valuable, as will educators who facilitate learners in teamwork.



Wimmers, P. F., & Mentkowski, M. (2016). *Assessing competence in professional performance across disciplines and professions*. Repéré à <http://lib.myilibrary.com/ProductDetail.aspx?id=917236>

This book examines the challenges of cross-professional comparisons and proposes new forms of performance assessment to be used in professions education. It addresses how complex issues are learned and assessed across and within different disciplines and professions in order to move the process of “performance assessment for learning” to the next level. In order to be better equipped to cope with increasing complexity, change and diversity in professional education and performance assessment, administrators and educators will engage in crucial systems thinking. The main question discussed by the book is how the required competence in the performance of students can be assessed during their professional education at both undergraduate and graduate levels. To answer this question, the book identifies unresolved issues and clarifies conceptual elements for performance assessment. It reviews the development of constructs that cross disciplines and professions such as critical thinking, clinical reasoning, and problem solving. It discusses what it means to instruct and assess students within their own domain of study and across various roles in multiple contexts, but also what it means to instruct and assess students across domains of study in order to judge integration and transfer of learning outcomes. Finally, the book examines what it takes for administrators and educators to develop competence in assessment, such as reliably judging student work in relation to criteria from multiple sources.