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In 1777, North Carolina farmers planned a coup against local patriots. Brendan McConville shows they were motivated not by Crown loyalty but by love of individual and religious liberty--as they understood them. Complicating revolutionary narratives, the plotters feared American independence would usher in the very tyranny it claimed to contest.

The World Health Organization has developed these Nurse Educator Core Competencies to enable educators to effectively contribute to the attainment of high quality education, and the production of effective, efficient and skilled nurses who are able to respond to the health needs of the populations they serve. This will enable the attainment of objectives one and two of the Global Strategy on human resources for health: Workforce 2030 and is also a priority in the updated Global strategic directions on nursing and midwifery 2016-2020. The aim of this publication is to provide a clear outline of Nurse Educator Core Competencies and performance expectations, which can form the basis for developing a competence-based curriculum encompassing the cognitive, affective and psychomotor skills and behaviors expected of nurse teachers. The competencies are intended to help guide the educational preparation of nurse teachers; ensure educational quality and accountability; and, ultimately, contribute to improving the provision of nursing care and outcomes of health services. Much effort has gone into the preparation of the Nurse Educator Core Competencies. It is the aim of the World Health Organization that they will facilitate nurse educators to attain increased proficiency in assisting student nurses to acquire all the knowledge, skills and attitudes necessary to practice nursing effectively in the 21st century.

Prepared under the auspices of the International Council of Nurses (ICN), this first volume provides a comprehensive overview of the rapidly emerging field of advanced nursing practice. It addresses central issues in the role and practice development that are fundamental to defining and differentiating the nature of this field. Topics include defining the role, role characteristics, scope of practice, education, regulation and research. Obstacles to and facilitators of that role are addressed and include ethical questions arising in the context of practice development. With an international focus, this volume examines international developments in the field, as reflected in country-specific case studies and examples. It offers a valuable resource for advanced practice nurses, educators and administrators at healthcare institutions.

Das Buch widmet sich den Argumenten zeitigen ö ssischer muslimischer Denker zum Thema Krieg und Frieden und behandelt die kessionelle, geografische und ideologische Diversität islamischer Friedensethik. Ein Teil der Beitr ä ge wurde verfasst von unterschiedlichen Gruppierungen und Gelehrten, die sowohl die sunnitischen als auch die schiitischen Zweige des Islams repr ä sentieren, und es gibt Beitr ä ge zu den unterschiedlichen Einstellungen gegen ü ber Gewalt, ausgehend von Pazifismus und Traditionalismus hin zu Fundamentalismus und Dschihadismus. Die Beitr ä ge sind Wissenschaftler aus verschiedenen L ä ndern, u.a. Indonesien, Pakistan, dem Iran, der T ü rkei, Deutschland, dem Vereinigten K ö nigreich, den USA und Belgien. Die Kapitel des Buches behandeln das Thema aus unterschiedlichen disziplinä ren Perspektiven wie Theologie, Philosophie, Religions-, Kultur- und Politikwissenschaft. Das Buch ist in drei Teile gegliedert: a) Methodik und Theorie islamischer Friedensethik, b) Jus ad bellum und c) Jus in bello. Mit Beitr ä gen von: Dirk Ansoerge, Abdessamad Belhaj, Seyed Hassan Eslami, Oliver Leaman, Simona E. Merati, Najia Mukhtar, Charles M. Ramsey, Sybille Reinke de Buitrago, Yahya Sabbaghchi, Heydar Shadi, Bianka Speidl und Asfa Widiyanto.

Exile was a potent form of punishment and a catalyst for change in colonial Asia between the seventeenth and early twentieth centuries. Vast networks of forced migration supplied laborers to emerging colonial settlements, while European powers banished rivals to faraway locations. Exile in Colonial Asia explores the phenomenon of exile in ten case studies by way of three categories: " kings, " royals banished as political exiles; " convicts, " the vast majority of those whose lives are explored in this volume, sent halfway across the world with often unexpected consequences; and " commemoration, " referring to the myriad ways in which the experience and its aftermath were remembered by those exiled, relatives left behind, colonial officials, and subsequent generations of descendants, devotees, historians, and politicians. Intended for a broad readership interested in the colonial period in Asia (South and Southeast Asia in particular), the volume encompasses a range of disciplinary perspectives: anthropology, gender studies, literature, history, and Asian, Australian, and Pacific studies. In addition to presenting fascinating, little-known, and varied case studies of exile in colonial Asia and Australia, the chapters collectively offer a sweeping, contextualized, comparative approach that links the narratives of diverse peoples and locales. Rather than confining research to the European colonial archives, whenever possible the authors put special emphasis on the use of indigenous primary sources hitherto little explored. Exile in Colonial Asia invites imaginative methodological innovation in exploring multiple archives and expands our theoretical frontiers in thinking about the interconnected histories of penal deportation, labor migration, political exile, colonial expansion, and individual destinies.

Written by advanced practice public/community health nurse experts, this comprehensive resource for advanced practice nursing students and clinicians builds upon the core foundations of practice: social justice, interdisciplinary practice, community involvement, disease prevention, and health promotion. Interweaving theory, practice, and contemporary issues, Advanced Public and Community Health Nursing Practice, Second Edition, provides essential knowledge needed to successfully assess communities, diagnose community situations, plan programs and budgets, and evaluate programs in public and community health. This revised edition has been thoroughly updated to encompass the evolution of public/community health nursing practice during the past 15 years. With several examples of community assessments, community health program plans, and evidence-based and best-practice interventions, the content in this publication addresses the core processes of advanced public/community health nursing practice. Chapters integrate new material about the physical environment and cover key changes in nursing education and practice and healthcare financing and delivery. This new edition includes additional content on culture and diversity, in-depth theory and conceptual frameworks, doctoral preparation, and policy. New to the Second Edition: Completely new information reflecting changes in nursing education and practice and healthcare financing and delivery Abundant examples of community assessments and community health program plans Evidence-based/best-practice interventions, programs, and services Clinical/practicum activities to help learners apply content in varied settings Suggested readings and references to support more in-depth study Additional information about the physical environment, culture and diversity, doctoral preparation, and policy Interprofessional/interdisciplinary practice In-depth information regarding theories and conceptual frameworks New references, examples, case studies, problems, and discussion questions Key Features: Provides comprehensive, in-depth information regarding community assessment, program planning, program implementation, evaluation, and program revision Delivers timely knowledge about using evidence, practice standards, public health ethics, Healthy People 2020, and competent practice in varied settings Includes realistic case studies of program and evaluation plans Presents examples of programs and projects conducted by advanced practice public/community health nurses

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The finds from the cave at Hagios Charalambos in the Lasithi Plain illustrates secondary burial practices in Early and Middle Bronze Age Crete. The cavern adds to our knowledge of Early and Middle Minoan Lasithi and illuminates the function of the cave at Trapeza, which has close parallels for most classes of objects found at Hagios Charalambos. Most of the pottery from the site is made locally, but a selection of imports from elsewhere in Crete ranges in date from EM I or earlier to MM IIB. The pottery shows a shift in the use of imports during the site ' s history, reflecting a change in economic and/or political dominance and influence in Lasithi. Typical of pottery associated with burials, the types of vessels were mostly used for pouring and drinking liquids. Other small vessels probably contained precious oils, liquids, and unguents. The local offering tables would have been carried by a short stem and could hold a liquid or solid offering. The pottery shows that the people who deposited their dead in the secondary burial cave at Hagios Charalambos were in contact with ceramic production centers in East Crete, the Mesara, Knossos, the Pediada, and Malia. This range of influences speaks not only of trade relations and political spheres of influence but also of tastes in pottery production and consumption.

With more than 300 entries, these two volumes provide a one-stop source for a comprehensive overview of communication theory, offering current descriptions of theories as well as the background issues and concepts that comprise these theories. This is the first resource to summarize, in one place, the diversity of theory in the communication field. Key Themes Applications and Contexts Critical Orientations Cultural Orientations Cybernetic and Systems Orientations Feminist Orientations Group and Organizational Concepts Information, Media, and Communication Technology International and Global Concepts Interpersonal Concepts Non-Western Orientations Paradigms, Traditions, and Schools Philosophical Orientations Psycho-Cognitive Orientations Rhetorical Orientations Semiotic, Linguistic, and Discursive Orientations Social/ Interactional Orientations Theory, Metatheory, Methodology, and Inquiry

