

A Nurse In Action

Pamphlet is a succinct statement of the ethical obligations and duties of individuals who enter the nursing profession, the profession's nonnegotiable ethical standard, and an expression of nursing's own understanding of its commitment to society. Provides a framework for nurses to use in ethical analysis and decision-making.

What is reflective practice and why is it important? How do I write my first reflection? Learn how to carry out reflective practice quickly and easily with this beginner's guide for nurses. Written for nursing students and registered nurses, this book helps build confidence in writing reflectively by using clear step-by-step guidance, insightful case studies, learning activities, and by addressing commonly asked questions from nurses and nursing students. The book has three sections; the first starts with a simple model to help students practice a first reflection and explains how to use reflection as part of assessed work at university. The second section focuses on reflecting in practice and finding the time to do it in busy work situations. The final section helps students to think more deeply about models and theories of reflection, to develop the skills they will need to pass the final year of their course. Essential reading for any nursing student new to reflective practice or registered nurse wanting to improve their reflective writing skills.

This book provides a model to guide cultural competence education in academic and health care institutions as well as professional nursing associations. The book features discussions of key issues, the dynamics of diversity in the classroom and workplace, tools for assessment and evaluation, and educational activities for easy application in academic and practice settings. It is also appropriate for related health care professions, from recuperation specialists to medical doctors. The book additionally offers a peer-reviewed, field-tested, digitally available assessment toolkit for academic and health care institutions, and for nursing organizations and associations.

'We were quickly learning to live with war. We became very proficient at moving the patients who could walk quickly to the shelters when the sirens went. We were equally proficient at talking those who couldn't walk into believing that they would be safe where they were. Some believed us, others didn't.' Surprising Matron as well as herself, Evelyn Prentis managed to pass her Finals and become a staff-nurse. Encouraged, she took the brave leap of moving from Nottingham to London - brave not least because war was about to break. Not only did the nurses have to cope with stray bombs and influxes of patients from as far away Dunkirk, but there were also RAF men stationed nearby - which caused considerable entertainment and disappointment, and a good number of marriages ... But despite all the disruption to the hospital routine, Evelyn's warm and compelling account of a nurse in action, shows a nurse's life would always revolve around the comforting discomfort of porridge and rissoles, bandages and bedpans.

Care Coordination : A Blueprint for Action for RNs, [the sequel to the ANA's Care Coordination: the Game Changer] helps today's nurses reclaim this critical practice domain. It explores key issues in care coordination and offers timely, strategic actions nurses can take right now to identify opportunities and overcome barriers. It also includes critical resources for nurse care coordinators.. It also includes critical resources for nurse care coordinators. This book will help you: Understand care coordination - past, present, and future - as well as the professional and practice environments in which it occurs; define the activities associated with effective care coordination; recognize the significant need for care coordination and opportunities for nurses Identify and explore issues pivotal to creating new inroads for nursing to adapt and advance this important work; expand the capacity of nurses to deliver care coordination and develop new and better care coordination models. Learn how you and your fellow nurses can advance your important role in care coordination in the current and emerging health care environment. -- Publisher's website.

Lined 6x9 journal with 108 blank pages. This is the perfect and inexpensive birthday, Anniversary, appreciation, or any occasion gift for travel nurses to doodle, sketch, put stickers, write memories, or take notes in. Grab this amazing journal gift now!

How does nursing knowledge develop and how do we incorporate this knowledge into the practice of nursing? Is it possible for nursing theory to address the needs of clinical practice? These key questions in the field of nursing are explored in this groundbreaking work. Based on their five-year experience as co-chairs of the New England Knowledge Conferences and the contributions of nurse clinicians and academics, the book addresses issues critical to improving the quality and delivery of health care. Concentrating on four major themes--the current state of nursing knowledge, the philosophy of nursing knowledge, the integration of nursing knowledge with practice, and examples of the impact on health care delivery when nursing knowledge is applied--Nursing Knowledge Development and Clinical Practice gives concrete examples of how nursing knowledge can improve nursing practice and overall health care delivery both today and in the future.

Confidently address the theory-to-practice gap and equip your students with a theoretically sound, research-informed approach to successful nursing practice. How to Nurse: Relational Inquiry in Action, Second Edition, focuses on the "how" of relational inquiry to demonstrate the relevance of nursing research and help students confidently navigate the complexities of real-life nursing practice. A conversational writing style makes concepts accessible and engaging learning tools link conceptual ideas to clinical action to prepare your students for safe, competent nursing practice. UPDATED! Revised content reflects the most current practices informed by the latest evidence-based research. NEW! Relational Inquiry Toolbox features highlight knowledge, strategies, inquiry frameworks and checkpoints to strengthen your everyday nursing practice. To Illustrate features reinforce key concepts with real-life examples of patients and families, former students, practice nurses and clinical nurse specialists. Try it Out activities challenge you to engage with chapter content and apply concepts in a range of ways. Text Boxes summarize essential relational inquiry ideas and strategies at a glance. Figures and Images clarify the relationship between ideas and stimulate your critical thinking capabilities. Learning Objectives help you prioritize chapter content and make the most of your study. An Example stories illustrate key points in the text.

While vast numbers of nurses across the globe contribute in all areas of healthcare delivery from primary care to acute and long-term care in community settings, there are significant differences in how they are educated, as well as the precise nature of their practice. This comprehensive handbook provides a research-informed and international perspective on the critical issues in contemporary nurse education. As an applied discipline, nursing is implemented differently depending on the social, political and cultural climate in any given context. These factors impact on education, as much as on practice, and are reflected in debates around the value of accredited programmes, and on-the-job training, apprenticeship, undergraduate and postgraduate pathways into nursing. Engaging with these debates amongst others, the authors collected here discuss how, through careful design and delivery of nursing curricula, nurses can be prepared to understand complex care processes, complex healthcare technologies, complex patient needs and responses to therapeutic interventions, and complex organizations. The book discusses historical perspectives on how nurses should be educated; contemporary issues facing educators; teaching and learning strategies; the politics of nurse education; education for advanced nursing practice; global approaches; and educating for the future. Bringing together

leading authorities from across the world to reflect on past, present and future approaches to nurse education and nursing pedagogy, this handbook provides a cutting-edge overview for all educators, researchers and policy-makers concerned with nurse education.

With the insight and intimacy of firsthand accounts from some of the thousands of army and navy nurses who served both stateside and overseas during World War II, this book tells the stories of the brave women who used any and all resources to save as many lives as possible. Although military nurses could have made more money as civilians, thousands chose to leave the security of home to care for the young men who went off to war. They were not saints but vibrant women whose performance changed both military and civilian nursing. Kathi Jackson's account follows army and navy nurses from the time they joined the military, through their active service, to their lives today. *They Called Them Angels* presents the stories of women who lived under extraordinary circumstances in an extraordinary time, women who even today bear emotional scars along with lasting pride.

This seventh edition includes new chapters and maintains popular features from previous editions such as self awareness prompts while adding research boxes and student worksheets at the end of each chapter.

Nurses work in complex situations with daily challenges, where the needs of each patient represent unique demands. Action research helps nurses to investigate their practices as reflective practitioners, allowing them to ask 'What is going on? How do we understand the existing situation? How do we improve it?' This book supports nurses in investigating their own professional practices in order to develop the new insights and approaches: · embodying holistic perspectives in dialogical and relational forms of individual and organisational learning, · equal emphasis on processes and outcomes; · welcoming all participants' contributions, and listening to all voices; · developing a patient-centred focus where people are involved in their own healing; · building communities of enquiring practices. This book is intended for undergraduate student nurses, qualified practising nurses in clinical settings who may or may not be engaged in formal professional education courses and nurse educators and managers.

"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.

The guidelines and skills required to become a nurse are always changing and it can be difficult to stay up-to-date with the current standards. This book has been specifically designed to address the main skills you need to meet NMC requirements. *Becoming a Nurse* will demystify what you need to know while preparing you to meet NMC standards and become a confident, practising professional. The book introduces the many subjects outside the biological which are none the less essential for both pre-registration and practising nurses. This new edition has been thoroughly updated throughout, and includes four new chapters on psychosocial concepts for nursing; sociological concepts for nursing; spiritual care; and preceptorship and transition. Like the previous edition the book also covers: Law, ethics and policy Management and leadership Communication, interpersonal skills and interprofessional working Evidence based practice Medicines management Public health and professional development Each chapter is packed full of case studies, discussion question and further readings to encourage critical thinking and reflection. It is an excellent resource to prepare you for your programme or to refresh your knowledge of NMC standards.

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The Future of Nursing explores how nurses' roles, responsibilities, and education should change significantly to meet the increased demand for care that will be created by health care reform and to advance improvements in America's increasingly complex health system. At more than 3 million in number, nurses make up the single largest segment of the health care work force. They also spend the greatest amount of time in delivering patient care as a profession. Nurses therefore have valuable insights and unique abilities to contribute as partners with other health care professionals in improving the quality and safety of care as envisioned in the Affordable Care Act (ACA) enacted this year. Nurses should be fully engaged with other health professionals and assume leadership roles in redesigning care in the United States. To ensure its members are well-prepared, the profession should institute residency training for nurses, increase the percentage of nurses who attain a bachelor's degree to 80 percent by 2020, and double the number who pursue doctorates. Furthermore, regulatory and institutional obstacles -- including limits on nurses' scope of practice -- should be removed so that the health system can reap the full benefit of nurses' training, skills, and knowledge in patient care. In this book, the Institute of Medicine makes recommendations for an action-oriented blueprint for the future of nursing.

A comprehensive report on the role and functions of nurses and midwives within the health systems of European countries including countries of central and eastern Europe (CCEE) and the newly independent states (NIS) of the former Soviet Union. The report

Nursing older people is often considered the 'Cinderella' service. This ground-breaking new book seeks to rectify that, bringing discussion of elderly care to the forefront of research and critical practice. Based on the author's own ethnographic research, it explores the gap between theory (what nurses know) and practice (what nurses actually do), including: ? key theories of older people's nursing ? day-to-day practices on an elderly care ward ? the essential skills of caring, nurturing and supporting ? the

importance of critical reflective practice. Researching Older People's Nursing links the realities of practice with the key principles from 'on the ward' research. It is a fascinating read for nursing students, practitioners and researchers alike.

25 nurses share their stories about Birth and death Victories and regrets Frustrations and hope What brought them to nursing What makes them stay A prison nurse: Walking back to the control bubble, I felt like a nurse in the Wild West, nursing on the edge. No longer shaky, I felt like a gun-slinging sheriff walking through town after killing an outlaw. "Nursing in the Big House" - Sara Stassen A home care and hospice nurse: Suddenly I was possessed with the urge to literally turn my head to the sky and say, "If you let me keep my daughter I promise I'll give you something back." My desire to become a nurse had finally decided to announce itself. "My Cosmic Uncle Sam" - Liza Leukhardt In "We Must Speak Up," editor Karen Buley concludes with a call to action to combat the current nursing shortage. Karen Buley, RN, BSN has been a nurse for thirty-one years. Her publishing credits include American Nurse Today, A Cup of Comfort for Nurses, Directions in Nursing, Family Circle, Holiday Voices, the Missoulian, Montana Voices, and Story Circle Journal. Karen continues to care for new families and their babies in Missoula, Montana. 10% of proceeds will be donated to nurse educator scholarships"

'It must be stressed from the start that I was not a born nurse. Not every girl is. Not every nurse is either, however wholeheartedly she may throw herself into the project once she gets going. Born nurses can be easily recognised. They have a little something the others haven't got which never seems to desert them however desperate the circumstances may become' Desperate circumstances were something Evelyn Prentis had to get very used to when she began her life as a nurse. It was in 1934 that Evelyn left home for the first time to enrol as a trainee at a busy Nottingham hospital in the hope of £25 a year. A Nurse in Time is her affectionate and funny account of those days of dedication and hardship, when never-ending nightshifts, strict Sisters and permanent hunger ruled life, and joy was to be found in a late-night pass and a packet of Woodbines.

Darst. der Geschichte der US-amerikanischen Militärkrankenpflege seit dem Bürgerkrieg Mitte des 19. Jh. bis zum Zweiten Weltkrieg: Zugangswege und Aufstiegschancen, Arbeits- und Einsatzbereiche weltweit. Angesprochen werden junge Frauen, die sich über die beruflichen Möglichkeiten und Chancen in der Militärkrankenpflege informieren wollen. Die Autorin war Superintendent of the Army Nurse Corps.

'Matron smiled. It was the smile that one woman gives to another and not the chilly facial movement from Matrons of old. "Do you think you would be able to work 9 to 3.30?" For a moment I couldn't think at all. There seemed something not quite right in being paid for so little labour.' At the end of the Second World War, as husbands came back to Civvy Street their wives had the luxury of staying at home with the children. For a short while at least. Soon Evelyn realised she had to find part-time work to make ends meet, and to her astonishment she was offered part-time hours at her old hospital. The day-to-day job hadn't changed much, but she was now a nurse and mother. Whooping cough and measles could still kill a small child, and the early '50s polio epidemic left the whole country in shock. But the nurses worked hard, moaned incessantly about their aching feet and yet found things to laugh at, just as they did from the start of their training. If old soldiers never die, then neither do nurses.

Contemporary Nursing E-Book

Inspiring, factual book describes the difficult, often, dangerous role of the American Red Cross Nurse has played during 66 years of serving humanity. Drawn from original documents, vivid newspaper accounts, correspondence, and the memories of persons still living. Covering activities in World Wars I and II.

The only text about elder abuse specifically for nurses in clinical settings. Nurses are required by law to report elder abuse even when it is suspected but not verified. This is the only research-based and clinically oriented text that applies what is known about different forms of elder abuse in domestic and long-term care settings to the everyday experiences of practicing nurses. Content not only addresses legal and ethical concerns, but also serves as an essential guide to caring for older adults, delineating the role of nurses in detecting, suspecting, reporting, assessing, intervening for, and preventing elder abuse in all clinical settings. Detailed and unfolding case studies throughout the text illustrate nurses in action as they address elder abuse in commonly encountered nurse-client or nurse-patient situations. Chapters show nurses in various health care settings how to address elder abuse issues relating to older adults, caregivers, perpetrators, and situational influences. Each section provides nurses with crucial information about how to access essential resources for addressing specific aspects of elder abuse like self-neglect, domestic abuse, abuse in long-term care settings, financial abuse, and sexual abuse. In-depth guides help nurses apply their usual nursing assessment and intervention skills to unusual situations when they care for older adults who are in actually or potentially abusive situations. In an easy-to-use and clinically applicable format, concise tools and guides throughout the book highlight core facets of elder abuse and the role of nurses. Each chapter concludes with Key Points: What Nurses Need to Know and Can Do to highlight the content that is most applicable to nursing care of older adults. Key Features: Presents essential facts about different forms of elder abuse and applies the information to nursing care of older adults in various clinical settings Describes key criteria for nurses to use for recognizing, assessing, intervening for, and reporting elder abuse Addresses legal, ethical, cultural, and interprofessional care considerations Provides numerous guides to nursing assessment and interventions that address elder abuse Describes many types of case examples illustrating nurses in action addressing situations of elder abuse Includes words of older adults describing their experiences and perceptions of elder abuse Includes words and thoughts of nurses describing their reflections on and perceptions of elder abuse situations Concludes each chapter with Key Points: What Nurses Need to Know and Can Do

There is an increased use of technology and informatics, heavier workloads and constant changes in the way in which disease processes are managed. Yet, when compared with other health professionals, nurses still spend a great deal of time in direct contact with patients and clients. They stay at the bedside, listen to their stories, give comfort and advocate. The Ethic of Care: A Moral Compass for Canadian Nursing Practice is unique from other nursing ethics textbooks in several key ways. The book adds a heightened dimension to the already rich knowledge in the field of applied nursing ethics and the ethic of care. The author argues that the ethic of care, or the moral imperative to act justly, be the guiding compass for everything that nurses do. It is with passion and conviction that nurses are encouraged to embody the ethic of care as a "lived virtue." Nurses are also inspired to be the leaders of tomorrow by working toward achieving accountability and sustainability in the Canadian publicly funded health care system and by effectively addressing social inequities. At the end of each chapter the author conveys real life case studies, as derived from her experiences as a critical care nurse, psychiatric nurse clinician and former Coroner. These vignettes bring the subject to life and serve as a means for applying newly acquired ethical knowledge. The aim of this book is to inspire nurses to be as skillful, and compassionate as they can be so that they will leave every encounter with their clients, better than when they first arrived. The book attempts to inspire nurses to be ethical leaders for social change at the patient/client, community and global

level. This revised edition of the book includes additional information about trauma-informed care to combat systemic racism and improve the health outcomes for Indigenous people; ethics, gender and sexual orientation is dealt with in an inclusive and sensitive way, and a new Code of Conduct has been included.

This book is a shorter version of my first "To Nurse Means to Nurture" that I have written to put special emphasis on "touch" and how it applies to nurses. First, I ran into nurses that said, "It's not in my job description to comfort my patients" in the past 3 years. When I proved them wrong, they said, "Yes, but that does not include physical contact. No hugging and no touching. It's not in our job description." I wrote this book to show you that the direct opposite is true. You will see references to "touch" and "touch therapy" and "comfort" used several times over in various college textbooks of nursing, especially Fundamentals of Nursing 7th Edition, Potter and Perry, Mosby Elsevier, 2009 and my notes on nurse education videos I have seen with my own eyes that actually show female nurses in action "touching" both male and female middle aged patients who are not dying but just having procedures done by "rubbing their heads", "holding their hands", "patting their shoulders", and "rubbing their shoulders" to comfort them through needle sticks and procedures. St. Jude's Hospital Commercials also show their female nurses doing all of these same things for both their male and female kid patients as well as "hugging" them and "putting their arm around them" in addition to the hand holds, head rubs, and shoulder pats. They do it all. The Health Care Career Vision DVD from 2008 says, "Nurses need to be comfortable "touching" their patients if they are to work with them. Fundamentals of Nursing 7th Edition, Potter and Perry, Mosby Elsevier 2009 says this very same thing. It continually encourages touch and touch therapy and says that the "patient's needs take priority over the nurses' needs and the patient's needs are to be met above that of the nurses." It constantly tells them to comfort them and touch them as well as does 'Basic Psychophysiologic Nursing from 1979 and a few other sources. So, does the AARP magazine in an article about Dr. Meir trying to change the face of the medical community to make them more of a palliative care team and comfort their patients rather than treat them like objects, and the article from "The Power of Touch" from December 2015-January 2016s edition. I already had dictionary and encyclopedia references to nurses comforting their patients, and "to nurse means to nurture" in the dictionary. Because these nurses insist that comfort "does not" include physical contact, I have included dozens of comments on "Touch" and "Touch Therapy" from these sources and others. Other videos also showed nurses hugging patients and rubbing their heads and holding their hands. There are even a slew of pictures on the internet of Nursing Hugging their Patients when you type that in or comforting their patients if you type that in. It's not anything new. They've always done it, and what makes them think they haven't I don't know. You're not a bunch of professionals from a firm taking care of robots, you are nurses and you are the caretakers of those in your care and you are the "mother surrogates" of the patients in your care and you are to show them the same affection and attention as their own mother would as stated by Lisa Newton who defends the traditional role of the nurse. I hope this solves this dilemma of this "no touch" nursing philosophy everybody has and makes them see the light to the true meaning of nursing. Please read my book and be enlightened as to what the profession of nursing really entails. Thanks. Your friend, Brian Gene Evans

How does thinking affect doing? There is a widely held view that thinking about what you are doing, as you are doing it, hinders performance. Once you have acquired the ability to putt a golf ball, play an arpeggio on the piano, or parallel-park, reflecting on your actions leads to inaccuracies, blunders, and sometimes even utter paralysis--that's what is widely believed. But is it true? After exploring some of the contemporary and historical manifestations of the idea, Barbara Gail Montero develops a theory of expertise which emphasizes the role of the conscious mind in expert action. She aims to dispel various myths about experts who proceed without any understanding of what guides their action, and she analyzes research in both philosophy and psychology that is taken to show that conscious control and explicit monitoring of one's movements impedes well practiced skills. Montero explores a wide range of real-life examples of optimal performance, in sports, the performing arts, healthcare, the military, and other fields, and draws from psychology, neuroscience, and literature to offer a refreshing and persuasive view of expertise, according to which expert action generally is and ought to be thoughtful, effortful, and reflective.

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"This is an excellent review of the development of self-care deficit theory and the use of self-care in nursing practice. Explanations of the various theories and theory terms are well done and written at a level that novice theorists can relate to. The authors demonstrate how self-care science can be fiscally and effectively applied to the care of patients/clients."--Doody's Medical Reviews Dorothea Orem's Self-Care Theory has been used as a foundation for nursing practice in healthcare institutions and as the basis of curricula in nursing schools for decades. This book explores the high-level theory of the application of Orem's Self-Care Theory, and how it can improve patient outcomes as well as cost-effectiveness of nursing care delivery. Written for nursing theorists, researchers, administrators, and graduate students, the text addresses the relationship of self-care theory and evidence-based care in nursing, and provides a solution to improving contemporary healthcare outcomes. The book is divided into three sections. Section one discusses the reason for the existence of the nursing profession, and identifies the performance of self-care. Section two covers three nursing practice sciences-wholly compensatory nursing, partly compensatory nursing, and supportive educative nursing. Section three offer suggestions on how health care organizations can incorporate this broadened perspective of what constitutes evidence based practice and on-going research methodology into every-day delivery of nursing services. Key Features: Includes case examples to illustrate the application of theory to nursing practice Provides a current, cost-effective resource for implementing Orem's Self-Care Deficit Theory for effective evidence-based practice Builds the link between the application of Orem's Self Care Theory and improved patient and fiscal healthcare outcomes Perioperative Nursing 2e has been written by local leaders in perioperative nursing and continues to deliver a contemporary, practical text for Australian and New Zealand perioperative nurses. Appropriate for nursing students and graduates entering the perioperative environment, Perioperative Nursing, 2e offers a sound foundational knowledge base to underpin a perioperative nursing career. This unique text will also be of value to those undertaking postgraduate perioperative studies, as well as to more experienced perioperative nurses seeking to refresh their knowledge or expand their nursing practice. This essential title examines the roles and responsibilities of nurses working within a perioperative environment, providing an overview of key concepts in perioperative care. The scope of this book addresses anaesthetic, intraoperative and postanaesthetic recovery care, as well as day surgery and evolving perioperative practices and

environments. Research boxes where appropriate Feature boxes on special populations, such as paediatric, geriatric and bariatric patients Emphasis is placed on the concept of the patient journey, working within interprofessional teams, communication, teamwork, patient and staff safety, risk management strategies and medico-legal considerations. Now endorsed by ACORN Aligns with the 2016 ACORN and PNC NZNO Standards Reflects the latest national and international standards, including the NSQHS Standards, the new NMBA Standards for Practice for Registered and Enrolled Nurses and the WHO Surgical Safety Checklist Includes two new chapters: The perioperative team and interdisciplinary collaboration and Perioperative patient safety Supporting online resources are available on evolve. Leadership/Management/Finance

This is an accessible guide aimed at student nurses, introducing them, and guiding them through the Nursing and Midwifery Council's approved programmes of education for Registered Nurse status. Every programme of study that prepares a student to become a proficient registered nurse must be approved by the NMC and adhere to its standards and guidelines. The book is broken in to four sections based on the four proficiencies stated by the NMC: Professional and Ethical Practice; Care Delivery; Care Management and Personal and Professional Development. It presents these proficiencies in an easy to understand and implement way, making it easily accessible for both students, and registered nurses who will find it a useful reference for their work and development.

Through the analysis of forty ethical dilemmas drawn from real-life situations, Ethics in Action guides the reader through a process of moral deliberation that leads to the resolution of a variety of moral dilemmas. Fosters critical thinking by evaluating the reasons people give to support their choices and actions Challenges the paradigm of moral relativism that often impedes efforts to resolve moral dilemmas Incorporates international perspectives often lacking in texts published for a U.S. audience

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