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**Brooker  
Biology  
2nd  
Edition**

*'Ulysses' is a  
novel by Irish  
writer James  
Joyce. It was  
first  
serialised in*

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*parts in the  
American  
journal 'The  
Little Review'  
from March 1918  
to December  
1920, and then  
published in  
its entirety by  
Sylvia Beach in  
February 1922,  
in Paris.*

*'Ulysses' has*

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*survived*

*bowdlerization,*

*legal action*

*and bitter*

*controversy.*

*Capturing a*

*single day in*

*the life of*

*Dubliner*

*Leopold Bloom,*

*his friends*

*Buck Mulligan*

*and Stephen*

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*Dedalus, his wife Molly, and a scintillating cast of supporting characters, Joyce pushes Celtic lyricism and vulgarity to splendid extremes. An undisputed modernist*

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*classic, its  
ceaseless  
verbal  
inventiveness  
and  
astonishingly  
wide-ranging  
allusions  
confirm its  
standing as an  
imperishable  
monument to the  
human*

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*condition. It takes readers into the inner realms of human consciousness using the interior monologue style that came to be called stream of consciousness. In addition to*

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*this*

*psychological  
characteristic,  
it gives a  
realistic  
portrait of the  
life of  
ordinary people  
living in  
Dublin,  
Ireland, on  
June 16, 1904.*

*The novel was*

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*the subject of a famous obscenity trial in 1933, but was found by a U.S. district court in New York to be a work of art. The furor over the novel made Joyce a celebrity. In*



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*the long run,  
the work placed  
him at the  
forefront of  
the modern  
period of the  
early 1900s  
when literary  
works,  
primarily in  
the first two  
decades,  
explored*

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*interior lives  
and subjective  
reality in a  
new idiom,  
attempting to  
probe the human  
psyche in order  
to understand  
the human  
condition. This  
richly-allusive  
novel,  
revolutionary*

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*in its*

*modernistic experimentalism,  
was hailed as a  
work of genius  
by W.B. Yeats,  
T.S. Eliot and  
Ernest  
Hemingway.*

*Scandalously  
frank, wittily  
erudite,  
mercurially*

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2nd Edition

*eloquent,  
resourcefully  
comic and  
generously  
humane,  
'Ulysses'  
offers the  
reader a life-  
changing  
experience.*

*Publisher :  
General Press*

*Overview*

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*Inspired by  
recommendations  
from the AAAS  
vision and  
Change Report.  
Principles of  
Biology is  
reflective of  
the shift  
taking place in  
the majors  
biology course  
from large and*

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*detail rich to  
short and  
conceptual,  
with a focus on  
new, cutting-  
edge science. A  
succinct and  
inviting text  
focused on  
central  
concepts,  
Principles of  
Biology helps*

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*students*

*connect*

*fundamental*

*principles*

*while*

*challenging*

*them to develop*

*and hone*

*critical*

*thinking*

*skills. Five*

*new chapters*

*introduce*

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*cutting-edge  
topics that  
will benefit  
students who  
continue their  
study of  
biology in  
future courses  
(Chapters 11,  
16, 24, 41 and  
47)*

*Enger/Ross/Bail  
ey: Concepts in*



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*Biology is a relatively brief introductory general biology text written for students with no previous science background. The authors strive to use the most*

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*accessible  
vocabulary and  
writing style  
possible while  
still  
maintaining  
scientific  
accuracy. The  
text covers all  
the main areas  
of study in  
biology from  
cells through*

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*ecosystems.*

*Evolution and  
ecology*

*coverage are  
combined in*

*Part Four to  
emphasize the  
relationship*

*between these  
two main*

*subject areas.*

*The new, 13th  
edition is the*

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*latest and most  
exciting  
revision of a  
respected  
introductory  
biology text  
written by  
authors who  
know how to  
reach students  
through  
engaging  
writing,*

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*interesting  
issues and  
applications,  
and accessible  
level.*

*Instructors  
will appreciate  
the books  
scientific  
accuracy,  
complete  
coverage and  
extensive*

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*supplement  
package.*

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Intermediate*

*Macroeconomics*

*Help students*

*understand*

*macroeconomics*

*in theory as*

*well as*

*practice*

*Macroeconomics:*

*Policy and*

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*Practice,  
Second Edition  
draws on the  
rich tapestry  
of recent  
economic events  
to help  
students  
understand the  
policy issues  
debated by the  
media and the  
public at large*

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*during these  
trying times.  
Building on his  
expertise in  
macroeconomic  
policy making  
at the Federal  
Reserve, author  
Frederic S.  
Mishkin  
provides  
detailed, step-  
by-step*



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*explanations of all models and highlights the techniques used by policy makers in practice. The Second Edition incorporates a wealth of new and updated content, as well as new*

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*tools and  
resources in  
MyEconLab that  
bring course  
material to  
life. This text  
provides a  
better teaching  
and learning  
experience—for  
you and your  
students. It  
will help you*

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to: •

*Personalize  
learning with  
MyEconLab: This  
online  
homework,  
tutorial, and  
assessment  
program engages  
students in  
learning and  
provides  
instructors*

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*tools to keep students on track. • Enable students to connect theory to practice: An aggregate demand and supply model helps students understand theory, while numerous*

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*examples help  
them understand  
the  
applications of  
theory. •*

*Foster interest  
via engaging  
features and  
updated  
content:*

*Updates that  
reflect the  
latest*

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*happenings in  
the world of  
economics and s  
tudent-friendly  
in-text tools  
capture student  
interest. •*

*Teach your  
course your  
way: A flexible  
structure  
allows  
instructors to*

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*focus on the  
particular  
areas of  
macroeconomics  
that match  
their course  
goals. Note: If  
you are  
purchasing the  
standalone text  
or electronic  
version,  
MyEconLab does*

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not a self-  
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should only be  
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required by an  
instructor.  
Over the course  
of five*

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*editions, the ways in which biology is taught have dramatically changed. We have seen a shift away from the memorization of details, which are easily forgotten, and*

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*a movement  
toward  
emphasizing  
core concepts  
and critical  
thinking  
skills. The  
previous  
edition of  
Biology  
strengthened  
skill  
development by*

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*adding two new  
features,  
called  
CoreSKILLS and  
BioTIPS  
(described  
later), which  
are aimed at  
helping  
students  
develop  
effective  
strategies for*

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*solving  
problems and  
applying their  
knowledge in  
novel  
situations. In  
this edition,  
we have focused  
our pedagogy on  
the five core  
concepts of  
biology as  
advocated by*

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*"Vision and  
Change" and  
introduced at a  
national  
conference  
organized by  
the American  
Association for  
the Advancement  
of Science.*

*PART I  
Molecular  
Biology 1.*

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**Molecular  
Biology and  
Genetic  
Engineering  
Definition,  
History and  
Scope 2.  
Chemistry of  
the Cell: 1.  
Micromolecules  
(Sugars, Fatty  
Acids, Amino  
Acids,**

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*Nucleotides and*

*Lipids) Sugars*

*(Carbohydrates)*

*3. Chemistry of*

*the Cell . 2.*

*Macromolecules*

*(Nucleic Acids;*

*Proteins and Po*

*lysaccharides)*

*Covalent and*

*Weak Non-*

*covalent Bonds*

*4. Chemistry of*



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*the Gene:  
Synthesis,  
Modification  
and Repair of  
DNA DNA  
Replication:  
General  
Features 5.  
Organisation of  
Genetic  
Material 1.  
Packaging of  
DNA as*

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*Nucleosomes in  
Eukaryotes  
Techniques  
Leading to  
Nucleosome  
Discovery 6.  
Organization of  
Genetic  
Material 2.  
Repetitive and  
Unique DNA  
Sequences 7.  
Organization of*

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*Genetic*

*Material: 3.  
Split Genes,  
Overlapping  
Genes,  
Pseudogenes and  
Cryptic Genes  
Split Genes or  
.Interrupted  
Genes 8.  
Multigene  
Families in  
Eukaryotes 9.*

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Mitochondrial  
and Chloroplast  
Genomes 10. The  
Genetic Code  
11. Protein  
Synthesis  
Apparatus  
Ribosome,  
Transfer RNA  
and Aminoacyl-  
tRNA  
Synthetases*

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**Ribosome 12.**

**Expression of  
Gene . Protein  
Synthesis 1.**

**Transcription  
in Prokaryotes  
and Eukaryotes**

**13. Expression  
of Gene:**

**Protein**

**Synthesis: 2.**

**RNA Processing  
(RNA Splicing,**

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*RNA Editing and  
Ribozymes)  
Polyadenylation  
of mRNA in  
Prokaryotes  
Addition of Cap  
(m<sup>7</sup>G) and Tail  
(Poly A) for  
mRNA in  
Eukaryotes 14.  
Expression of  
Gene: Protein  
Synthesis: 3.*

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*Synthesis and  
Transport of  
Proteins  
(Prokaryotes  
and Eukaryotes)  
Formation of  
Aminoacyl tRNA  
15. Regulation  
of Gene  
Expression: 1.  
Operon Circuits  
in Bacteria and  
Other*

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*Prokaryotes* 16.  
*Regulation of  
Gene Expression*  
. 2. *Circuits  
for Lytic Cycle  
and Lysogeny in  
Bacteriophages*  
17. *Regulation  
of Gene  
Expression* 3. *A  
Variety of  
Mechanisms in  
Eukaryotes*



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(Including Cell  
Receptors and  
Cell  
Signalling)  
PART II Genetic  
Engineering 18.  
Recombinant DNA  
and Gene  
Cloning 1.  
Cloning and  
Expression  
Vectors 19.  
Recombinant DNA

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and Gene

*Cloning 2.  
Chimeric DNA,  
Molecular  
Probes and Gene  
Libraries 20.  
Polymerase  
Chain Reaction  
(PCR) and Gene  
Amplification  
21. Isolation,  
Sequencing and  
Synthesis of*

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*Genes 22.*

*Proteins:*

*Separation,*

*Purification*

*and*

*Identification*

*23. Immunotechn*

*ology 1. B-*

*Cells,*

*Antibodies,*

*Interferons and*

*Vaccines 24. Im*

*munotechnology*

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*2. T-Cell*

*Receptors and  
MHC Restriction*

*25. Immunotechnn  
ology 3.*

*Hybridoma and  
Monoclonal  
Antibodies  
(mAbs)*

*Hybridoma  
Technology and  
the Production  
of Monoclonal*

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**Antibodies 26.**

**Transfection**

**Methods and**

**Transgenic**

**Animals 27.**

**Animal and**

**Human Genomics:**

**Molecular Maps**

**and Genome**

**Sequences**

**Molecular**

**Markers 28.**

**Biotechnology**

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*in Medicine:*

*1. Vaccines,  
Diagnostics and  
Forensics*

*Animal and  
Human Health  
Care 29.*

*Biotechnology  
in Medicine 2.*

*Gene Therapy  
Human Diseases  
Targeted for  
Gene Therapy*

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*Vectors and  
Other Delivery  
Systems for  
Gene Therapy*  
30.

*Biotechnology  
in Medicine: 3.  
Pharmacogenetic  
s / Pharmacogen  
omics and  
Personalized  
Medicine Phanna  
cogenetics and*

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*Personalized*

*31. Plant Cell  
and Tissue  
Culture'*

*Production and  
Uses of*

*Haploids 32.*

*Gene Transfer*

*Methods in*

*Plants 33.*

*Transgenic*

*Plants .*

*Genetically*



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*Modified (GM)*

*Crops and*

*Floricultural*

*Plants 34.*

*Plant Genomics:*

*35. Genetically*

*Engineered*

*Microbes (GEMs)*

*and Microbial*

*Genomics*

*References*

*Peter Stiling,*

*co-author of*

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*Biology by  
Brooker et al.,  
has introduced  
a new ecology  
text to the  
market. The  
main goal of  
this latest  
ecology text is  
to show how  
ecology is  
important in  
understanding*

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*Biology*

*Life*

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*Practice*

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lab experiences, and careers in the sciences. Building on the successes of the previous editions, the fourth edition reflects a focus on core competencies and provides a more learner-centered approach. The strength of an engaging and

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current text is improved with the addition of new pedagogical features that help develop and strengthen critical thinking skills.

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after a difficult separation, but Little Rabbit is not yet ready to cuddle up and receive Big Rabbit's love. Little Rabbit needs Big Rabbit to understand what it felt like when they were apart. This story was designed to help parents and

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children who have experienced difficult separations.

A worn pressure cooker and a sweet little pot learn new ways of dealing with difficult feelings  
Meet the Potts.

Holdin Pott grew up learning to keep in feelings of sadness and anger. He is one

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tough pressure cooker. Little Pott is watching and wants to be just like him, but when you're little and the heat is on really high, it's hard to keep the lid on and hold tough stories and feelings inside. What will Little Pott do? How will Holdin Pott help



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him? From the team that created *Once I Was Very Very Scared and You Weren't With Me*, comes a new story to help children and grown-ups start difficult conversations and snuggle in closer together.

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and more

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of the reform movement that is reinvigorating the introductory majors course, Principles of Life cuts through the thicket of excessive detail and factual minutiae to focus on what matters most in the study of biology today. Students explore the most

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Fundamentals of  
Holistic Care  
You Weren't With  
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thorough, and  
engaging, Life:  
The Science of  
Biology  
achieves an  
optimal balance**

*Page 87/191*

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**of scholarship  
and  
teachability,  
never losing  
sight of either  
the science or  
the student.**

**The first  
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text to present  
biological  
concepts  
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ideas and the  
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thinking behind  
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will experience**

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as a litany of  
facts or a  
highlight reel of  
experiments,  
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coherent  
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biology with the  
principal aim of  
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knowledge as  
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topics such as  
balancing  
conversion and  
human needs,  
climate change,  
conservation  
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analyzing  
conservation  
research,  
ecosystem  
services,  
endangered  
species  
management,  
extinctions,  
fire, habitat  
loss, and  
invasive species**

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describing  
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relevant  
material or case  
studies are also  
included. The  
global  
biodiversity  
crisis is now  
unstoppable;**

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saved in the  
developing  
world will  
require an  
educated  
constituency in  
both the  
developing and  
developed  
world. Habitat  
loss is  
particularly**



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**acute in  
developing  
countries,  
which is of  
special concern  
because it tends  
to be these  
locations where  
the greatest  
species  
diversity and  
richest centres  
of endemism**

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**are to be found.  
Sadly,  
developing  
world  
conservation  
scientists have  
found it  
difficult to  
access an  
authoritative  
textbook, which  
is particularly  
ironic since it is**

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**these countries  
where the  
potential  
benefits of  
knowledge  
application are  
greatest. There  
is now an  
urgent need to  
educate the  
next generation  
of scientists in  
developing**

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**countries, so  
that they are in  
a better  
position to  
protect their  
natural  
resources.**

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text features an  
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one semester  
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**concepts in a**  
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**and accessible writing style to this briefer genetics text. He employs the use of experimentation and stresses the fundamentals of the Scientific Method in presenting**

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**concepts, then**  
**further engages**  
**the reader**  
**through the use**  
**of formative**  
**assessment to**  
**assist the**  
**student in**  
**understanding**  
**the core genetic**  
**principles. The**  
**introduction of**



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throughout the  
chapter in the  
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concepts  
presented in  
the chapter.  
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developing  
problem-solving  
skills with the  
new feature  
“Genetic TIPS”  
that breaks a  
problem down  
into conceptual  
parts (Topic,  
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are emphasised  
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the results  
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remains an  
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chapter that  
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useful, almost  
every reference  
is furnished  
with the short  
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**applies them in a  
broader nursing and  
health care context  
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of life-story and  
narrative  
approaches as a  
way of putting the  
individual's identity  
at the heart of the  
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references and  
further reading. This  
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students, nurses  
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nursing settings:  
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adults, pregnant  
women, older  
people and people  
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health problems  
Themes relevant to  
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**and control,  
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managing wounds  
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evidence-based  
practice, critical  
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chapters Cultural  
diversity information  
helps with  
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backgrounds  
Person-centred  
approach  
encourages problem  
solving and  
application to  
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**affective,  
epistemological, and  
religious factors that  
are related to  
peoples' views  
about evolution, (b)  
designing,  
implementing,  
evaluating evolution  
education  
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reflects  
contemporary  
evolution**

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(c) reducing  
antievolutionary  
attitudes. This  
volume  
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these three  
categories for each  
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