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Forbidden Narratives: Critical Autobiography as Social Science explores overlapping layers of voices and stories that convey the social relations of psychiatric survivor participation within a community mental health service system. It is written from the perspective of a woman who, in the course of working with the survivor movement, had a physical and emotional breakdown.

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Forbidden Narratives: Critical Autobiography as Social Science explores overlapping layers of voices and stories that convey the social relations of psychiatric survivor participation within a community mental health service system. It is written from the perspective of a woman who, in the course of working with the survivor movement, had a physical and emotional breakdown. Ironically, the author found herself personally confronted with issues she typically dealt with only from a distance: as a mental health professional, a researcher, and an activist. The author of this volume writes herself into her work as a major character. Narratives such as this have traditionally been forbidden as outside proper professional standards. Now they are claiming and receiving attention. Forbidden Narratives has the power to speak to a broad audience not only of mental health professionals but also policy makers, sociologists and feminists. It is about the breaking up of professional discourse. It demonstrates and signals profound changes in the social sciences.

This book challenges the perception of the psychiatric chart as a neutral and objective text. The chapters included in this book coalesce to reveal the psychiatric chart as a text that is, in fact, "storied" by institutional ideology that reflects, reinforces, reinterprets, and, at times, resists gendered, raced, sexualized, and classed norms, values, and presuppositions. Intersectional analysis highlights the nuanced ways in which dominant ideologies are activated in chart documentation to produce qualitatively specific psychiatric narratives of distress and related responses in the psychiatric institution. The book serves as a much-needed resource for mental health professionals, education and training programs, and researchers that meaningfully takes into account the social and structural materiality of people's lives and its impact on experiences of distress. It will also appeal to scholars investigating equity in health care across the fields of Critical Psychology, Disability Studies, Social Work, Allied Health, Mad Studies and Social Justice. It will also appeal to scholars investigating equity in health care across the fields of Critical Psychology, Disability Studies, Social Work, Allied Health, Mad Studies and Social Justice.

Patients' perspectives on their experiences of illness and treatment are increasingly valued by the medical profession as a source of information to enhance professional development, peer support and the quality of care provided. This book explores the development of an in-depth, relational and reflexive approach to narrative inquiry, drawing on counselling and arts-based approaches to researching accounts of illness. The significance of patient stories is explored through narrative research conversations with people whose personal accounts of a range of conditions provide powerful insights into the impact of illness on identity, life stories and the experience of patienthood. It offers suggestions for using narrative methods in medical education and practice to help professionals to both attend to patients' narratives and reflect on their own stories. Developing a Narrative Approach to Healthcare Research will be of interest to educators, practitioners, students and researchers in healthcare and the social sciences. 'I will recommend this book to my students; I hope other healthcare professionals will do the same and that some, like me, will go on to explore how narrative and story can be harnessed to both explore experience and to teach within healthcare.' - from the Foreword by Karen Forbes 'I would recommend this book to everybody who is involved in caring for people who suffer serious illness - whether they are professionals, family or friends. I also recommend it to social scientists and health professionals who want to conduct research in ways that capture the richness of peoples' lived experience.' - Kim Etherington, Professor of Narrative and Life Story Research, University of Bristol, UK.

"For many organizations knowledge is one of the most important keys to success. Knowledge management often plays a crucial role in organizational effectiveness."--Cover.

Contributors Nancy L. Diekelmann Karin Dahlberg Margaretha Ekebergh Pamela M. Ironside Kathryn Hopkins Kavanagh Melinda M. Swenson Sharon L. Sims Rosemary A. McEldowney Jan D. Sinnott

Autoethnography is an ideal method to study the 'feminist I'. Through personal stories, the author reflects on how feminists negotiate agency and the effect this has on one's political sensibilities. Speaking about oneself transforms into stories of political responsibility - a key issue for feminists who function as cultural mediators.

Beyond Method provides a forum for scholars across health and human sciences disciplines to explore issues surrounding philosophy, methodology, and epistemology in the context of interpretive scholarship. The essays comprising this volume move beyond the practical descriptions or the "how to" of interpretive methods commonly found in textbooks to explore the contributions, underlying assumptions, limitations, and possibilities embedded within and across particular philosophical, methodological, and epistemological perspectives. They reveal the complexity and richness of understanding that emerges when philosophical issues are explicated within contemporary contexts, illuminating new possibilities for healthcare and human science scholarship.

"The Oxford Handbook of Qualitative Research presents a comprehensive and student-friendly overview of the field of qualitative research and is intended for students of all levels, faculty, and researchers across the social sciences. It provides strong focus on methods instruction with coverage of theoretical approaches, analysis, writing, evaluation, and the politics of research"--

"This is simply the physical education book of its time. The editors must be congratulated on bringing together so many quality authors from so many different parts of the world. As a handbook, it represents how far the study of physical education has moved forward in recent times. What we have is a clear portrayal of physical education at the start of the 21st century" - Mike Jess, University of Edinburgh "This Handbook is a "must read" for all physical educators who are serious about understanding their subject and developing their practices. The list of authors involved reads like a "who's who" of physical education at a global level - the editors are to be commended on bringing together such collective expertise - this is a key strength of the book. The Handbook successfully expresses a view of knowledge about physical education pedagogy which embraces different research traditions and emerging areas of interest across the global scholarly community" - Jo Harris, Loughborough University "This comprehensive and eclectic exploration into the field of physical education draws on the vast expertise of its renowned international contributors with astounding results. The Handbook of Physical Education serves to firmly reinstate physical education to its position as the core discipline of sport and exercise science. The Handbook is destined to become an indispensable academic resource for scholars, students and enthusiasts of physical education for years to come" - Piiivikki Heikinaro-Johansson, University of Jyväskylä "What is the current condition of the field of physical education? How has it adapted to the rise of kinesiology, sport and exercise science and human movement studies over the last thirty years? This Handbook provides an authoritative critical overview of the field and identifies future challenges and directions. The Handbook is divided in to six parts: - Perspectives and Paradigms in Physical Education Pedagogy Research; - Cross-disciplinary Contributions to Research on Physical Education; - Learners and Learning in Physical Education; - Teachers, Teaching and Teacher Education in Physical Education; - Physical Education Curriculum; - Difference and Diversity in Physical Education. This benchmark work is essential reading for educators and students in the field of physical education.

A massive restructuring of health care in virtually all the wealthy nations of the West has offloaded services and costs from governmental responsibility into home care services and onto families -- a burden borne primarily by women. This restructuring has profoundly altered not only the practice of social work but also its representation in language and theory. As this volume demonstrates, many of the consequences social workers must face are made more difficult by the dominance of a market discourse that excludes a social justice framework. The authors aim not to prescribe specific guidelines for practice but "to challenge current arrangements and explanations" in order to open the discourse and generate alternatives so that people receiving care might have fuller and more satisfying lives. Written by social work theorists and specialists from the U.S., Canada, and New Zealand, the chapters focus on topics of long-term care as they affect vulnerable groups -- women in particular -- as they age. Subjects include constructing community support, aging and caregiving in culturally diverse families, changing demographics of widowhood, and the new millennium's challenges for social work on aging and disability.

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