Announcement of doctoral theses

To cite this article: (2020) Announcement of doctoral theses, Disability & Society, 35:2, 345-346, DOI: 10.1080/09687599.2019.1698136

To link to this article: https://doi.org/10.1080/09687599.2019.1698136

Published online: 12 Feb 2020.

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accessing health information and support, all of which could contribute to their sense of wellbeing. Taking a descriptive phenomenological approach, eight participants with intellectual disabilities were interviewed multiple times on their wellbeing and online experiences. The findings indicated that many adults with intellectual disabilities’ sense of wellbeing was often integral to their Internet experience.

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Thesis title: A Critical Analysis of Practice Education in Health and Social Care: Integrating Disabilities Studies, the Capability Approach and the International Classification of Functioning, Disability and Health
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Degree awarded and year: PhD, 2019

Practice education forms an integral part of the curriculum for higher education students on pre-registration programmes in occupational therapy, physiotherapy, and speech and language therapy. Given the increasing prevalence of students with a disability in higher education, support for their needs is paramount particularly given the challenges of off-campus-based learning. The International Classification of Disability, Functioning and Health and the capability approach were the two key theoretical approaches used for understanding constructions and narratives of disability, along with key ideas from critical disability studies, in particular the critical realist approach.

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This study investigates the potential emergence of a new paradigm in understanding and approaching madness that is grounded in the first-person, collective knowledge of people who have personal experience of madness and who oppose its biomedical explanation. The emphasis is on the research process that merges diverse first-person perspectives into a shared body of knowledge that can offer a counter-discourse to the dominant, biomedical one. This thesis offers a methodological and ethical example of the value of solidarity, dialogue and working with difference whilst searching for connections and generating knowledge of complex human experiences.

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