25-10-2014

Students involved in life-course research: an opportunity to develop a client-centred approach!

Selma van Huijzen, MSc OT
Rutger van Zevenhuijzen, student OT
Aim Presentation:
To give an example of student participation in a qualitative research project to create an client-centred awareness
Topics

➢ Research project
   • Introduction
   • Research method

➢ Student perspective

➢ Conclusion and discussion

➢ Questions

➢ Selma van Huijzen

➢ Rutger van Zevenhuijzen

➢ Selma van Huijzen

➢ Selma + Rutger
Introduction

Rotterdam University of applied science: Research Centre Innovations in Care

Project “Diversity in career trajectories of adults after chronic work-related disability”
- Two researcher: Inge Bramsen PhD and Mieke Cardol PhD
- Lecturer-researcher: Selma van Huijzen, MSc OT

Participation of student project:
Two projects of occupational therapy students in 2013 and 2014
One project of students “minor work and health” in 2013
Qualitative study
Disability studies: “Nothing about us without us”.
Social model (Morris, 1996)
• Social constructivism
• Cross-disability perspective
• Narrative approach

Life course interview (Elder & Giele, 2009)
• a narrative is a re-creation of events.
• stories people tell about themselves are influenced by wider society.

Research question: Diversity in career trajectories of adults after chronic work-related disability: what matters!?
Research Method

Data collection

- In-depth interview
  - Open question
  - Five themes derived from the literature
    - Human Agency
    - Linked lives
    - Cultural and Temporal location
    - Transition (Elder & Giele, 2009)
    - Disabled body

- Focus group discussion
Research Method

Data analysis

1. **Thematic coding**: Codes and themes by using Atlas-Ti 7, linked to themes of the literature

2. **Life thread model**
Data analysis: Life Thread Model (Ellis-Hill et al., 2009)

Seeing acquired disability as a time of transition

Life threads unravelled
Student perspective

The first group doing research by the life-story interviewing method (Elder & Giele, 2009; Nijhof, 2000).

understanding transitions

Factors in relation to employment

Work, what’s working?
Student perspective

Life-story interviewing is successful

Cliënt centred practice

Relevance to occupational therapy

(Van Rossum et al., 2014)
1. As researchers we were positively surprised by the richness of the interviews.

2. Collaboration between students, lecturers and researchers enriched the data and the analysis.

3. Narrative method (life course interview) creates an awareness by students and a form of a client-centred approach and beyond this: it gives a focus on the social model.
Interviewing is not the only appropriate way of collecting client centred information.

The participants were recruited by the students themselves:

- This created diversity and cross-disability.
- The limitation can be that the results were influenced by some students who are familiar with the participant.
Qualitative analysis is too difficult and too work intensive for students.

Life course interviewing should be a part of the major curriculum of the occupational therapy university.
Questions
References


Acknowledgements

Funding by “Revalidatiefonds”

Students
- project 1 (2013) Ellen van Rossum, Rutger van Zevenhuijzen, Joan Babtist, Wouter de Craene, Matthijs van t Westende, Michiel Brugmans

Last but not least! All the Participants
exceed expectations