An Occupationally Just Society: Improving Global Health

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occupational justice

justice that recognizes the right to inclusive participation in everyday occupations for ALL persons
What we know...

- OT students do not gain awareness of cultural attitudes, knowledge and skills from merely learning foreign languages or exposure to cultures (Liu, 2014).

- Students who complete journal reflections in their coursework have shown to improve self-awareness, critical thinking, problem solving and leadership skills (Horton-Deutsch and Sherwood, 2008).

- Reflective writing goes beyond describing a situation, but rather provides an opportunity to critically reflect on the experience; its relationship to personal and professional growth (Chabon and Lee-Wilkerson, 2006).
Objective

- Responsibly address cultural sensitivity fostering intercultural competence (ICC) and responsiveness.
- Explore the effects of fieldwork experience on OT students and future practitioners.
- Develop sustainable partnerships to promote participation through meaningful occupation
What we did...

10-day international Level I Fieldwork experience at Diphetogo Preschool, North Western Province, South Africa
South Africa: Our Experience

Wolmaransstad, South Africa

Diphetogo Preschool

Pretoria, South Africa

Pathways

Pathways Studio

Data Collection:

● Students were asked to reflect on their experience by completing the Self-Assessment of Clinical Reflection and Reasoning; Cultural Assessment and Sensitivity Questionnaire (SACRR) pre and post trip. (Gilbertson, Barrett, Berger & Cohn; Royeen, Barrett, & Luebben, 2001)

● Guided Reflection: Students also completed 10 journal entries
Self-Assessment of Clinical Reflection and Reasoning; Cultural Assessment and Sensitivity Questionnaire

The following themes were used to group the survey items (Dasari, 2006):

- Decision making based on experience and evidence
- Dealing with uncertainty
- Self reflection and reasoning
- Cultural factors awareness
How & What We Learned:

Quantitative Data

Scores that Increased the most from Pre to Post:

#4. Prior to acting, I seek various solutions (Decision Making based on experience and evidence)

#8. When planning intervention strategies, I ask “what if” for a variety of options (Self Reflection & Reasoning)

#10. I ask for the viewpoints of clients’ family members (Dealing with uncertainty)
How & What We Learned:

Quantitative Data

Scores that Decreased from Pre to Post

#30. How aware are you of methods to reduce cultural barriers?  
(Cultural Factors Awareness)

#7. When there is conflicting information about a clinical problem, I identify assumptions underlying the differing views  
(Decision Making based on experience and evidence)

#29. How aware are you of access to translation services?  
(Cultural Factors & Awareness)
How & What We Learned:
Quantitative Data

- Overall scores went from .680 → .773 = Intercultural Competence **INCREASED** after trip to SA

- A Paired t-test indicated that these population means were different. Post survey scores are statistically significant higher than pre survey scores (p<0.0005).
I believe this will make me a better clinician because I thought that I was more culturally sensitive than I actually was” ; “... provoked me to think of ways to improve traditional OT methods.
My expectations were far surpassed and I gained a wealth of knowledge that could not be supplemented any other way”.

“I will be more aware of culture and global health”

“In practicing health care, it is important to consider a diverse range of ideas and perceptions, and what I learned in South Africa is a valuable tool for evaluation, assessment and practicing moving forward.”
“I came home with a greater want, and almost need, to discover more of the possibilities for OT application around the globe”


