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Reigning in hegemony within our research and practice
Becoming the champions of parents

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EDGEWOOD CAMPUS



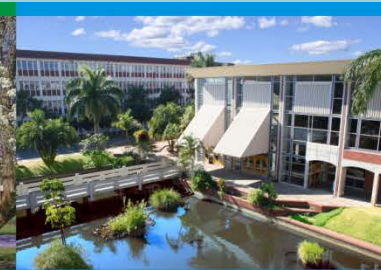
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UKZN INSPIRING GREATNESS

Outcome

The aim of this presentation is an
opportunity to
stop,
look inward
and reflect.
Just for a moment...



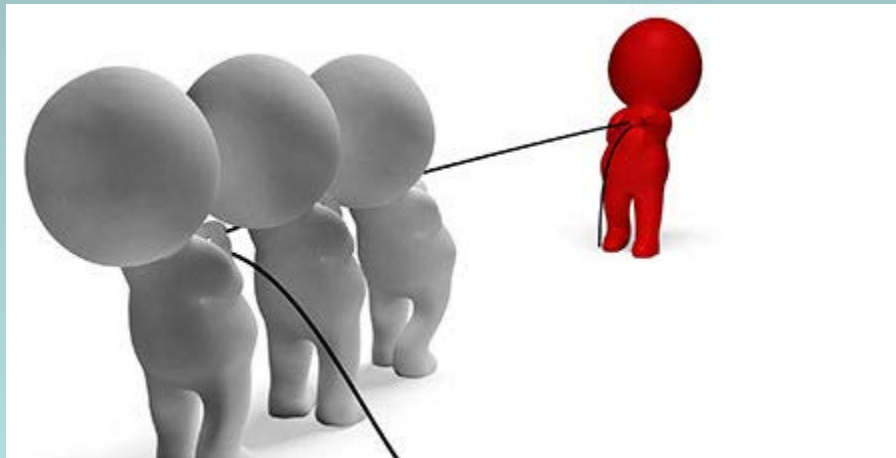
Hegemony

- Influence or authority over others
- Can be political, cultural or social
- Some synonyms: leadership, dominance, supremacy, mastery, control, power, sway, rule.

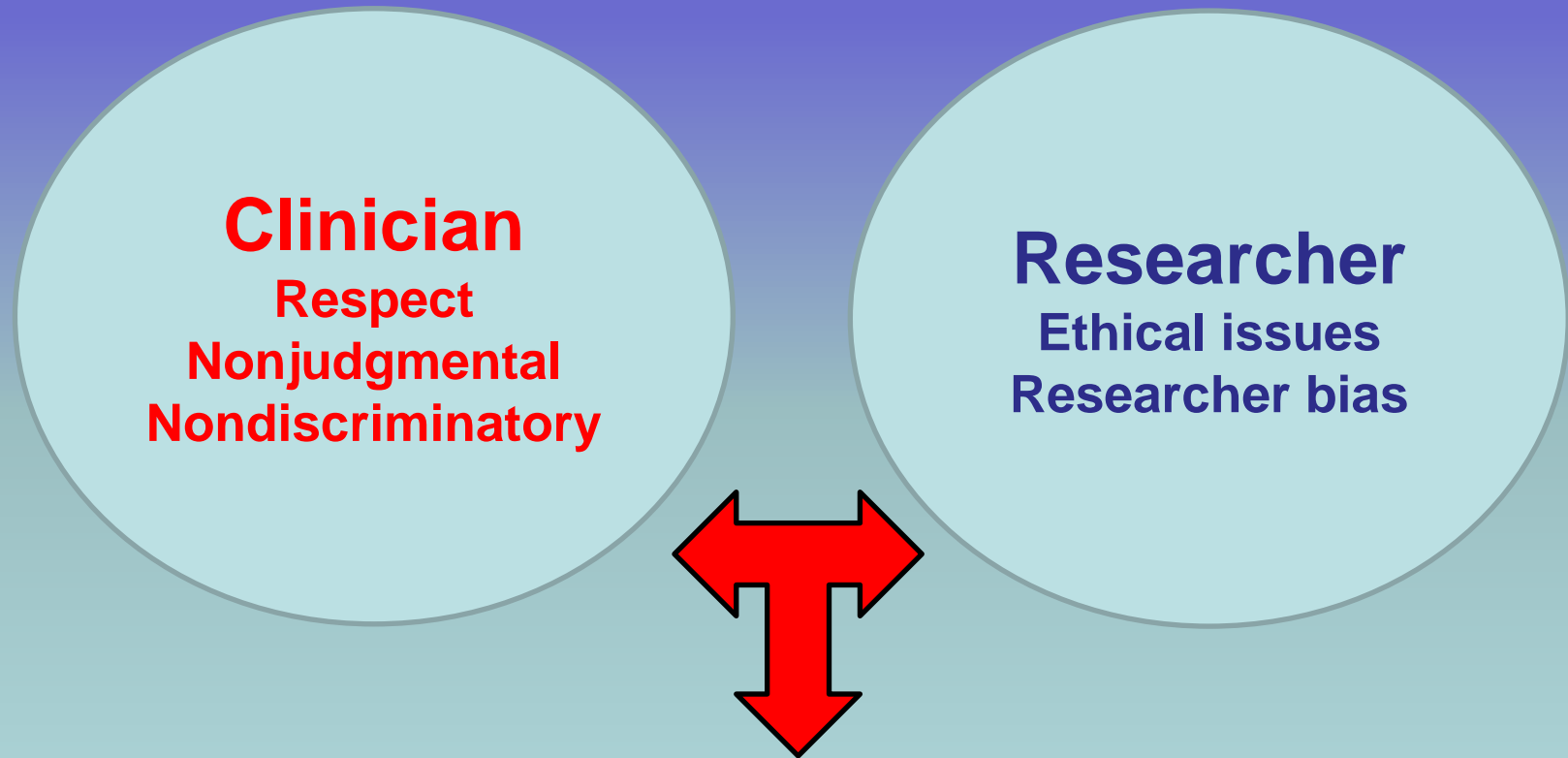
Is the term too political?

We have all been influenced by some type of
hegemony

Does this influence how we treat our clients?

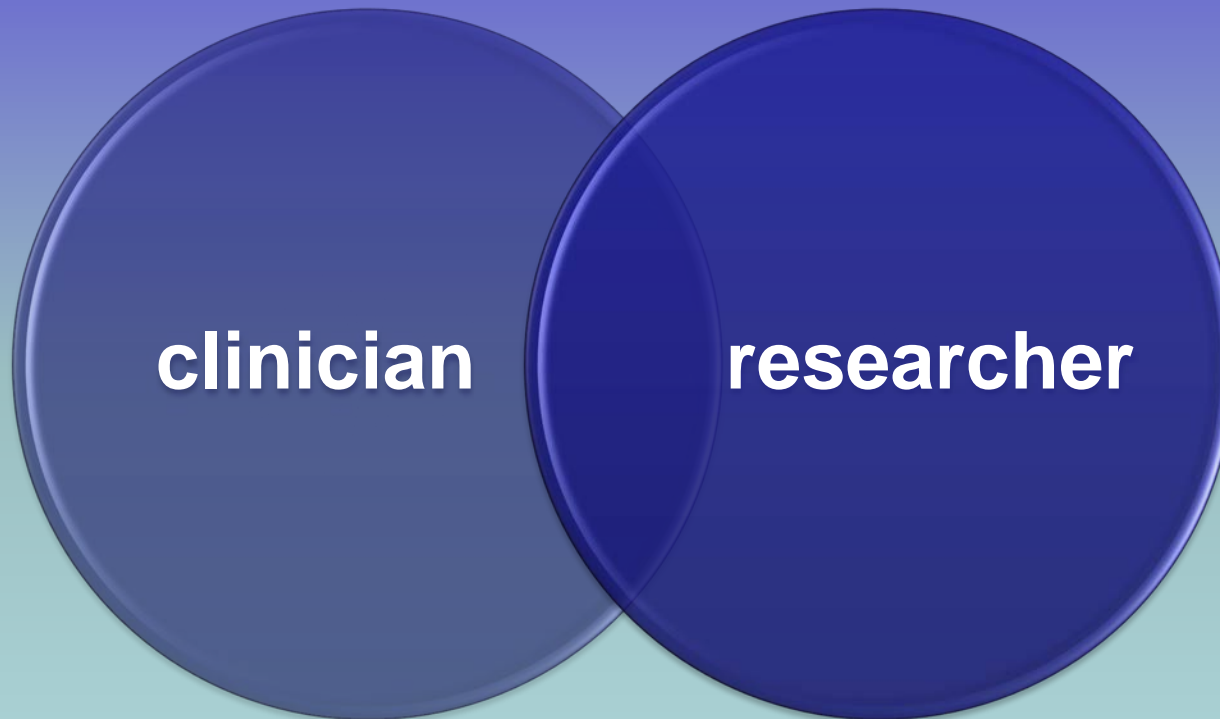


Is it possible to reign in hegemony?



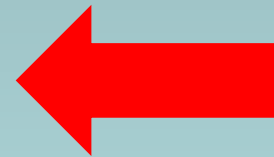
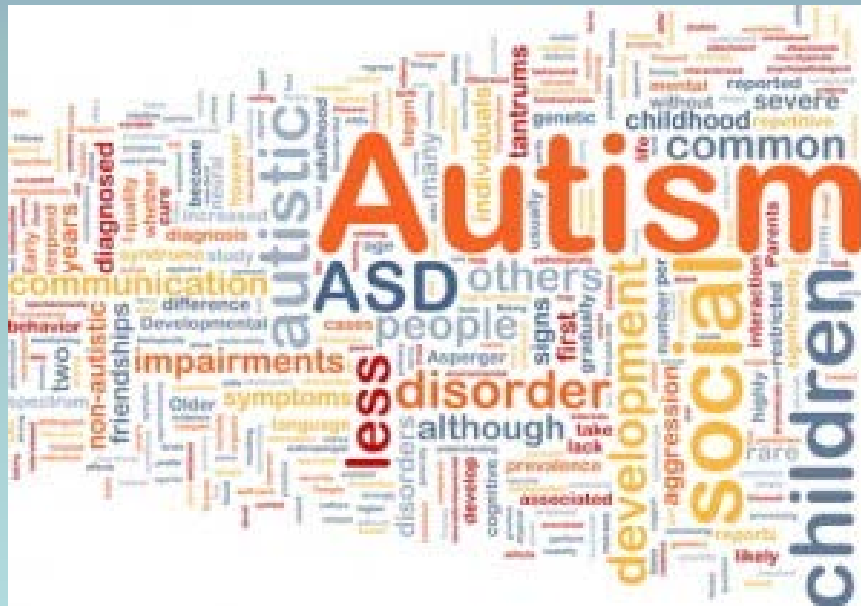
Different emphasis and lessons learned

Can we merge the two?



Taking a step back.....

Why did I start asking this question?

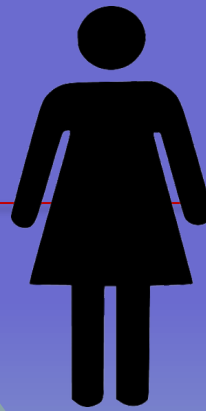


caregivers

Qualitative



One-on-one interviews	2	1 father	1 mother
Dyads	3	2 married couples	1 two mothers
Triad	1	3 mothers	



Clinician

Researcher

In reflection I noticed this
disconnect

Could reflexivity, as taught in research, assist clinicians
with combating hegemony in practice?



in research

Reflexivity

Reflexivity is an **attitude of attending systematically** to the context of knowledge construction, especially to the **effect of the researcher**, at every step of the research process.

- ✓ Reflexivity “turns one’s reflexive gaze on....” (Davies et al, 2004)
- ✓ Think critically about the world we take for granted (Phelan,2011)
- ✓ Process of reflection involves thinking about one’s practice during or after an incident has occurred (Phelan 2011)

Researcher bias

- Different researchers will **approach** a study situation from different positions or perspectives due to their different backgrounds and position.
- development of **different understandings** of a particular situation under study.

Does this happen in practice?

“Reflective commentary”

- Evaluate the project as it develops.
- Reflect on the effectiveness of the techniques that have been employed in the research.
- Record the researcher’s initial impressions of each data collection session
- Monitoring of the researcher’s own developing constructions

Methods used to reflect

Specific to research

- Reflexive Journal
 - Daily
 - At key moments of your research
 - Personal
 - Critical and analytical
 - Reflective
- Memos
- Field notes

Within reflexivity.....

Bracketing is a method used by some researchers to minimize effects of unacknowledged preconceptions related to the research and thereby to increase the rigor of the project.

Clinical practice

- There is a degree of reflection
- Notes
- Case presentations
- Progress reports

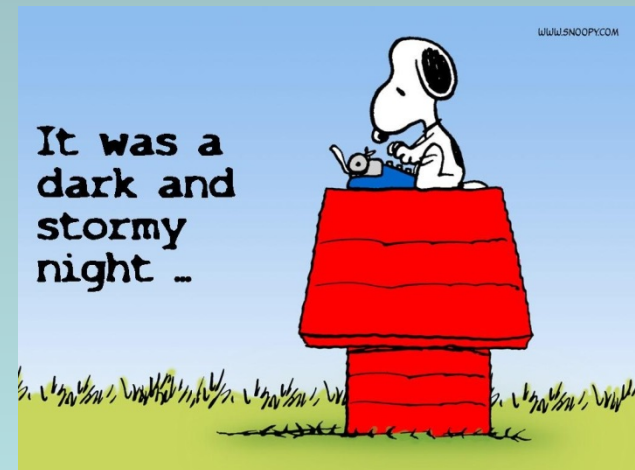


When deeper reflection is needed...

Reflective aspects could include:

- comments on the **research/clinical method used**
(accomplishments, problems, decisions)
- records of **ethical dilemmas and conflicts**
- analysis of the **researchers' /clinician's frame of mind, points of clarification, hunches**

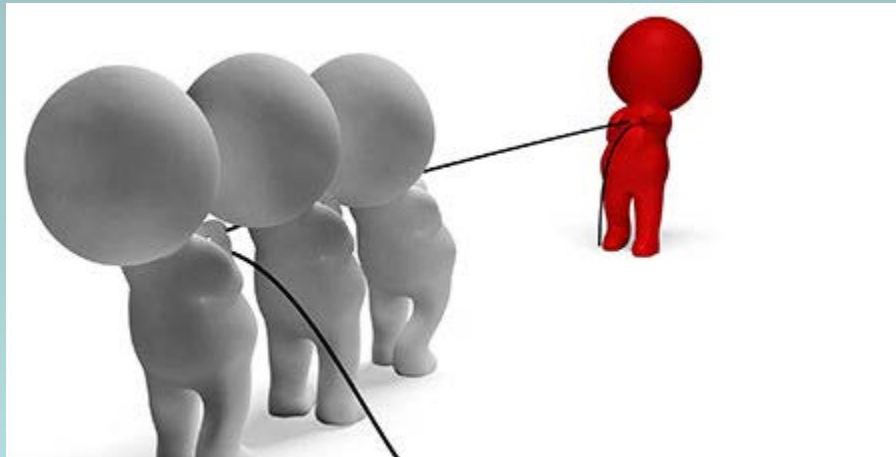
- comment on own feelings during session
 - observations about the setting
- Observations about participants'/client's behaviour



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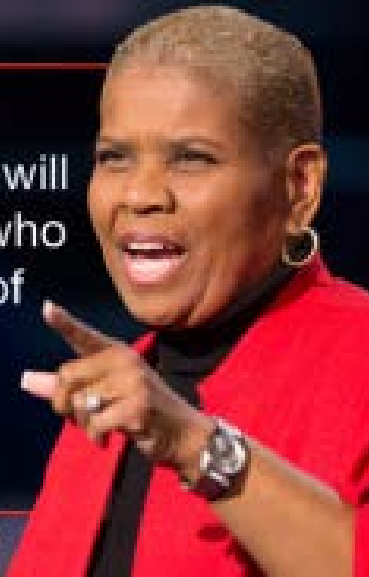
Personally.....

- Yes
- I was not listening
- I was not allowing the mom's voice to be heard
- I was less open to learning
- I was in a position of "using" my authority

change

"Every child deserves a champion: an adult who will never give up on them, who understands the power of connection and insists they become the best they can possibly be."

- Rita Pierson, Educator



Every mother of a child with ASD

Every patient we treat

Every client we assess

Every caregiver of a loved one with dementia

Everyone needs a champion

Becoming champions.....

- Reflexivity
- Bracketing
- Chat to another OT
- Share your concerns
- Have a mentor
- Be honest with your clients
- Student for life...OT knowledge
- Open to learn from clients
- Listen
- Taking care of yourself

References

- Phelan, Shanon K. (2011). Constructions of Disability: A Call for Critical Reflexivity in Occupational Therapy. *Canadian Journal of Occupational Therapy*, 78(3), 164-172. doi: 10.2182/cjot.2011.78.3.4
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- <http://www.qualres.org/HomeRefl-3703.html>
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- Bracketing in Qualitative Research Tuford and Newman *Qualitative Social Work* The Author(s) 2010 Reprints and permission: sagepub.co.uk/journalsPermissions.nav, Vol. 0(0): 1–17

Thank you