A Theory of Occupational Agency; An International Investigation of Occupational Therapists' Negotiations.

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Declaration

This thesis is my own work, and has not been submitted for the award of a higher degree elsewhere. No section has been published.

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This research was supervised by: Dr. Karen Morris, Dr. Julie Taylor, Prof. Diane Cox: University of Cumbria and Dr. Virginia Stoffel: University of Wisconsin-Milwaukee

Note to the reader:

To protect confidentiality, all names of participants and places of work have been changed or excluded. To enable the reader to grasp the context of data generation. The Occupational Therapist's specialist roles and countries are stated.

It is acknowledged that, Occupational Therapy is a large but close knit profession. It is possible that a few people may be familiar with some of the specialist roles of the occupational therapists within this study and may recognise participants. If you are one of these people, you are requested to maintain confidentiality and anonymity for the participants and their places of work.

Abstract

**"A Theory of Occupational Agency: An International Investigation of
Occupational Therapists' Negotiations."**

A core belief of the occupational therapy paradigm is the essential need to
engage in meaningful and purposeful occupation to enable health and
wellbeing. Investigations of the occupational therapists "occupation" are
concerned with what we do, rather than why we do it. Occupational science
and theory have permitted understanding of the value of occupation. However,
investigation is required to understand the therapist agency and negotiations
of being occupational therapists within the structures that are part of and
surround our practice. This understanding will contribute to evidence base to
enable the occupational therapist to carry out their role with meaningful and
purposeful intent.

This research used a pragmatic constructionist grounded theory methodology
(Charmaz, 2014) with threads of symbolic interactionism (Blumer, 1967). This is
combined with the practice of heuristic analysis (Moustakas, 1990). Three data
generations were carried out with in total 14 participants in three international
countries.

The data collection methods used included interviews, focus groups,
observations and ongoing researcher reflections throughout the research
process. A review of the literature was constructed through the principles of
the constructivist grounded theory process to embed the voices of the

participants within the developed theory. Ethical approval was obtained, and informed consent was confirmed.

An overarching exploratory theory was constructed; "Occupational Agency, The Hope to Live Coherently". The theory identifies with; the process of the internal system of the occupational therapist. The occupational agency; the negotiation of the values, habits, roles, routines, meaning and perception of engagement within occupation. The perceived external structures being a barrier or facilitator to occupation, and subsequently, the consequences of the negotiations. These four factors are bound together by the unifying core category of "occupational agency". This stance highlights the interaction which occurs in the context of the therapist actions in response of the dynamic and ever-changing occupational therapist, occupation, identity and role within the health care system. The performance profile is offered as a tool to support an opportunity for action through reflective and reflexive practices. The overall theory provides an opportunity to further investigate the occupation of the occupational therapist within practice, education and research.

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To my husband Sean and son E.A.F. You made this happen. You are my soul protectors who ignite my confidence and self belief. This is for you.

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'The world is empty if one thinks only of mountains rivers and cities; but to know someone who thinks and feels with us, and who though distant, is close to us in spirit, this makes the earth for us an inhabited garden'
(Goethe, Johann Wolfgang Von, No date)

'ABEUNT STUDIA IN MORES'
With Study Builds Character

Contents[1]

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[1] The content and figures tables contain hyperlinks for easier navigation within the electronic format. Hyperlinks have also been inserted when cross-referencing within the thesis.

Figures and Tables

Tables

Research Impact

Perryman-Fox, M. and Cox, D. (2020) The Past Present and Future of occupational therapy in the UK. *Annals of Occupational Therapy.*

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Glossary of Terms

Table One: Abbreviations of Terms

Term	Abbreviation
Constructivist Grounded Theory	CGT
Grounded Theory	GT
Data Generation	DG (and Number)
PCT	Personal Construct Theory

Occupation; refers to the 'practical and purposeful activities that allow people to live independently and have a sense of identity' (RCOT, 2018).

Occupational Therapy; Provides practical support to empower people to facilitate recovery and overcome barriers preventing them from doing the activities (or occupations) that matter to them. This support increases people's independence and satisfaction in all aspects of life (RCOT, 2018).

Performance Profile; The performance profile (appendix one) is a client centred assessment procedure that has been developed within the sporting psychology profession. Its aim is to enhance the athlete's understanding of their sporting role. It is composed of structured exercises concerning needs assessments and skill analysis from a physical, technical and psychological perspective (Butler, 1989).

Personal Construct Theory; Kelly's(1955) personal construct theory predicates on the notion that individuals construct their understanding of the world via

constructive alternativisim. Kelly (1955) suggested that there are no absolute truths about reality, but only alternative ways of constructing it. Each individual's understanding of reality influences expectations and perception of events and consequently our behaviours.

Constructivism; A social scientific perspective addressing how realities are made. This perspective brings subjectivity into view and assumes that people, including researchers, construct realities in which they participate (Burr 2015).

Constructivist Grounded Theory; A contemporary version of grounded theory that adopts strategies such as coding, memo-writing and theoretical sampling of the original method. However the epistemological foundations differs, undertaking a constructivist enquiry requires the adoption of a position of mutuality between researcher and participant in the research process, this encourages rethinking of the grounded theorist's traditional role of objective observer (Mills Bonner and Francis 2006). Constructivist grounded Theorists attend to production, quality, use of data, research relationships, the research situation, subjectivity and social locations of the researcher. (See Chapter Four)

Data Generation: Data generation refers to the researcher directly being an active role within the process (engaging with participants) to produce materials for analysis (Birks and Mills, 2015).

Substantive Theory; A theoretical interpretation or explanation of a delimited problem in a particular area, such as family relationships, formal organisations, or education (Charmaz, 2014)

Reflexivity: The researchers scrutiny of the research experience, decisions, and interpretations that bring them into the process. This includes how the researchers interests, positions, and assumptions influenced the inquiry (Bolton and Delderfield, 2018).

Theory Methods Package: "*The process of combining theory and method into a unified whole without forcing data and ideas into a prescribed set of concepts*" (Charmaz, 2014. p.277).

Document Structure
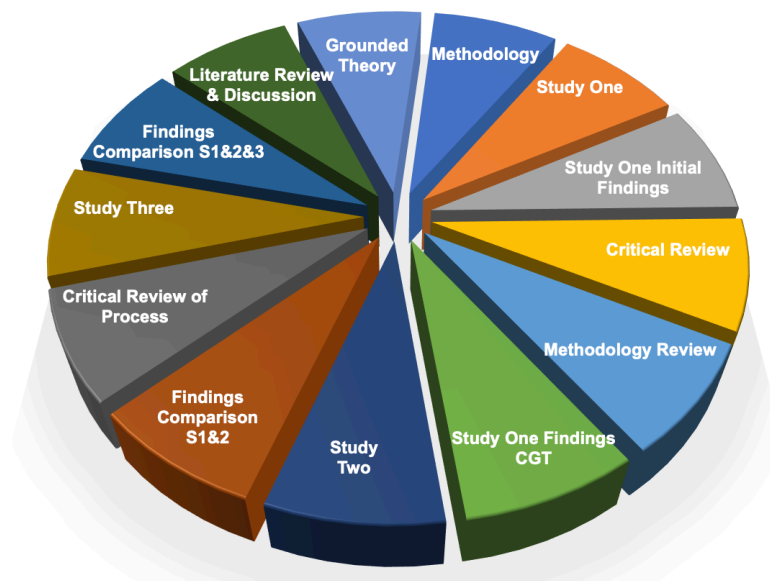
Figure One: Complexity of the thesis story line

It is challenging to fit the experience of this research into a traditional format expected by many higher education institutes in the UK. Therefore, the chapters that follow do not use a conventional chapter presentation order. In line with Thornberg (2012) who declares the necessity to take a critical and reflective stance against the literature and research process (See section 7.2.2 Theoretical Sensitivity and the literature review). Rather than claim theoretical innocence, this thesis is structured alongside the story line. Meaning; a strategy for facilitating integration, construction, formulation and presentation of research findings through the production of a coherent grounded theory (Birks and Mills, 2015). Figure one demonstrates the non linear and complex process. For the reader, this thesis is presented in a linear format (see contents) However, in reality, it is identified as a circle, this indicates the dynamic story that took place.

The aim was to demonstrate that throughout the research a critical stance was adopted and no process was taken for granted. For points of consideration, the reader will be directed throughout this document by underlined hyperlinks to avoid repetitive explanation.

Chapter One: Prologue

"To Look at Anything" '

To look at anything
if you would know that thing,
you must look at it long;
to look at this green and say
"I have seen spring in these woods,"
will not do, you must be the thing you see:
you must be the dark snakes of
the stems and ferny blues of leaves,
you must enter in
to the small silences between the leaves,
you must take your time
and touch the very place
they issue from.

Moffitt (1971, P. 149)

1.1 Chapter Overview

The idea for this research originated several years ago and developed throughout my years as an occupational therapy student, a qualified occupational therapist and a doctoral researcher. This prologue invites you to gain an understanding of the early reflections of my journey as a researcher, the foundations of the research and its developments.

1.2 Early reflections

The concept of the research evolved from my observations as an occupational therapy student on practice placement. Throughout my education client centred practice had been advocated to be a core foundation of occupational therapy practice (Creek, 2010). Although, practically, I was unable to observe its relevance from a therapist or service perspective. It was here that I recognised that the occupational therapist appeared influenced by a dynamic relationship between the health care culture, and service expectations which shaped the clients meaning of their occupation, and the therapists' intentions for practice. This was demonstrated through the lack of resources to carry out meaningful interventions, time available and the pressures of discharge. Consequently, this impacted the voice(s) of the occupational therapist and the client which shifted the purpose of their collaboration. I therefore questioned the use of tools developed to support occupational therapists to elicit the client and therapist perceptions of occupation. Consequently, I reflected upon my personal experience of a client therapist relationship with my sports psychologist as an undergraduate athlete. The performance profile was utilised within our therapeutic time together. This process enabled valuable time to gain insight into my individual performance from a psychological, technical and physiological perspective. It enabled me to set my own goals to build coping strategies or training

techniques. My experiences working with my sports psychologist, I felt that the performance profile enabled us to hear each other's perspectives, expectations and reasoning. I never felt powerless, and I felt my voice was heard. This led me to consider the tools available for occupational therapy practice. For my master's dissertation in occupational therapy, I explored the tools available to permit client centred practice. (for full review see Perryman, 2013). However, I grappled with the predestined expectations of theoretical constructs which imposed meaning of the client's occupation and its relevance to their daily life. Therefore, the aim was to consider the performance profile as an opportunity for occupational therapy practice, which provided me space to seek conversations with my colleagues.

Critical Review of Occupational Therapy Assessments

Self-assessments in occupational therapy practice is seen to bridge the vital communication gap between client and therapist whilst maintaining service standards and evidence-based practice (Finlay, 2004). Kielhofner (2008) projected that self-control and determination are vital to support client independence, their sense of internal control and purposeful existence. However, Townsend and Polatajko (2007) indicate the power sharing foundation of client centred enablement requires the professionals claim of expertise to be handled carefully to avoid disempowerment. The assessments reviewed are not extensive, the intention is to briefly indicate the challenges I was exposed to

when seeking to grasp the participants voice, and my reason for choosing the performance profile. The two assessments now outlined are as a result of their frequency and standardised status within occupational therapy (for further insights please see Laver-Fawcett and Cox, 2021).

The Occupational Self-Assessment (OSA) (Baron et al, 2006).

The OSA has been determined to bridge the gap between the model of human occupation concepts (see chapter ten) and client centred practice (Kielhofner, Dobria Forsyth and Kramer, 2010). The purpose is to assist the client in establishing priorities for change for occupational competence meaning; how well they did it, and the value of occupation (how important it is to them) this enables the professional and client to establish goals for intervention. The OSA incorporates four-point rating scale that clients measure themselves against twenty-one preconceived dimensions which represent participation in habits and roles, performance of skills and volition for participation. These are then rated by the client to indicate their self-perception of occupational competence (the degree that the pattern of occupation is sustained to reflect identity) (Kielhofner, 2014). Conflicting to the performance profile (see chapter thirteen) which frees the assessment from occupational expectations, the OSA assessment dimensions appear to assume the concepts which make up a person's occupation, their habits and roles, and the degree that the client is challenged when engaging in their occupation. This restricts the client to express their perception which reduces their autonomy of choice. It is argued that the dimensions have the potential to impose sociological roles of western theory as developed within the model of human occupation (see chapter ten for full

discussion). Therefore, a power struggle remains for clients to conform to the view of occupational therapy and the professional standards. Consequently, it is suggested that the clients right to communicate and express their occupational needs is rendered by theoretical expectations of what makes up occupation.

The Canadian Occupational Performance Measure (COPM) (Law, M. et al, 2005) is an assessment derived from the theory of the Canadian occupational performance and engagement practice model (see chapter ten). It focuses on three occupational performance areas of self-care, productivity and leisure. The semi structured interview process is said to examine the clients self-perceived changes in their occupational performance (a person's ability to perform the required activities, tasks and roles of living). The interview process involves the client identifying their difficulties, and rate them using a 10-point likert type scale ranging from not at all critical (1) to extremely critical (10) to establish priorities of their occupation. The top five challenges are then negotiated and selected by the client. The therapist then requests for the client to continue to identify their performance and satisfaction with their performance by using the same likert scale. Accordingly, the focus is on the extremely critical occupations and are considered as a priority for intervention and reviewed at each session. Conflicting to the performance profile the COPM is not clear regarding the thinking process that underlie the approach. Whilst the guidelines of the COPM describe the process of interactions with the client, it does not recognise how the therapist should think and interact (Mew and Fossey, 1996). However, the performance profile (see chapter thirteen) measures the expectations of the clients and the therapist reasoning where the client and therapist come together

and negotiate their priorities for intervention, rather than being driven through western theory, it works with the clients own theory and enables them to become a scientist (Kelly 1955). In accordance, Mew and Fossy (1996) case study research highlighted the power influences of the services and structures that surround the occupational therapist. It was highlighted, as a result of the therapist expectations it forces the therapist to disregard the clients goal expectations and planning within the therapeutic process. Although only a small sample, the findings of the study provide understanding in accordance with the views of Iwama (2006) and Townsend et al (2003) who indicate that occupational therapist unknowingly impose self-ideologies, professional values and service expectations on the client thought processes where clients consequently conform. This renders the purpose of client centred practice and contests Meyer (1922) presented philosophy of occupational therapy, and its key tents, which can still be seen within todays philosophy, such as the concept that he believed opportunities rather than prescriptions of occupations should be given to facilitate emotional value, satisfaction and pride in achievement, which stimulated the research foundations

1.3 Research Foundations

This doctoral research builds on the foundation of a masters (MSc) level dissertation that focused on "The potential use of Performance Profiling in Occupational Therapy Practice: Occupational Therapists perspectives". The research considered how and if the performance profile could support the clients voice within occupational therapy practice. I was

rewarded an honorary research fellowship to further collect data from three international countries. The aim was to understand the application of the performance profile within alternative contexts (Perryman 2013; Perryman and Morris 2014). The research used a qualitative constructionism methodology (Burr, 2015) to investigate expert occupational therapists' perspectives of performance profiling within occupational therapy. In accordance with the constructionism approach, a workshop on performance profiling followed by a focus group or individual interviews were conducted. Four major themes were identified; theoretical perspectives, practice settings, promoting communication, and education. The discussion of this research highlighted the potential use of performance profiling to support the occupational therapist within their role to promote effective communication with clients in practice (Perryman 2013; Perryman and Morris, 2014).

1.4 Limitations and Seeking Research Skills

My experience with my MSc research provided a small grain of insight into the performance profile and its potential use within occupational therapy practice. My positivist directions of the research failed to consider the opportunity to generate empirical evidence to support questions concerning, how, where and when the performance profile was developed, and its relevance to the practice intentions of occupational

therapists. Consequently, many methodological and researcher limitations were apparent which led me to carry out this PhD.

1.5 From Practice to PhD

Upon commencing this research, I was working full time as an occupational therapist with two years' post qualification experience. This provided me with an insider perspective to occupational therapy practice within the UK (Dwyer and Buckle, 2009). My professional interactions enabled me to explore first-hand my early reflections as a student concerning the dynamics upon the occupational therapists' practice. I therefore was able to identify my barriers and facilitators that influenced my role as a newly qualified practitioner. Consequently, I gained space to develop my reflective skills to manage my bias through action which is now addressed.

1.6 Managing Bias Through Action

My initial assumptions for this research held a positivist position. I surmised that performance profiling would be suitable for occupational therapy through the experiences that I had gained within practice. Therefore, I attempted to force the performance profile into occupational therapy practice and disregard the perspectives of the profession. I later realised that my experiences were individual to me and the challenges I was exposed to enable client centred practice were not necessarily

experienced by other professions and occupational therapists'. I therefore needed to explore their voice to gain a broader perspective. In response, I began this research by using the performance profile as a conversation tool rather than discussing its application to practice. This enabled me to become an outsider, and to hear professionals outside of occupational therapy who specialise within human development (N=1 total) and occupational therapist narrative to observe their process of reasoning (N=13 total). These groups of professionals are referred to as participants throughout the research. The objective was to understand what lay beneath their responses.

1.7 Research Position and Question Development

As my reflective and reflexive skills, methodological insights and methods (see chapters <u>three</u> and <u>four</u>) developed, my approach adapted alongside the participant's responses and consequently the research question changed (<u>see research question development</u>). The development of the research question is addressed throughout the research through using heuristics (Moustakas, 1990) which enabled me to explore my position in-depth using reflexivity.

1.8 Position of the Researcher in Space

My research journey is linked to my development as a practicing occupational therapist and academic. Aforementioned, I began this research as an 'insider' by obtaining practice experience which enabled me to appreciate the participants reflective narratives. Following three years of practice, and one year into my PhD I became an 'outsider' as an academic. In this role I was able to teach, observe and volunteer. This allowed me to adjust my researcher position and appreciate my participants responses from alternate angles (Dwyer and Buckle, 2009).

A year and a half into studying my PhD, I had carried out my initial data collection with the first two participants of study one. As a result I found I was connecting strongly to their experiences and generated assumptions. I therefore realised I needed to become an outsider (Corbin, Dwayer and Buckle 2009) to the UK system. To enable me to break away from the positivist position that had directed me during my masters and fellowship, I had become a novice to the structures that surround the profession, and therefore, further research was carried out within the United States where I was invited to be a visiting scholar and lecturer.

During this time, I taught therapeutic communication, theory and science to master's occupational therapy students. This fed into my thinking and

my development of understanding the occupational therapist's position within the USA. It allowed me to become an insider from an alternative angle, to not only review the narrative of my participants and react to my own emotive intuition, but to seek explanation of the social constructions and processes that are apparent within the research. I was able to question how, what, where, and why the participants' responses were formed in relation to consider, what the performance profile would mean to the participants practice. It was here that I realised despite my intentions for my client's voice to be heard, my client was in fact, the occupational therapists. I felt if I addressed the occupational therapist experiences, I could meet my wider goal of this research. This was to contribute to the knowledge of enabling the clients voice to be heard.

1.9 A Breath of Incubation

Given the increase of my academic duties, I was able to take time to step away from the research and gain perspective of my data which was reviewed a number of times within layers (as seen in chapter seven). Explored within the main text; this period of interruption allowed me to be critical of the processes I carried out to ensure that the true value of this research rang true- to hear the participants voice.

1.10 Explicit Directions

As a new researcher grasping my research position. I have attempted to provide rich understanding of the context of the study from alternative angles to reflect knowledge development through the social process. Different fonts are therefore used to represent the alternative experiences within the analysis:

- My Reflexive voice

- My Academic voice

- My Constructivist Voice

To enable reflexivity, parts of the thesis are written in first person to emphasise the influence of my reflections. The context and experiences of the participants will also be represented within study, so that the thesis can illuminate their experience and response.

1.11 Chapter Summary

This prologue introduced you, the reader, to an overview of my journey through this doctoral research as a therapist, researcher and academic. In the following Introduction chapter, I explore in greater depth the rationale and occupational therapy focus for the study.

Chapter Two: Introduction

2.1 Chapter Overview

This introduction briefly addresses the research purpose and what to expect of the research outline. The research background and rationale are explored, and the research setting, research question development and objectives are presented.

2.2 Purpose and Outline

"Occupational Therapy is a client-centred health profession concerned with promoting health and wellbeing through occupation" (WFOT, 2010). Core beliefs of the occupational therapy paradigm are the essential need to engage in purposeful and meaningful occupation to enable health and wellbeing, and subsequently, the lack of purposeful occupation can impact overall health. Currently, there is little grounded exploration which explores the negotiations and structures that surround and are part purposeful occupation and wellbeing of the occupational therapist, therefore this research was required.

The methodology of this research was explored on the basis of my experiences and world views, (Unsworth, 2004) roles, and my relationships which surround my social cultural perspectives (see methodology). To enable a deeper analysis of the findings and developing theory, the premise of this research was to ensure the participants voice informed the theoretical development. Therefore, a social constructivist methodology (Burr, 2015) with threads of symbolic interactionism (Blumer, 1967) and a pragmatic critical realist stance (Duncan

and Nicol, 2004) informed this research (see methodology phase three). This was combined with the practice of heuristic analysis (Moustakas, 1990) which enabled illustration and abstraction of the theory of occupational agency; the hope to live coherently. I believe this approach enabled me to project the voice of the participant, which was central to the research process, presentation of the findings and developing theory.

To ensure congruence with the methodology, this qualitative research was developed through the data generations which stimulated further questions. From three international countries 14 participants total from were invited for the data generations. Data generation one consisted of 3 female participants which explored the acceptability of the personal construct theory (Kelly 1955) outside of the male domain it was developed. The participants selected were an expert in youth development and two occupational therapist to explore if the performance profile enabled equality within the client therapist relationship. Data generation two consisted of 6 participants which explored the meaning of the performance profile to occupational therapists. Data generation three consisted of three participants which investigated the negotiations of the occupational therapist. A brief overview of the chapters is now outlined to highlight the integration and construction of the coherent grounded theory.

I first present the reflection and reflexive tools used within this research (Chapter 3). This enabled me to address my methodological position and framework (Chapter 4) which provided time and space to consider my stance and critical reflection of ethical considerations and decisions (Chapter 5), and

subsequently, the development of the initial data generation one (Chapter 6). A critical reflection is then carried out of the research process and a methodological review is presented as a result of the developed researcher lens. Following, constructivist grounded theory (CGT) is presented alongside the process to conduct the methods (Chapter 7), and the findings and constructing theory is presented (Chapters 8, 9, 10, 11, 12). The discussion of the findings and presented theory of occupational agency is outlined alongside the opportunity for the performance profile (Chapter 13). This thesis ends with a consideration of implications for occupational therapy practice, which draws the final conclusions and recommendations for further research alongside its relevance and contribution to knowledge (Chapter 14). And finally, the limitations and conclusions of the study is presented (Chapter 15). However, firstly, it is important to outline the rationale and background of the philosophy and history of occupational therapy to position the readers lens and understanding.

2.3 Rationale and Background

This section outlines the development of the professionalisation and need for occupational therapy. It addresses occupational theory and science, where we are today, and justifies the research position and rationale.

2.3.1 The development and professionalisation of Occupational Therapy

The history of occupational therapy is essential to understand the professions personal and professional identities. To recognise core assumptions, beliefs, values and practices as occupational therapists, it is imperative to touch upon the history to acknowledge how as individuals and the profession as a whole are, and were, informed (Perryman-Fox and Cox, 2020).

The occupational therapy philosophy was established in the age of enlightenment which valued the concepts of individualism, scepticism, science and faith in human reason. This stimulated the arts, crafts (1880-1920s) and moral treatment (1900) movement's which are the philosophical and practical foundations of the occupational therapy profession. Unfortunately, the complete history is too wide of a discussion to present within this thesis (see Wilcock 2001). However, the concepts concerning the essential need for occupational therapy as a profession is important to address when considering the negotiations of the occupational therapist.

From the professions early foundations, occupation was seen as a freeing principle (Tuke, 1813; Ruskin, 1884; Casson, 1955). It was, and remains, to be

identified that the influence of choosing purposeful occupations (the things we do every day) as essential to health and wellbeing. Throughout history, arts and crafts were identified as a freeing principle to enable hands to create meaning (Ruskin, 1884). A colleague of Ruskin, Octavia Hill (1838-1912), a social reformer, who managed Ruskin's London social housing, is said to have provided insight to understanding environmental influence upon meaningful engagement in occupation. Hill's vision was to enable one to build purpose. Her breadth of intervention was wide, which considered, refurbishment of the environment, employment, leisure, education and socialisation to contribute to a person's self-respect, health and wellbeing (Perryman-Fox and Cox, 2020; Smith, 2008). This was later conceptualised by the occupational therapy founders who observed the link

Occupational therapy was professionalised during World War II, facilitated by U.S. orthopaedic surgeon Joel Goldthwaite and the British, Sir Robert Jones. Occupational therapy had been recognised as being developed from the British model of rehabilitation, which included medical-mechanical treatment, physical therapy, massage therapy, vocational training, and engineering workshops (Pettigrew, Robinson, & Maloney, 2017). Their treatment demonstrated the intersection of the moral and the arts and crafts movements that was being embraced by the medical model. Although opportunities to engage in occupation were made available, prescribed occupation lacked individual and meaningful purpose (Wilcock, 1993). The treatment did not appreciate the nature of the human person and the idea that the mind and the body should be treated together (Perryman-Fox and Cox, 2020).

Following World War II occupational therapists became under pressure from the medical model to "establish a theoretical rationale and empirical evidence for practice" (Kielhofner, 2004, p.44). However, the methods of the day did not provide an opportunity to measure restoration of the human through craftwork. As a result of the early medical influence and assumptions about occupational therapy, the profession began to describe practice from a biomedical perspective. This perspective included reductionist views of the body as a machine or a single system, causing a shift in perspective known as the mechanistic paradigm (Reed *et al*, 2013). This unfortunately stands in contrast to the views of the founders and the foundations of the occupational therapy profession who consider the mind body synthesis fundamental to the therapeutic use of occupation (Casson and Foulds, 1955). Consequently, the view of occupation and its connection to health had slowly eroded and its focus had narrowed. In a bid to inform the occupational therapy and move beyond the reductionist views, occupational therapy theory and occupational science was constructed which is now briefly addressed and explored in depth in <u>chapter ten.</u>

2.3.2 Occupational Therapy Theory and Science

Occupational therapy utilises therapeutic power of occupation as a unique domain of concern. The profession focuses upon the key elements of occupational performance and identity; how a person identifies themselves and their future aspirations, their roles, their relationships together with their personal capacity for fulfilling these within their physical and social environments

(Duncan, 2011). Despite the development to ensure that the occupational therapy position in practice is valued and accepted, theories in occupational therapy are often viewed as detached from practice. Implicit in the split of understanding theory to practice is the idea that theory is unimportant to practice and vice versa. Yet Kielhofner (2008) recognised that theory should be viewed as a network of explanations that label and describe phenomena and the propositions that specify the relationships between concepts. Until the emergence of occupational science, the knowledge base stemmed from the moral and arts and crafts movements and largely borrowed from a wide range of other disciplines, especially medicine, psychology, anthropology and sociology. Therefore, the belief in therapeutic value of occupation was largely based on anecdotal evidence rather than the systemic study of occupation (Duncan, 2011) which could be deemed as lacking practical relevance yet, providing understanding the therapeutic value of occupation to enhance wellbeing.

Occupational science is an academic discipline which explores and examine the concepts of humans as occupational beings (Wilcock 1998). "It is distinct because it demands a fresh synthesis of interdisciplinary perspectives to provide a coherent corpus of knowledge about occupation" (Zemke and Clarke, 1996 p.5). Although initiated by occupational therapists to develop the theoretical underpinnings of their work, occupational science is not the sole domain of occupational therapists (Yerxa, 2000). Its conception in the 1980s was a response to the growing need to formalise the study of the complex nature of occupation and its aims to engage a wider audience than just therapists. Originally, occupational science was conceived as a basic science as

such, it was described as dealing with "universal issues about occupation without concern for their immediate application in occupational therapy" (Yerxa, Clark, Frank, Jackson, Parham, Pierce, Stein and Zemke 1989 p.18). In contrast it is evident that the applied science of occupational therapy is determined to address treatment efficiency methods and the systemic study of occupation within practice. Therefore, from its inception, it was apparent a natural inclination on the part of occupational sciences to make inferences to therapy, demonstrating that boundaries between basic science and application are fluid (Zemke and Clarke, 1996). Mosey (1992) claimed that occupational science is an unnecessary attempt to justify the work of therapists and therefore can be viewed as scepticism. She believed in the dynamic link between theory and practice informing each other. She outlined both the science and art of occupational therapy being critical to the profession, and that much of the science was borrowed from other disciplines. She felt that the theoretical foundations needed to be clarified from how they were developed to specify their direct focus. However, if these recommendations were followed, occupational science would make no inferences to theory and the therapist would not focus on the study of occupation apart from the therapeutic input (Zemke and Clarke 1996), which lacks insight into the experiences of the person. Kielhofner (2005) speculated that theories developed by occupational science are not always perceived as relevant or applicable by occupational therapists, particularly, when developed from a scholarly process. However, the same could be said for the practice models of the profession which seeks to fill the understanding of the process that humans engage within their occupation. Conversely, Yerxa (2000) indicates that *"occupational science, research goes*

beyond the traditional hypothesis testing, independent and dependant variables and statistical analysis by emphasising scholarly investigation which searches out new ideas and puts them together in revolutionary new ways according to the reels of scholarship" (p.91). This research claims to focus on key areas of occupational science and theory, the form (through direct observation of people and their environment), the function (how occupation influences other factors in people's lives) and meaning (subjective significance of occupation) of the occupational therapist and from theoretical application to practice. Therefore, it is embedded within the occupational science and theory of practice. However, the acceptability of theory and science in practice remains debated and disputed from practical application today, which is why this research is important to gain insight into the occupation of the occupational therapist. This will enable understanding of the unique experiences to bring attention to the therapeutic application of the profession within the environments we work.

2.3.3 Occupational Therapy Practice Today

Many inspirational people have influenced occupational therapy practice over the last 100 years and have guided us along the most challenging journey where social structures, politics and institutions, have, and continue to attempt to confine our occupation and practice identity (to name a few, see Meyer, 1922, Casson and Foulds, 1955, Wilcock, 2001). The declarations stated surround the essential need to engagement in meaningful occupation, which have reached wide to external professions, increasing awareness of the impact of occupation upon health wellbeing and human rights (WHO 2014). Although, whilst the idea of universal practices, assumptions and concepts of engagement in occupation

may resonate with a large proportion of people, the challenge remains for occupational focused practice and the impact upon the occupational therapist and clients. Practices remain largely disputed and unchallenged due to the constantly developing social cultural demands of what is health care, which forces the profession to rely on safe practices which are readily accepted (Perryman-Fox and Cox, 2020).

Reilly (1961) an early pioneer of the occupational therapy profession warned occupational therapists of "resting easily upon their oars" (p.7) calling the profession to be active within the medical culture in which we are employed, decades later this predicament continues to be debated. Wilcock (2006) expressed her feelings of fatigue, stating; the occupational therapy profession remains invisible and continues to attempt to fit into the profession of medicine, *"with barely a murmur of dissent embracing instead a functional rather than a human potential paradigm"* (Wilcock, 2006 p.12) This resonates with the views of Iwama (2006) who acknowledged that occupational therapists "feel marginalised or uncomfortable about the processes that we engage in this profession" (p.20). Conversely, Cox (2017) identified the challenge and complexity of being an occupational therapist who facilitates occupation in people's lives, alternative to the statements of the founding philosophy of occupational therapy, Cox identified the challenges that have implicated upon our identity as occupational therapists. She addressed the impact of time, resources and service influence upon the practitioner's actions. Reminding one that; if we address our role as intended the results will be greater respected in the turn of the changing health care system. This resonates with Scott (2016 p.

10) who notes "*this too is the optimum time for us to spread our wings, to move from the reductionist approach, which has sometimes been forced upon us, to take a more creative and personalised and proactive approach where we can truly utilise our holistic training and demonstrate our unique skills*". This statement is not only prevalent within the United Kingdom, through the Royal College of Occupational Therapists campaign of "improving life's saving money" (2016), and the American Association of Occupational Therapy "Vision 2025" to maximise health, wellbeing and quality of life for all people, populations and communities through effective solutions that facilitate participation in everyday living. It is also recognised by the World Federation of Occupational Therapy Global Disability Action Plans (2014-2021) which stipulates disability as a global public health issue, a human rights issue and development. This acknowledges that, those who are engaged within their own health care, this has leads too meaningful and purposeful action and sustainability. However, the profession of occupational therapy appears to remain marginalised into our own social spheres and force our expectations of clients valued occupations as a result of not addressing our own occupation, the 'occupation' of the occupational therapist, and therefore is explored within this research across contexts to understand the challenges of our negotiations from a broad perspective.

2.4 Research Setting

This research is an international study which involved participants from three countries, the United Kingdom (UK), the United States of America (USA) and Australia (AUZ) (see table six for full characteristics). The research setting was therefore fluid across western cultures and contexts to ensure maximum

breadth and understanding of the experiences of occupational therapists.
Therefore, when exploring the position of the researcher and the findings, it is
addressed from the individual cultures and practice locations of the participants.
The countries have been named within this research. However, to maintain
confidentiality, pseudonyms are applied to the participants, the services where
participants work and surrounding areas are not named. Although, it is taken
into consideration that the values of the profession are shaped and influenced
by the surrounding societal, cultural and political environments (Martimianakis,
Maniate & Hodges, 2009; Watson, 2006).

Table Two: Considerations of contextual implications upon the participants' responses.

YEAR	DATA GENERATION	COUNTRY	CHANGE OF POLITICAL REFORM	HEALTH CARE IMPLICATION
2017	One - 2018	USA	Republication takes Administration of office	Split system private health care and Medicare for persons 65 and over. Obama Care Reformation: bill to be demolished.
2017	Two - 2017	UK	Conservatives resumes Administration in office	Social health care system. Although, Brexit negotiations: Changes in staffing of the National Health Service and Funding (Kings fund, 2019).
2018	Three - 2019	AUSTRALIA	Liberal Party resumes office	Social health care system, Medicare free for all residents.

Table Two outlines the contextual implications upon the studies responses. It
outlines the year of data collection, the country, and change of any political
reform, or health care implications, which were considered by the participants
within this study. This enables the reader to identify the time, place and space
that this research was conducted with the participants to consider the
implications upon their practice and responses which are referred to within the

findings (chapters 8-11). The participants responses informed the research question and development throughout this study which is now addressed.

2.5 Research Question Development

Data Generation One
Does the performance profile promote equality within the client therapist relationship?

MSc and Fellowship: occupational therapists' perspectives on the potential use of performance profiling in occupational therapy practice

Data Generation Three
What are the negotiations of the occupational therapist?

Data Generation Two
What does the performance profile mean to occupational therapists?
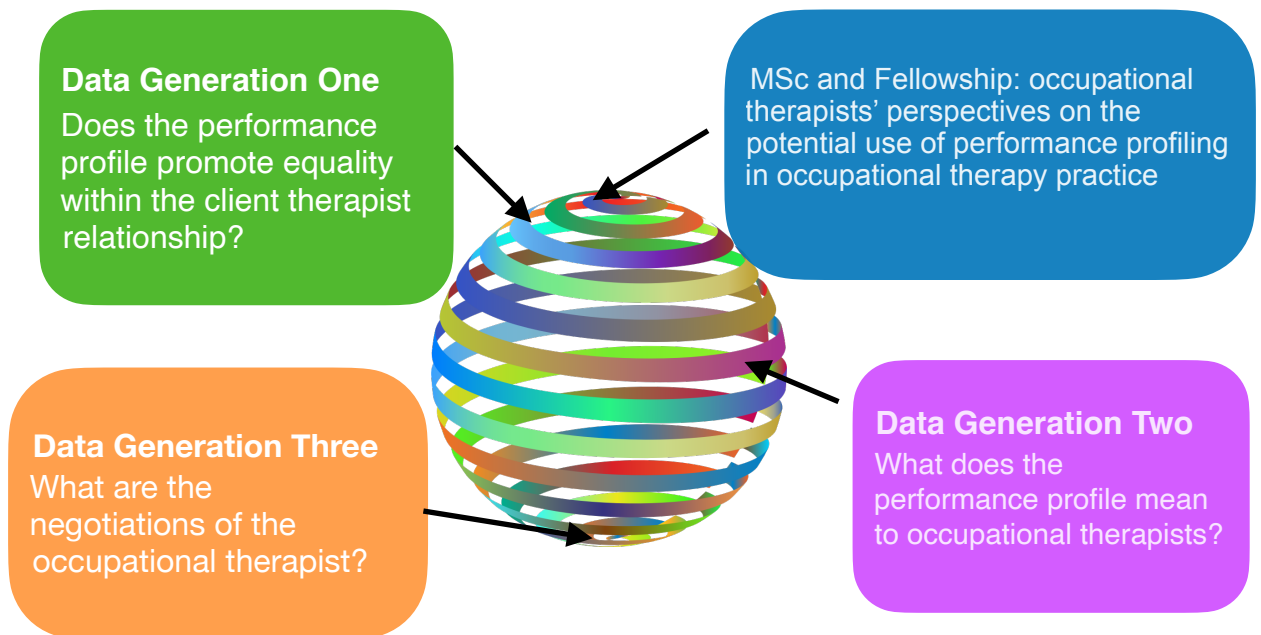
Figure Two : Reflexive Spiral of the Research Question Development

Initially this research sought to explore the concept of performance profiling within occupational therapy practice. However, as my knowledge of research philosophies and methodologies enhanced, the question developed through the social lines of enquiry considering the principles of construct theory (Burr, 2015) and heuristics (Moustakas, 1990) where I identify with the social process influence upon knowledge and my interaction with the findings and development of the theory.

I acknowledge that the research question should inform both the methodology of research and the approaches (Denzin and Lincoln, 2018). However, in line with social constructivism, I realised throughout this research that constructs were developed and re-evaluated, and therefore our actions influence the philosophical position and questions that we pose over time (Burr 2015). Later within the research process, it was established this was also typical of the pragmatism and constructivist grounded theory (Charmaz 2014) that I was unknowingly positioning myself until following the first initial data generation, which stimulated a methodological critical review and consequently further data generations through the lens of constructivist grounded theory (Charmaz 2014). The process stimulated an opportunity to remain theoretically sensitive to my developing theory and position within this research. Birks and Mills (2015) note, "remaining open to the data involves being prepared to alter the research questions as a result of the observations and insights gained when collecting data and avoiding the closer questions that imply certain types of answers and tend to close down rather than open up enquiry" (p 21).

It is acknowledged that the research question should be open ended and not comparable with simple yes and no questions and should never employ constructs derived from existing theories (Willig, 2013). Although, as identified I was a developing researcher with a positivist stance, whilst I attempted to broaden my question to seek understanding from alternative contexts participants and angles, the research question appeared to remain closed. Yet, the level of reflexivity I experienced enabled me to acknowledge how I became immersed into the research. As illustrated in figure three, this process was a

spiral, which provided me insight into the participants meaning to develop the research question in accordance with their narrative, and their engagement within the data generation using theoretical sampling (Birks and Mills 2015). This was evident through changes in the language that I used within the research questions over time. I appeared to shift from a dogmatic approach to an exploratory position, for example data generation one question:

1. considers my position as an insider;

2. unlearning what I knew, to relearning the core foundations and purpose of the research; where I became a co-constructor of knowledge and a novice to my own perspectives through questioning actions and process within the data generations (Strauss and Corbin 1990), which;

3. promoted the shift into my exploratory researcher position which is identified by the open language used to;

4. considering an open approach to the participants responses from the previous research questions and the research development analysis and developing theory where the research question.

As Willig (2013) highlights "by the time theoretical saturation (meaning no new connections are established within the data see 7.6.1) within the research is reached, the research question can almost be changed beyond recognition" (p.217), which is exactly how and what happened within this research process. Therefore, the research design and methodological positions were re-evaluated and explored throughout each individual study and this is reflected within the analysis and findings sections (Chapters 8-11) of this research. This led to

consideration of the grounded theory methods and its contribution to the development. This is explored throughout the remaining chapters of this doctoral research. The research question development and objectives are outlined during each data generation to enable the reader to grasp the complexity of the spiral and depth of the research position through the continued reflective and reflexive processes which contributed to the development.

2.6 Chapter Summary

This introduction presented the research purpose, background and rationale. It outlined the chapters and specified the continued development of the researcher position, research question and its implications upon the thesis. The following chapter addresses the tools, which contributed widely to this position and is relevance to the development of the research process.

Chapter Three: Reflection to Reflexivity; Becoming a Researcher

3.1 Chapter Overview:

The aim of this chapter is to introduce the reader to the reflective and reflexive tools employed throughout the research process. I explore my role *"doing"* reflective practice as an occupational therapist, *"being"* reflective in research and transitioning to *"becoming"* a researcher from reflection to reflexive practice (Wilcock, 2006).

3.2 Reflection and Reflexivity

The process of reflection and reflexivity is described as *"distinct but intertwined"* (McKay, Ryan and Sumsion 2003 p 56). Therefore, to make it less of an ill-defined process, it is essential to distinguish the difference between reflection and reflexivity (Bleakley, 1999). Reflection occurs when a person chooses to stop and engage in an in-depth review of events, whereas, reflexivity uses reflection to find strategies to question our attributes, theories in use, values, assumptions, prejudices and habitual actions, in order to understand our complex roles in relation to others (Bolton and Delderfiled, 2018). In this research, reflection and reflexivity has played a pivotal role in understanding my researcher position in relation to the research process. This acknowledgement is one of the strengths of qualitative research which contributes towards the credibility and trustworthiness of this study (Willig, 2013).

To develop my practice as a researcher I needed to gain greater effectiveness in order to observe and understand my theories in use; what I actually do,

alongside my espoused theories; what I believe I do. As far as practically possible, the aim was to bring my reflection and reflexive practices into alignment, to question, what equipment could I rely upon, and question, where, when and how do I begin? (Bolton and Delderfield, 2018). This has enabled me to acknowledge my biases, interests and influences concerning the research problem, methodology, data generation and analysis over a period of time. Therefore, throughout the research I highlight my decision making through my roles as an occupational therapist and qualitative researcher.

3.3 Doing Reflective Practice as an Occupational Therapist

Reflection and Reflexivity are core to occupational therapy practice. In response to the complex world, occupational therapy alongside many other professions adopt reflective approaches to professional development. Reflective practice is defined as a *"dialogue of thinking and doing which become more skilful"* (Schön, 1983, p.31). It develops insight through critical attention to, values, theories, principles, assumptions and the relationship between theory and practice which inform everyday actions (Bolton and Delderfield, 2018). Consequently, it allows practitioners to develop a greater self-awareness about the nature and impact of their performance. Schön (1983) describes reflection as occurring both *in* and *on* practice. This can be recognised through considering changes, plans, or direction during therapeutic sessions, in response to a situation, (reflection *in* action); and consideration after an event, to inform future practice (reflection *on* action).

As demonstrated in the prologue, it is evident that my skills of reflection both in and on practice have developed over time. This allowed me to plan my actions carefully in relation to the theory that I knew, so I could consciously monitor my approach 'in' practice. I was able to identify with my actions and outcomes to ensure they are beneficial to my client. To learn from my experiences and question my ways of knowing. This resulted in the reflexive action for me to carry out this PhD, which provided me space to question my experiences and expectations of others (Kinsella, 2001). Therefore, I explored my practice assumptions and asked questions about my colleagues' experiences, whilst remaining mindful of my bias and my assumptions about their experiences (Bolton and Delderfield, 2018).

Reflection and reflexivity skills are transferable to alternative roles and activities. In many qualitative research endeavours, it is an expected and essential part of the research process (Patton, 2002), which is now explored.

3.4 Being Reflexive in Qualitative Research

Reflexivity is an important element of qualitative inquiry that contributes to the quality and credibility of research (Patton, 2002). To enable the researcher to be in tune to the participants experiences (Newbury, 2011) Reflexivity reminds the researcher to be attentive, as well as conscious of the cultural, political, social, linguistic and ideological origins of the participants perspective and voice. Being reflexive in the research process enabled me to acknowledge that my identity

and experiences shape my ideological position. As Charmaz (2014) highlights, it provided me awareness that *"we choose and influence what we see, what we bring to the study all influences what we see, and therefore qualitative research of all sorts relies on those who conduct it. We are not passive receptables into which the data can be poured" (p.27).* It is therefore essential to develop reflexive practices which make the world visible. This research addressed this by using research diaries, memos (see section) and heuristic analysis (see methodology) (Moustakas, 1990).   The three strands of reflexivity which were identified within this research are now discussed:

3.4.1 Reflexive strands

For this research a strand refers to my reflective experiences that have stimulated my reflexive actions. Willig (2013) suggests that there are two types of reflexivity; epistemological and personal. However, this research not only reflects the way in which I identify with the world through my personal experiences. Therefore, I have included a third strand as a professional viewpoint. This highlights my position from my personal, occupational therapist and a researcher experiences which is now discussed:

Epistemological reflexivity; requires the researcher to question where a study comes from, the methodological stance and how the research question is defined. This enables the reflection of assumptions a researcher makes throughout the course of the research, to think differently about the implications of the process, its findings and conclusions (Willig,2013).

In this research I explored how I see the world and how my personal development contributed to my methodology, epistemological and ontological position <u>(see chapter four).</u> Furthermore, reflexivity has allowed me to acknowledge my skill and knowledge development through using heuristic analysis (Moustakas, 1990). This enabled my understanding to be in tune with my reflection and the immersion that I experienced <u>(see heuristics).</u> As a result, my research position, methodology and methods of the research were critically evaluated throughout the thesis.

Personal Reflexivity: my own assumptions, interests' beliefs and experiences have the potential to influence the research process (Willig, 2013).

I reflected on how my assumptions contribute to the research. Initially, my main aim was to understand the value of the voice. It was at this time I was personally challenged by my family member being unwell. With several attempts to take their life, I realised they were the reason why I wanted to explore and change the process of hearing the clients voice. Although, I later discovered that my client was the occupational therapist.

Professional Reflexivity: refers to the professional experience and source of the research question. It invites reflection on the assumptions of your

professional role, and the participants, to question your values and influence on the interpretation of the participants responses.

I initially elected to do this research due to my concern that the clients voice was non-existent in the client therapist interaction (as seen within the prologue). I wanted to see if there was an alternate opportunity.

3.5 Becoming a Researcher; Reflection to Reflexivity

"Let your research problem shape the methods you choose, your research problem may point to one method data collection" (Charmaz, 2014 p.27)

Using both reflection and reflexive skills I was able to step beyond my interactions with the research and become an observer of the processes which were enacted before me. Seeking critical support from the supervisory team permitted me to make sense of what happened and appreciate the parameters of the participants responses from social, cultural and structural perspectives. Developing my reflexive skills allowed the opportunity to constantly question "why". As time progressed, I was further offered space to understand my reflective questions and identify myself within the research process. It was here I realised that; I too was a participant.

In order to understand my complex role as an occupational therapist and researcher, reflexivity allowed me to address strategies that question my attributes, theories, assumptions, prejudices and my habitual actions (see phase

two for link to symbolic interactionism) (Bolton and Delderfiled, 2018). The process enabled me to develop reasonable ethical action (chapter five) and to become aware of my cultural assumptions. This provided the opportunity to follow the voice of the participants within the data to capture their meaning.

Table Three: Reflective Research questions

Research Process Questions	Researcher questions of interactions with participants
What I know, but need to explore further	How do I perceive the participants perspective?
What I know, but do not know that I know	How do I value their perspective if your practices differ?
What I do not know and want to know	How do I counteract the social, cultural and political structures that surround my research to enable the voices of my participants to be heard?
What I think, feel, believe value and understand about my role and boundaries within the research.	How do I ensure that my reflective memos highlight my feelings and boundaries of responses?
How my actions inform what I believe	How do I identify with my methodological and method approach?
How to value and take into account my personal feelings within this process.	How do I step beyond my assumptions and make them known within the process?

The research process developed my reflective and reflexive practices. This is demonstrated through the constant revision of my research question and methodological positions. Using my skills and research diaries as a tool, I found I was able to work intuitively to gain insight into my reflections and create processes which broke down my predetermined representations. This provided the opportunity to record and revise my methodological position from a novice researcher to later becoming an expert, where I was able to explain, explore and provide visual representations. It is however important to note that this was

not an easy process. It took time and patience to truly embrace the journey, to sort and learn from the muddles, uncertainties, un-clarity, mistakes and anxieties (Bolton and Delerfeild, 2018). It's wise to remember within any research process that; with disruption, breeds creation (Perryman, 2014).

3.6 Chapter Summary

In this chapter, I explored the role of reflection and reflexivity within this research. I specified the epistemological, personal and professional strands which contributed to decision making within the research process. It identified with the integrity of the researcher and acknowledged the challenge of integrating philosophy theory and practice. This is now further discussed within the following methodology chapter four.

Chapter Four: Methodology

4.1 Chapter Overview:

The aim of this chapter is to situate the research within a pragmatic paradigm. It explores the reflective and reflexive critical moments of the inter-determinate development of my interaction with the research process. It presents a phased approach, which demonstrates the actions of the pragmatic researcher action and associated methodological stance over time. The chapter introduces social constructivist principles, symbolic interactionism and constructivist grounded theory as a foundation for the research. **Figure three** highlights the relationship of the theory methods package and its application to the research process.
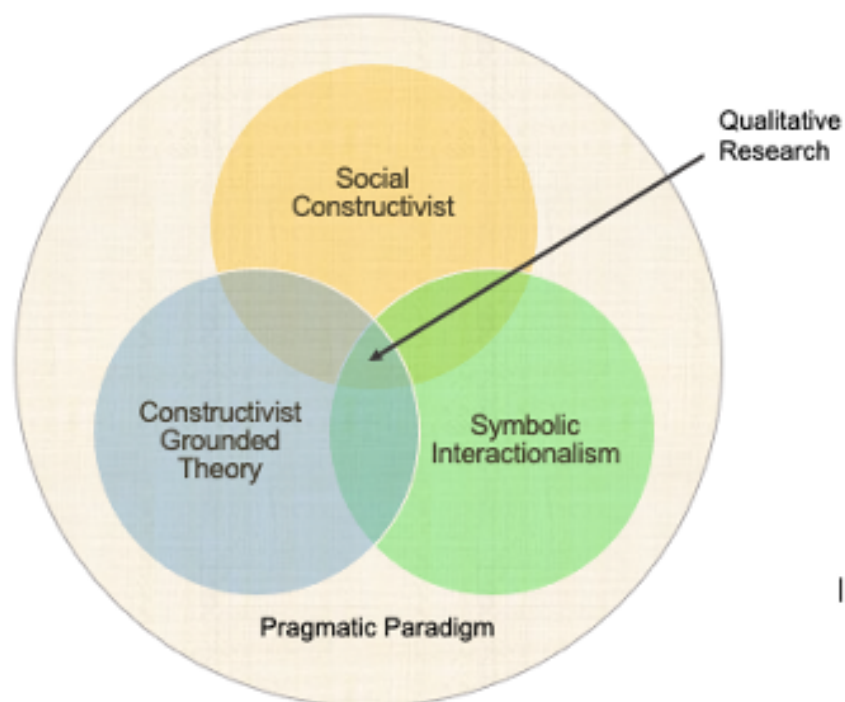
Figure three: The relationship of the theory methods package and its application to the research process

4.2 Traditional Research Expectations

This section outlines the initial reflections of my ontological and epistemological positions. To ensure credibility and trustworthiness of research and its associated directions, It is argued that, it is important to consider one's philosophical position before commencing the research. The purpose is said to inform and guide all stages of the research, which includes the analysis, and development of the theory. Therefore, upon commencing this research, as a developing researcher it felt imperative to interact with traditional expectations. Mills Bonner and Francis (2006 p.25) acknowledge that the *"researchers must choose a research paradigm that is congruent with their beliefs about the nature of reality"* (p.25). Consequently, alongside self-confessed constructionists Denzin and Lincoln (2018), I initially connected with the biography of the researcher position through a bricolage of elements. **Figure four** highlights my initial exploration of my interactions with the research and research problem. This enabled me to understand the connection between my early experiences and the personal and professional environments to which I have since been exposed (Glaser and Strauss, 1967).

Figure Four: Research Upon the Researcher

Upon reflection, I felt uneasy that this reflective process informed all stages of the research. Through my interactions with the world I recognised, how I knew what I knew (ontology) and how my knowledge was constructed (epistemology), continued to develop alongside my interactions, and subsequently, my assumptions and position was fallible due to my shifting perspectives. Consequently, to identify with this shifting position, and to further appreciate my initial values and

assumptions of the research, I adapted and illustrated Lincoln, Lynham and Guba's (2018 p.116-120) 'Themes of knowledge; a heuristic schema of inquiry and practice' (see Table Four). However, upon interaction with data generation one   (DG1) (for more details see chapter 6, Data Generation Two Chapter). I remained challenged by my initial assumptions. I therefore identified that, my world view or "paradigm" which guided my actions as a researcher, was consistently revised in response to my interaction with my participants and my developing research question, to best identify with their challenges for practice. Therefore, upon reviewing the literature I was drawn to the concept of pragmatism, which stimulated phase one of the methodological changes which are now discussed;

Table Four: Initial methodological themes of knowledge

Belief	Premise	Characteristics	Reflexivity	Practice
Ontological	What is the nature of reality?	Assumes that the reality we know is constructed intersubjective through the meanings and understandings developed socially and experimentally.	I believe in a term called symbolic life. That every action has a consequence and consequences create an action. I believe this to be socially constructed and that we live vicariously through the environment that we are nurtured. Knowledge is jointly constructed.	This has led me to adopt an underpinning framework of social constructionism which produces data from the interacted process of the known and unknown via social lines of inquiry.
Epistemological	The process of thinking about the relationship between what we know and what we see	We cannot know the real without recognising our own role as knowers	I believe in reflection and reflexivity throughout the research process. • How do I influence another person? • How does my societal role influence the research? • How does my methodological position influence my methods and data generation? • How does my previous knowledge impact on the research findings?	A heuristic guideline is used to promote in-depth analysis. This enabled me to recognise my influence through the stages of equity and my impact upon the research intentions. Ensuring the relationship between the research and researcher is valid. A clear thread can be identified throughout the research process. The participants and the researchers voice are used as a creative synthesis of reconstructed knowledge.
Axiological	The process of understanding values within the research.	Research is value driven and bias are present. Bias is present through world views and cultural upbringings and this impacts the research findings.	Critical realism refers to understanding that experiences influence the directions of the research. The research began out of an experience to enable clients and therapists voice to be heard within the therapeutic process. It is embedded within values as explored within Figure XX	Reflections and interpretations are captured throughout this study using a reflexive diary and memo writing. This research adopts constructivist grounded theory to enable the participants choice to be heard and thew directions of the research to be led by their responses and not the researcher subjective positions.
Methodological	The process of how we seek out new knowledge	Actions lead to collection of data, which stimulates interpretation of data and supra action based on data	I might understand the process of the performance profile, but who says its going to work? Why does my own world view only determine this?	A social constructivist.

4.3 Pragmatic Paradigm
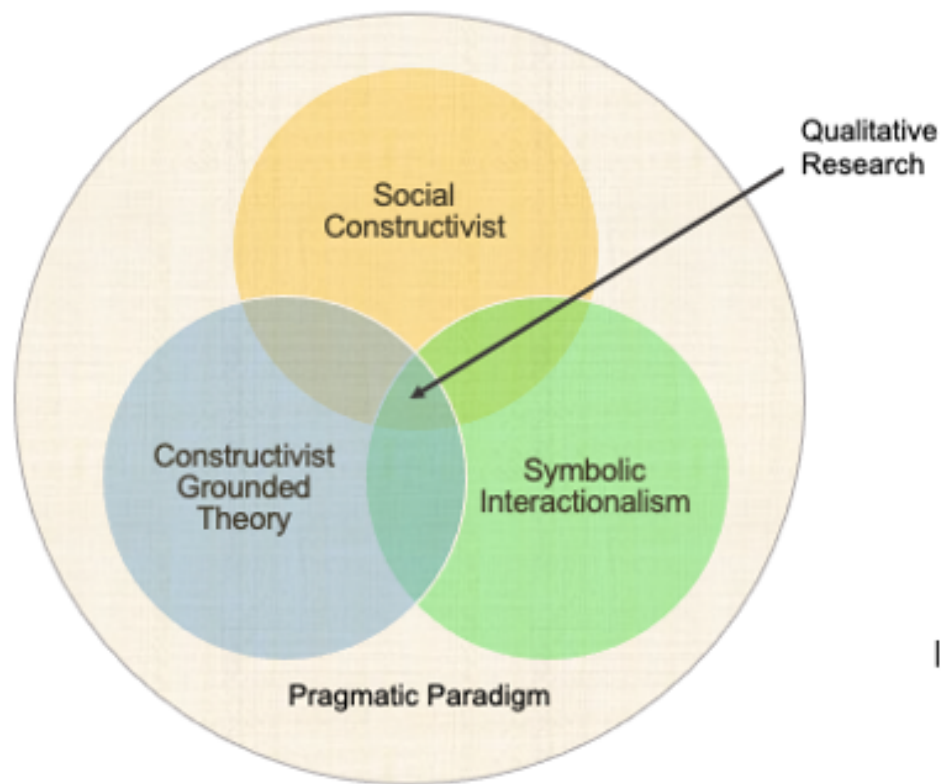
Figure three: The relationship of the theory methods package and its application to the research process

The development of my research question (Research Question Development) led to my understanding of my research position. This realisation was necessary to respond to the emergent research questions but also to stay true to my research priorities. Consequently, I recognised that this research was situated within a pragmatic *paradigm*. Paradigm is italicised to acknowledge the debate in research methods circles as to whether pragmatism meets the criteria for a paradigm (e.g. Morgan, 2007). In contrast to positivist and interpretative paradigms, pragmatic research prioritises solutions to human problems in preference to philosophical discussions (Duram, 2012). Indeed, pragmatism has

even been suggested to *"sidestep the contentious issues of truth and reality"* (Feilzer 2010, p. 8). According to Duram (2012) pragmatic research studies begin with problem identification followed by *"research inquiry, which seeks to better understand and ultimately solve the problem. Finally, the research findings often result in policy suggestions, new environmental initiatives, or social change"* (Duram, 2012, p.2). A pragmatic approach asserts that meaning cannot be attributed to an event in advance; *meaning making* follows action and is influenced by the social context in which that action occurs (Denzin and Lincoln, 2018).

A number of critical moments and their associated impact on my research question therefore prompted my position as a pragmatic researcher. The timeline below identifies and summarises these critical moments (see figure five). This timeline provides an overview of how my thinking developed over the course of the research, whilst I initially wrestled with ontological and epistemological questions and thought I had found my position (social constructivist). It became clear in <u>data generation one,</u> that I needed to revisit my early thinking in order keep the participant voice central, to enable my position to champion policy and practice change. I had previously struggled to explain my choices of data collection and analytic techniques, a struggle that reflected my discomfort with the level of restriction other attempts to situate my research seemed to impose. This was brought into sharp focus when I considered the methodological fallacy. The methodological fallacy proposes that our ideas and theories must be open to doubt (Fletcher, 2017). Its argument is that the coping and processing styles we use are restricted by our

prior experience. This restriction implies that how we make sense of a phenomenon may be limited by our frame of reference.   The tendency to use research and inquiry interchangeably perhaps highlights the importance of careful and reflective decision-making. In response to the cognitive dissonance I was experiencing, I revisited my early decision-making around the positioning my research and, considered pragmatism. The pragmatic approach seemed to provide a robust way to explore my experiences and focus my research priorities. **Figure Five** below illustrates this process in the difference stages of the study.
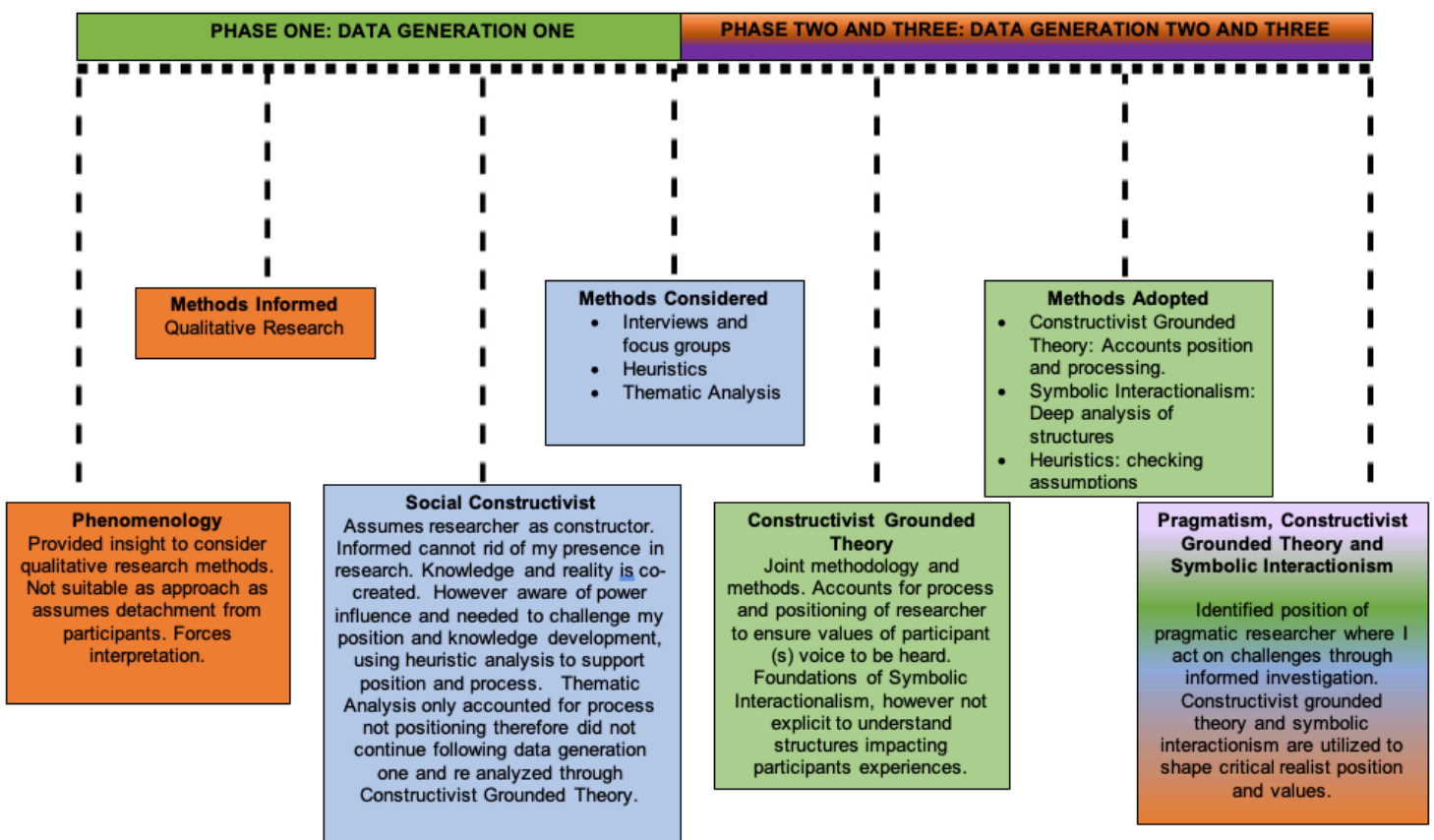
Figure Five: Timeline of phased methodological developments

4.4 Research priorities

There are a number of objectives that were foundational to my pragmatic approach to the research, such as; hearing the participant's voice, embedding their voice throughout the research, and ensuring that this research is accessible to practitioners, academics and the wider population. These principles and values remained static throughout my research journey, influenced how I finally situated the research, and approached the data collection and analysis (see figure five for shifts through data generations). Therefore, it was essential that I continued to question the process of how I think about the relationship of what I know, and what I observe. I remained in a tangle between my beliefs and values, and how I acted upon them. I finally felt confident when I found my pragmatic constructivist researcher stance. This approach seemed consistent with the true intention of the research, and with my beliefs, values and priorities. These priorities are listed below;

- The participants' voice is foundational to the research and theoretical development.

- To ensure that my position as a researcher remained open to question and maintain the integrity of the research.

- To identify an approach to data collection and analysis that would embody the principles of reflective and reflexive practice as an insider and outsider to the participants' responses.

As a response ensure the participants centrality within the research process, my methodological stance as a researcher remained constantly under review these phases are now discussed:

4.5 Phase One: Determining my position

PHASE ONE: DATA GENERATION ONE

Methods Informed
Qualitative Research

Methods Considered
- Interviews and focus groups
- Heuristics
- Thematic Analysis

Phenomenology
Provided insight to consider qualitative research methods. Not suitable as approach as assumes detachment from participants. Forces interpretation.

Social Constructivist
Assumes researcher as constructor. Informed cannot rid of my presence in research. Knowledge and reality is co-created. However aware of power influence and needed to challenge my position and knowledge development, using heuristic analysis to support position and process. Thematic Analysis only accounted for process not positioning therefore did not continue following data generation one and re analyzed through Constructivist Grounded Theory.

Figure Six: Phase one methodological developments

This section discusses phase one which was driven by the initial research question of data generation one was "Does the performance profile promote equality within the client therapist relationship?" To answer this question, the initial position of social constructivist qualitative research with heuristic analysis

was adopted (see chapter six, data generation one). This section explores the concepts which supported my position:

4.5.1 Exploring Phenomenology

In seeking to find an understanding of my interactions with the world, I sought to explore how one interprets the stories of others, so I explored phenomenology broadly. I found interest in Husserl (1927-1931), a mathematician and philosopher who is credited with founding the school of phenomenology (1920s and 1930s). Husserl (1997) responded to what he observed to be a problem when applying a scientific method designed for the natural sciences to human behaviour and experience. It was identified that the natural sciences were developed from a complex set of presuppositions, frameworks and perspectives that remained undisputed. Therefore, phenomenology served as his response. He proposed that it was a form of inquiry that provided insight into human experience. An approach that enabled inquirers to question the point that knowledge comes into being, and to clarify the assumptions underpinning that knowledge (Sheenan and Palmer 1997). Consequently, Husserl's (1997) 'Transcendental Phenomenology' involved the suspension of judgement while relying on an intuitive grasp of knowledge in order to free expectations when intellectualising ones' world view to naturally allow for phenomena to emerge within their own identity (Sheehan and Palmer 1997). Husserl further specified that to identify the basic rules for all experiences, phenomenologists must reject the concept of objective research and measure assumptions via the phenomenological epochè (meaning 'to stay away and abstain') (Shenenan and Palmer, 1997). Husserl introduced the concept of consciously setting aside

current thoughts, beliefs and judgements which lend themselves to bias (Sheehan 2014) and to question what is already known. His ideas were further developed by Schultz, (1967) a colleague, who sought to find the theory of meaning. Schultz dedicated his first work to Husserl who encouraged Schultz through critical discussion until Husserl's death in 1938 (Walsh, 1967). In agreement with Husserl, Schutz identified that our common sense is typified by a process of representation by an image, a form, or a model, which symbolises one's world and is continuously under development. He expanded on this by proposing that knowledge is derived from our social connections and practical experiences of the world. However, this is dependent upon why one seeks relevance and is according to their interests. Consequently, this enabled me to identify that meaning is subjective, but can be recreated and reinterpreted at any given moment through one's interactions. Phenomenology promotes the necessity to understand lived experience, meaning, choices and revised actions. Schutz identified the importance of reflective practice and, how our actions beliefs and experiences evolve over time, and therefore are temporally contextualised and culturally bound (Schutz 1967). Aforementioned within my early reflections, the findings of my exploration enabled me to understand my interactions, how I know what I know (ontology) through the world are constructed within social process. This identifies that my own knowledge is constructed (epistemology) and reconstructed through consistent reinterpretation using reflection.

Much contemporary social science research is predicated on phenomenological principles (Wilson, 2002). One of the key points of divergence identified by

Husserl (1997) and Schutz (1967) from the practice of natural sciences, is the proposed role of language, discourse and narrative in understanding human experience. Therefore, in seeking relevance for future methods I identified that phenomenology promotes methods that fall under the umbrella of qualitative research, which is now discussed.

4.5.2 To be Qualitative or Quantitative?

The phenomenological foundation offered an opportunity to keep participants voices central. Operationally, this decision-making led me to prefer qualitative approach. Despite quantitative research being previously favoured in health care research (Murphy and Dingwall 2017), qualitative research methodological developments have been recognised and valued as an opportunity to explore participant's lived experiences in a way that quantitative measures cannot (Bradley, Curry and Devers 2007; Kuipers and Grice 2009; Pierce 2012; Rossman and Rallis 2011 Denzin and Lincoln, 2018).

Qualitative research draws heavily from the social sciences and educational domains. It is known to be an inductive and resourceful *"approach which consists of a set of interpretative material practices that make the world visible"* (Denzin and Lincoln, 2018 p.10). Unsurprisingly, when attempting to view the world through the participant's eyes, qualitative research allows the researcher to consider their position with no single theory, paradigm, methods or practices to influence the direction of the research. The lack of structure has generated concern within the health care domain. Therefore, it is seen as important for the qualitative researcher to be explicit in their approach to

research and practice (Denzin and Lincoln 2018). Initially the phenomenological tradition and its emphasis on qualitative data led me to position the research firmly within the interpretivist school of thought, which is now discussed (see table four).

4.5.3 Interpretivism: Social Constructionism or Social Constructivism

A prominent position that is situated broadly under the interpretivist umbrella is social constructionism. The emergence of social constructionism is contested (Burr, 2015) but its philosophical roots have been attributed to the enlightenment period, where the intention was to understand the *"true nature of reality through the application of reason and rationality"* (Burr, 2015 p.12). The mandate of social constructionism is to uncover the ways in which individuals and groups participate in the creation of their perceived reality. It involves our understanding that social knowledge is created, and reality is an ongoing and dynamic process which appears to be reproduced by people whom act upon their interpretations and their knowledge (Schutz 1967; Burr, 2015). In line with the interpretative research paradigm, which heavily relies on naturalistic methods of interviewing, observation, analysis and reflection. Social constructionism provides understanding to interpret the phenomena gained from joint construction and reconstruction of meaning and lived experience. This process is argued to have the potential to inform and improve practice (Denzin and Lincoln, 2018).

The terms Social Constructionism' and 'Social Constructivism' have been disputed over the years and are often mistaken for their meaning and purpose. The reason for this may stem from our understanding that social knowledge is

created, and reality is an ongoing dynamic process. However, as visually demonstrated in **figure seven** Crotty (2003) and later Burr (2015) distinguished between the two proposing that **Constructionism** has an emphasis on the purposeful production of knowledge; the construction of something, and **Constructivism** places more emphasis on the meaning, situating the individuals' interpretation in relation to the experiences in the environment. The term and process in this research is identified as constructivism which is now discussed;
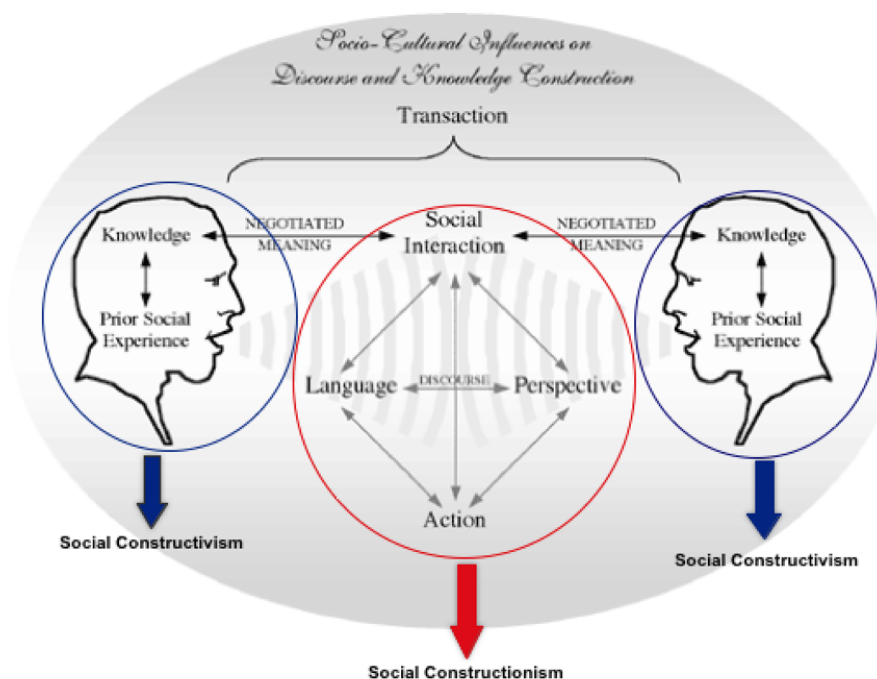
Figure Seven: The emphasis of Constructivism vs Constructionism (Dotlittle, 2001) Permission granted to adapt 26/10/2019

In the context of this research, I was applying constructivism based on the premise that individuals learn through social spheres, and people acting on their interpretations and knowledge (Schultz 1967; Burr 2015)

therefore reproduce reality. I consider that the 'social' within social constructivism means the co-construction of meaning between the person and their environment at any given time. This suggests that perceptions of realities vary between individuals, and in any given situation, there are numerous realities experienced. Therefore, no singular truth can be objectively appreciated, or directly measured, as a person applies a complex set of interpretations to the meaning of a phenomenon (Nagel, Burns, Tilley and Aubin 2015). The task of the social constructivist researcher is to uncover the dynamic process that individuals and groups participate in to co-create their perceived reality (Burr, 2015; Burger and Luckmann, 1991). In line with the interpretative research process, social constructivism provided access to understanding the joint construction and reconstruction of the lived experience; to inform and improve practice (Denzin and Lincoln, 2018).

4.5.4 From Theory to Practice:

Phase one enabled me to recognise my position and question the point at which that my knowledge came into being. I was able to clarify my assumptions and tacit knowledge, to identify with the processes of my interaction and position within the research. This specified the importance or reflective practice to consider how my actions, beliefs and experiences evolved over time, and how they were contextualised temporarily and culturally bound (Schutz 1967). Consequently, I identified with the characteristics of a

social constructivist stance (Burr, 2015) and, a heuristic process (Moustakas, 1990) to inform my position. This is now discussed:

Burr (2015 p.2) proposed four 'family resemblance' characteristics of beliefs we must possess as researchers to identify with constructions of one's world, these are:

A critical stance towards taken for granted knowledge; In this study, I use reflection in and on action (Dwyer and Buckle, 2009). This stimulated reflexive processes to be explicit in my decision making to challenge my taken for granted knowledge (See chapter three).

Historically and culturally specific; I have sought opportunities in Australia, the USA and the UK over the past few years. My interactions have enabled me to gain insider information of new situations that influence changes in my cultural world, and how my beliefs have adapted with my new understanding. My critical stance and transparency have been ongoing throughout the study.

Knowledge is sustained by social processes; this research identified the participants as experts of their interactions and experiences. Therefore, I sought clarification of my assumptions of their narratives as a fundamental part of the data generation and analytical process.

Knowledge and social action go together; this is evident in the development of the research question. For example, as the data generation phase began, it stimulated repositioning of the methodology and research question.

As a result of the depth of reflection and reflexivity I experienced within phase one, I ensured that my values remained congruent with my actions. It felt essential to utilise a tool to aid my learning and development within the research process. Therefore, I identified Moustakas (1990) heuristic analysis method as a research tool, which is now discussed.

4.5.6 Heuristic Analysis

Upon commencing this research, I was a novice researcher, and an occupational therapist with a pragmatic skill set (Breines,1987). Therefore, reflection and reflexivity were identified as a foundational tool for congruence of my actions within the research process (See chapter three). Although, through phase one I recognised that I held expectations of the research development, it was important for me to acknowledge that I live with a condition which impacts upon my sensory processing and perceptions. This experience stimulated the tendency to imagine the next steps of the research without fully considering the context of the data. As a result, I found that heuristic analysis, the reflective approach to research and data analysis, filled me with confidence by acknowledging my natural and professional tendencies to conceptualise and to seek clarity for the progression of the research and my role.

Heuristic Analysis follows six phases; these are now outlined alongside my initial reflections (Moustakas 1990 p.27). Although, it was recognised that heuristic analysis was iterative within the research process. This is commented upon through memos and reflections within the following chapters.

Initial engagement; refers to my experience of becoming engrossed within this study. An intense reflection where self-dialogue is invited to refine the research question. Initial engagement was apparent throughout all stages of the research, I remained reflective of my position and often asked "what does it mean, and where is my role". This is evident within the development of the research question and its aims to develop the theory.

Immersion; the question takes over as knowledge and understanding develops. The research developed over many years, therefore as my knowledge and skills improved, so did my ability to continue to ask questions and gain depth within the data generations to unearth the processes that the participants were engaging within.

Illumination; a natural process where the researcher is open and receptive to tacit knowledge and intuition, becoming conscious of thoughts, ideas and qualities of data which were incubating. Illumination is made apparent throughout the research using memos and reflections to highlight my

tacit knowledge and conscious thoughts. This ensured that my findings were grounded within the participants voices.

Explication; emerging themes are explored in detail. The themes are closely reviewed and reflected upon to enable clarification. The findings were subjected to a four-layer process (<u>see chapter 7</u>). Memos aided the development and positioning of the research.

Creative Synthesis; an explanation of findings, the final research thesis. This can be explored by many methods. The research process is made explicit throughout this thesis and the PhD viva voice. This was a challenging process to find a clear and creative approach to explain the complexity of the research (<u>see document structure</u>). The insights and intuition of this paper are addressed through reflective and reflexive practice alongside memos, which outline the emerging theory.

4.5.7 Phase One Summary

Phase one enabled me to grasp an understanding of the initial position of my research, and to question where my knowledge came into being. I initially positioned myself within the constructivist paradigm (Burr, 2015) which stimulated immersion and led to data generation one. In pursing my critical relativist ontology and epistemology with a commitment to the participants voice, the data collection techniques best suited were semi-structured interviews.

Thematic analysis (Braun and Clarke, 2013) was adopted as it did not carry any predetermined methodology (see chapter six). The process has been described as an inductive or a deductive technique, so coding and categorisation are either theory or data driven (Braun and Clarke, 2013). Although, I discovered that the process of the thematic approach lacked direction to determine the procedure of the priori (deductive) vs a posteriori (inductive) intentions (Denzin and Lincoln, 2018). Therefore, I was challenged to position my objective to grasp depth of the participant's interactions within the data generations (Fereday and Muir-Cochrane 2006). I found myself looking beyond what my participants were actually saying and thinking about how they were interacting with the performance profile. Consequently, I recognised that my approach resembled heuristic analysis rather than thematic (Moustakas, 1990). This enabled me to revise my initial research question and critically reflect upon the positioning of this research.

Upon reflection, of social constructivist (Burr,2015) principles, I identified that in phase one I underestimated the extent that I misunderstood my social interactions (in particular identifying as an occupational therapist) with the objectivity within the thematic approach to analysis. I recognised that the social constructivist (Burr, 2015) approach enabled me to connect with the social process of knowledge development from a macro level position, where the focus is on how people make sense of their world. However symbolic interactionism (Blumer, 1969) offered depth to consider the micro interactions. This permitted

exploration of how the participants made sense of who they are and their social roles (Leeds-Huwitz, 2006). My reflections enabled me to reposition my analytical perspective and sharpen my focus to consider the participants meaning of their interactions. This stimulated the second research question, "What does performance profiling mean to occupational therapists?" and re-situate the research position, which is now discussed in phase two.

4.6 Phase Two: Re-situating the Research

PHASE TWO AND THREE: DATA GENERATION TWO AND THREE

Methods Adopted
- Constructivist Grounded Theory: Accounts position and processing.
- Symbolic Interactionalism: Deep analysis of structures
- Heuristics: checking assumptions

Constructivist Grounded Theory
Joint methodology and methods. Accounts for process and positioning of researcher to ensure values of participant (s) voice to be heard. Foundations of Symbolic Interactionalism, however not explicit to understand structures impacting participants experiences.

Pragmatism, Constructivist Grounded Theory and Symbolic Interactionism

Identified position of pragmatic researcher where I act on challenges through informed investigation. Constructivist grounded theory and symbolic interactionism are utilized to shape critical realist position and values.

Figure Eight: Phase two methodological developments

This section discusses phase two which questioned "What does performance profiling mean to occupational therapists?" To answer the ongoing questions of this research, the concepts of social constructivist, symbolic interactionism and constructivist grounded theory were integrated which is now discussed.

4.6.1 Symbolic Interactionism

Blumer (1962) who built and extended on the earlier work of Mead (1934) introduced the term symbolic interactionism. The concept of symbolic interactionism (Blumer 1969) is derived from the philosophy of pragmatism. This provides clarity as a pragmatic method to interprets social interactions. Contrasting, yet complimentary to pragmatism, it permits exploration into how people construct their own and other identities through their everyday encounters through social interaction (Leeds-Huwitz, 2006). It views interpretation and action as reciprocal processes that enable an opportunity to recognise and act in response to how we view our situations to reinterpret what is, was, or will be happening. This suggests that the meanings we ascribe to individual and collective actions are consequential. This perspective provides a dynamic understanding of actions, events and the process of the interaction between the individual and the social world (Blumer 1980).

Acknowledging that my researcher position was informed by social constructivist and a symbolic interactionist (Blumer, 1969) frame, I found I was permitted the opportunity to explore how participants interacted with my role as a researcher, their colleagues and the structures that surround their practice. It offered an intimate view at a micro level of how they participants interpret their professional role. In moving towards social interactionism (Blumer, 1969), I became aware that this revision had implications for the question I was asking, and subsequently, any

claims I could make. At this point, I engaged in reflection of the philosophical beliefs underpinning social constructivism (Burr, 2015) and symbolic interactionism (Blumer, 1969). This enabled me to connect with the points of departure for social interactionism (Blumer, 1969) and social constructivism (Burr, 2015). I recognised that "Social Constructivism" is typically understood within a phenomenological philosophy, and, In contrast, Symbolic interactionism (Blumer 1969) is more typically aligned with pragmatism. This development of my understanding of my position meant that my question shifted, and had now become: "What does performance-profiling mean to an occupational therapist?"

Integral to the question development, I reflected upon the influence of my role as an occupational therapist and recognised it was an integral part of the process. I therefore required an approach that was inductive in nature which would enable me to become an active co-creator rather than an objective observer. I therefore sought understanding of social interactionism and its relationship with grounded theory. It is recognised that social interactionism (Blumer 1969) offers grounded theorists an open-ended theoretical perspective. It enables the combination of theory and method into a coherent unified whole without forcing their data and ideas into prescribed sets of concepts. Charmaz (2014) acknowledges that "grounded theory provides a methodological momentum for realising the

potential of symbolic interactionism in empirical enquiry" (P.278).

Therefore, the integration of a theory methods package enabled access

to constructivist grounded theory methods. This is now discussed.

4.6.2 Constructivist Grounded Theory

Grounded theory (GT) offered a conceptual framework for my new position

because it promotes inductive thinking and proposes that knowledge is

constructed through a process of interaction between the researcher and the

participant. In keeping with many contemporary methodologies, Grounded

Theory has developed over time. These changes reflect points of disagreement

between key theorists on a number of central concepts, which refer mainly to

the paradigm, the ontological and epistemological stance of the researcher

and the treatment of the data; this is highlighted in table five;

Table Five: Grounded Theory Developments

Classic Grounded Theory (Glaser and Strauss 1967)	Evolved Grounded Theory (Strauss and Corbin, 1998)	Constructivist Grounded Theory (Charmaz, 2006, 2014)
Influenced by post positivist philosophy	Aligned with relative philosophy	Aligned with relative philosophy
A method of discovery, data is not forced it is emergent. Treats categories as emergent from the data, relies on direct and narrow empiricism, analysis a basic social process. Theory naturally emerges and is discovered from the content of the data – NOT forced emergent	Movement towards Grounded Theory as a method of verification. Preserves the inductive iterative inquiry as classic grounded theory. Though highly systematic and rigorous coding structure theory is created and verified (rather than discovered) a rigorous theory which closely corresponds to the data	Neither data nor theories are discovered. grounded theories are constructed through our past and present involvement and interactions with people, perspective and research practices (Charmaz 2006) – a creative synthesis and reconstruction of theory

Classic Grounded Theory (Glaser and Strauss 1967)	Evolved Grounded Theory (Strauss and Corbin, 1998)	Constructivist Grounded Theory (Charmaz, 2006, 2014)
Researcher Position	Researcher Position	Researcher Position
Objectivist; No predetermined outcome, the researcher is separated from the research. Classic grounded theory subscribes to the discovery of the truth that emerges from the data representative of a 'real' reality (Glaser 1978)	Objectivist; No pre-existing reality 'out there' to think otherwise, is a positivist position that, the rejection of the position that truth is enacted. (Stauss and Corbin, 1998)	Objectivist to Constructivist In this view, any analysis is contextual situated in time, place, culture and situation. Knowledge is constructed between the participant and researcher the researcher essentially becomes a participant. Grounded theory strategies are strategies for creating and interrogating our data, not routes to knowing an objective external reality"(Charmaz, 2008, p. 401).

Grounded theory originated with Glaser and Strauss (1967) whose foundational work shifted the focus from the dominant hypothetic-deductive testing of knowledge development, to an inductive theory of inquiry grounded in data. Although Glaser and Strauss (1967) have commented upon the researcher position, they never explicitly declared their epistemological, or ontological standpoint in their original text or later (Hallberg, 2006). Glaser emphasised that the researcher position within classic grounded theory should take an objective stance, as it describes the emergent discovery of theory from data (Mills *et al* 2006). Later, Strauss and Corbin (1990) evolved grounded theory (Mills *et al*, 2006), declared an objective yet pragmatic researcher position that is informed by philosophies of symbolic interactionism. They favoured maintaining an objective stance during data collection, but then a pragmatic position for the

analysis stages. Alternatively, Charmaz (2000), proposed an approach to grounded theory that embraced a constructivist approach to qualitative inquiry. She stressed that data is constructed through an ongoing interaction between the researcher and participant. It is assumed that action and meaning are dialectical; shape action, and in turn, action affects meaning (Hallberg 2006).

Despite the debates concerning the divergence of the methodology, there are key principles, which underpin all grounded theory and make it a popular methodology for the social sciences, psychology and healthcare research. These key principles are; simultaneous process of data collection and analysis, an inductive approach leading to conceptual understanding of the data, pursuit of core themes early in the data analysis and the integration of categories into theoretical frameworks (see chapter 7) However, Mills, Bonner and Francis (2006) acknowledge that several permutations of grounded theory have evolved over time. Which one is used is dependent on the researcher's ontological and epistemological beliefs, which is now addressed:

4.6.3 Selecting Constructivist Grounded Theory

This section identifies my thought processes for selecting constructivist grounded theory through the three reflexive strands identified in chapter three, epistemological, professional and personal. This concept enabled me to clarify and determine why I had selected constructivist grounded theory, what it meant to the research process, and how it contributed to my position of a pragmatic constructivist researcher through phase three;

Epistemological reflexivity; requires the researcher to question where a study comes from, the methodological stance and how the research question is defined. This enables the reflection of assumptions a researcher makes throughout the course of the research, to think differently about the implications of the process, its findings and conclusions (Willig,2013).

From an epistemological standpoint, it was important for me that my position did not cause me to be confined by my methodology, which would inhibit me to hear and embed my participant's voice. In contrast to the original and evolving GT perspectives I was reassured with the words of Bryant and Charmaz (2007) who highlighted that *"practices and procedures that guide grounded theory methods are seen as not fixed, as instructions in a recipe which can be followed but could also be added to by adventurous cooks"* (p.11). Charmaz (2014) asserted that *"the significance of any theory methods package resides in the problems it addresses and the product it generates"* (p.281). It therefore could be argued that Charmaz was referring to a pragmatic perspective, that action and meaning are dialectical, which shapes the construction of theory and knowledge (Hallberg, 2006). Throughout her work, pragmatically, Charmaz (2014) invites discussion of additional theory to enable the researcher to gain deeper insight. She proposes by using qualitative research, we have the opportunity to enter the world we are studying and learn from the inside. Therefore, *"just because you subscribe to one part of a theory, does not mean you subscribe to it all. Using it freely, allows one to break free to demonstrate alternative answers and insights into the findings"* (p.282). This suggests that, whilst Charmaz's discussion concerning the pragmatist perspective mainly refers to social

interactionism (Blumer 1969). Her actions and statement of theory of methods as tools and reflective practice indicates, constructivist principles are informed by creative, pragmatic thought and action, and this action in turn spurs further action. Therefore, it is proposed that pragmatism is in fact a construction of one's interpretation and is embedded within Charmaz (2014) constructivist grounded theory position (see phase three)

Arguably the focus of constructivist grounded theory has been declared not to be one of ontology (the nature of being) but of the epistemology of the nature of knowledge (Andrews, 2012). Charmaz (2014) identified two main approaches to grounded theory; these being objectivist and constructivist. Relative to pragmatism and symbolic interactionism, she specified that the researcher should take a reflective stance which studies how and why participants construct meaning and take action in specific situations, specifically, understand the structures which surrounds one's response to the world-action. Charmaz (2006) argued that early grounded theory holds positivist leanings. Yet, the founding authors Glaser and Strauss (1967) insist that this suggestion is too simplistic, as grounded theory is informed by symbolic interactionism; understanding how people make sense of their experiences to act. However, the position of the researcher remains objective (Mills *et al,* 2006). It was this position that led me to question the influence of the researcher's world and actions upon the research process from the early constructions of grounded theory. I agree with Charmaz (2014) who proposed; one cannot be truly objective to the process before us. I therefore agree that both the classic and evolved grounded theory positions encompass positivist leanings within the

treatment of theory creation; where the emphasis appears to rest on the relationship of the emergent categories of data. This suggests that the researcher is discounted within the research process, including the data collection stages. I argue that if symbolic interactionism (Blumer 1969) is used for which it was intended; to understand how one identifies with the symbolic world and how these worlds effect our behaviours, then how can the researcher be excluded from the research process? Symbolic interactions can take many forms, and this should not disregard the physical and social environment. I therefore believe symbolic interactionism to include the social process that takes place between the researcher and participant. Here, the participant both makes sense of and answers the questions proposed by the researcher via a meaningful interaction, thus exemplifying the validity of the constructivist epistemology of the grounded theory method (Charmaz 2000) and therefore is best suited for this research.

Professional Reflexivity: refers to the professional experience and source of the research question. It invites reflection on the assumptions of your professional role, and the participants, to question your values and influence on the interpretation of the participants responses.

At the time that I selected the constructivist grounded theory method (Charmaz 2014), I was a novice researcher and an occupational therapist with 5 years' experience. This enabled me to apply my methods to my knowledge and theory development. I was able to become a student, participant and co constructor to the participants responses. It provided the opportunity to appreciate my

relationships with my participants' through our interactions, questions and observations (Denzin and Lincoln 2018). Alongside my position as an occupational therapist, I found the constructivist grounded theory method (Charmaz, 2014) provided an opportunity to pragmatically dance within the epistemological, ontological and reflective understanding of my position within the research, it provided me an opportunity to be an artist, to gather and remain conscious to my reflexive position. In fact, it strongly related to my role as an occupational therapist, where art and science collide to form a science of one's occupational world, 'Occupational Science' (Peloquin, 1994).

Personal Reflexivity: my own assumptions, interests' beliefs and experiences have the potential to influence the research process (Willig, 2013).

Constructivist grounded theory enabled me to identify with my constructivist position through social process and learning by making. It provided the opportunity to utilise the performance profile as a communication tool to uncover the participants responses and their interactions. CGT provided comfort to use data intentionally to hear the participants voice, this promoted the opportunity to remain an insider and outsider (Dwyer and Buckle, 2009) to become a participant and co-constructor. I became free to explore theory, my position and the responses of the participants, I was able to shift my focus from an epistemological stance to be concerned with reflective and reflexive processes that were in line with my values and purpose for carrying out this research, to enable the clients voice to be heard.

4.6.4 Phase Two Summary

Phase two re-situated my position to enable me to understand the relationship between social constructivism and symbolic interaction. This provided clarity of my position and helped me to understand how to apply my analytical approach. I was able to to recognise my heuristic tendencies towards the theory development. I therefore acknowledged how this contributed to my role as an occupational therapist and how I would further illuminate (Moustakas, 1990) my position and interactions with my participants through my pragmatic tendencies, which is now discussed in phase three.

4.7 Phase Three: A clarified position
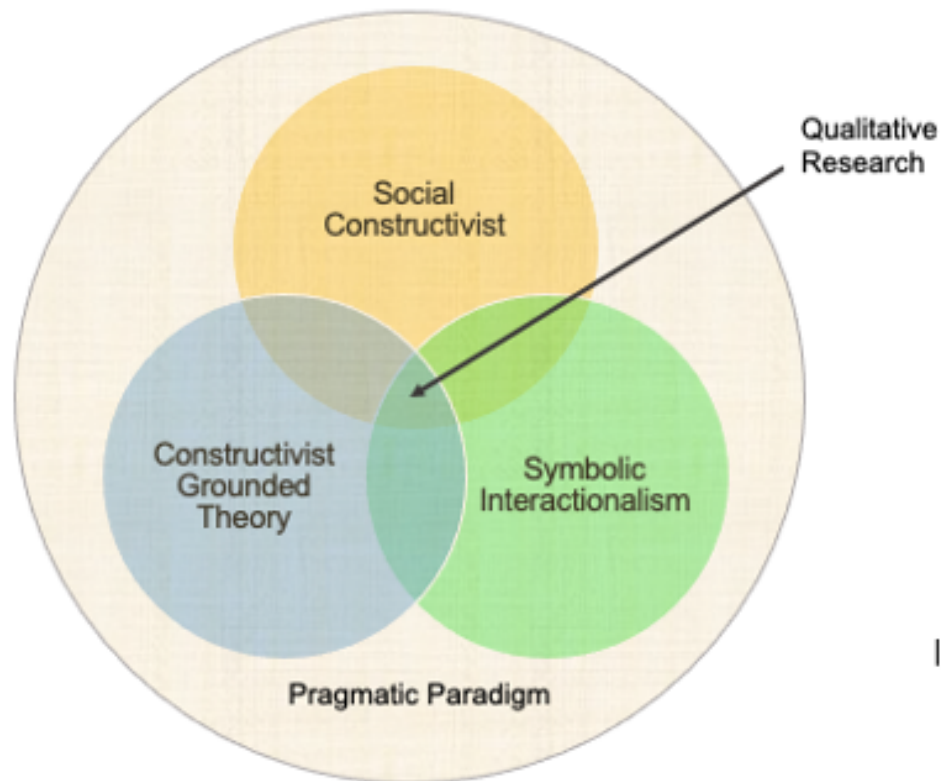
Figure Three: The relationship of the theory methods package and its application to the research process

This section discusses phase three which clarified the research position and supported the research position to question, " what are the negotiations of occupational therapists?" The concepts of pragmatism, constructivist grounded theory and symbolic interactionism as a theory methods package to enable exploration of the participants responses.

Charmaz (2014) constructivist grounded theory is identified to be informed by symbolic interactionalism and as suspected, during phase two, pragmatism. Using Charmaz (2014) approach to the method it helped clarify my position as a researcher. In conjunction with my early data generation, through my interaction with the research process, I was able to construct the question that would support my overarching research aim to understand; "what are the negotiations of the occupational therapist?" In identifying this question in the context of constructivist grounded theory (Charmaz 2014) and symbolic interactionism (Blumber, 1969), my philosophical position became clear. The questions of ontology and epistemology were replaced with concerns of reflectivity and reflexivity, meaning, the notion of truth was replaced with an understanding that our view of the world remains to consistently shift, this enabled me to illuminate (Moustakas, 1990) my role as a participant of the research.

This suggests that; If pragmatism is not concerned with ontology and epistemology what is the position of its advocates? Pragmatism refers to a philosophical movement that is credited to the work of Pierce and James (1870), whose early foundations focused upon theorising inquiry, meaning and nature of truth. The movement was later transformed notably by Dewey 1917 until the 1930s to consider more explicit the focus on beliefs, interpretation and action. Influenced by the work of Dewey, Rorty (1979) revised the concept and coined *'neo pragmatism'* which centred experience on language and focused upon how words are a function of how they are used, rather than the meaning of what people intend for them to describe (McDermid, 2006).

Drawing from the early foundations of pragmatism (Pierce and James 1870; Dewey,1917) It could be determined that language is a function of belief, *'a doing',* and from a constructionist perspective (Burr, 2015), it would be socially constructed from our surroundings to consider each individuals nature of knowledge. From Dewey's (1917) standpoint, experiences always involve a process of interpretation. He argued that, experiences have an emotional embodied element in which feelings provide an essential link between beliefs and actions. *"Beliefs must be interpreted to generate action, and actions must be interpreted to generate beliefs"* (Morgan 2014 p. 1047). Dewey (1917) explored the concept of habit which proposes; that our experiences occur in a relatively unquestioned fashion and are associated with beliefs that we have acquired from previous experiences, which enable a person to adequately handle demands for action in current situations.

In contrast to habit, Dewey described 'inquiry' as a process of self-conscious decision making where many problematic situations require thoughtful reflection (Dewey, 1917). He believed that whether experiences are based on habit or active inquiry they are contextually and historically bound. Given Deweys (1917) early recorded thoughts, I query if this is where Shultz (1967) situation of thought was initially addressed (see section 4.5.3). From this concept I drew the conclusion that to use our prior experience to predict the outcomes of a current action is fallible: meaning, our ideas and theories must be open to doubt, because our coping strategies from prior experiences will not be sufficient to guide our actions in a given setting to make sense of the phenomena. Therefore, the tendency to treat inquiry and research as

synonyms indicates the importance of careful and reflective decision making in research. Inquiry is a specific kind of experience, which distinguishes a process by which beliefs have become problematic and are therefore examined and resolved through action (Morgan, 2014).

For this research, it is understood that pragmatism is often referred to as the action of practically (Morgan, 2014). However, it holds a philosophical system, which enables the researcher to see how one acts, and reacts, to their social and environmental stimuli, to ensure that inquiry is performed carefully and self-consciously. I understand that to interrupt the connection between beliefs and action is the philosophical nature of pragmatism, and the practicality is the response to the revisions where pragmatism assumes that people are active and creative. A common trait of occupational therapists, which is now explored.

An association to the school of pragmatism is reflected within the discovery of the occupational therapy profession. The story of the history of occupational therapy has often been told as beginning in 1917 at a curative workshop in New York, USA. However, occupational therapy was influenced by the social ideas of the time (Braines 1987), which led to the development of the first school of instruction of occupation as a therapeutic modality, at the Chicago School of Civics and Philanthropy (Dunton 1915). Breines (1987) suggested that the leaders were influenced by the ideas of the philosophy of pragmatism, and highlighted the close connections to the school of pragmatism, which also resided at the University of Chicago where Dewey and Mead were faculty

members. Adolf Meyer a founding member of the occupational therapy profession was a colleague and friend of Dewey and Mead who credited the scholars for many of the concepts he expressed throughout his early extensive writings concerning the occupational therapy profession (Braines 1987).

A pragmatic position has been the natural tendency for this research, through consistent questioning of my position and my theoretical assumptions of using the performance profile in practice. This could be a result of my early education within a pragmatist profession (Braines 1986). It is evident in my early reflection (see prologue) of my student experience that I possess the tendency of natural reflection and critical inquiry. I considered the theoretical application of my learning and its practical relevance. This could be attributed to Peirce and James's (1870) early foundations of pragmatism, when considering my tendency to inquire about theory and its application to the nature of truth.

4.7.1 Phase Three Summary

Phase three enabled me to clarify my position as a pragmatic constructivist researcher. I was able to connect to my critical realist position and values. This provided access to situating the research within the *pragmatist* paradigm. I acknowledged that my philosophical position became evident and the questions of ontology and epistemology were replaced with concerns of reflectivity and reflexive principles and practices. It was outlined that constructivist grounded theory (Chrmaz 2014) enabled my analytical process to remain informed by symbolic interactionism (Blumer, 1969) . Therefore, my theory methods package

was recognised through my consistent interaction with the research process and my questioning of "what and where is my role", and it was here, I acknowledged that I was a participant of the research too.

4.8 Chapter summary

This chapter situated the research within the pragmatic paradigm. It explored the reflective and reflexive critical moments of the inter-determinate development of my interaction with the research process. This was presented in a phased approach, which demonstrated my actions as a pragmatic researcher that developed meaning for my methodological stance over time. Consequently, this formed my position as a pragmatic constructivist researcher, utilising a theory methods package of constructivist grounded theory (Charmaz 2014) and symbolic interactionism (Blumer 1969). The following chapters outline the ethical considerations and phases of the data generation and analysis which offers descriptions of the methods used to gather data and the process by which it was analysed.

Chapter Five: Ethical Considerations and Decisions

5.1 Chapter Overview

The aim of this chapter is to outline the ethical procedures of the three data generations. It identifies that ethical considerations and decisions are not separate entities, yet they are entwined with the beliefs and actions of the researcher (McKay, Ryan and Sumsion 2003 p 56). It highlights the principles of moral and ethical approach to research and the actions to ensure safeguarding of the participants.

5.2 Theoretical Underpinnings

Researchers are bound to apply principles and practices that protect the participants from harm and risk. Therefore, the researcher needs to draw on ethical principles and rules to balance these within the research process (Holloway and Galvin, 2017). Ethics is defined within the study of origin and the language of morality. Morals are the values that derive from theory or a set of principles that concern good, bad, right and wrong, justice and fairness (Iserson, 1999). The literature for research and health care ethics discuss two philosophical perspectives for considering ethical issues, these being, the normative (what we should do) and the descriptive approach (what we actually do) (Holloway and Galvin, 2017). In health care, dominant philosophies informing ethical decisions are based upon utilitarianism, which is viewed as a consequentialist philosophy because it places more emphasis on the consequences of actions, and so the outcomes are more important than the actions. In contrast, deontological theories are identified as non-consequential

theory because the emphasis is upon the importance of moral actions, not the consequences, which stresses moral obligations to one's actions (Holloway and Galvin, 2017). Beauchamp and Childress (2008) foundational work view ethics as a generic concept for both understanding and examining moral life. The authors emphasise a framework for moral norms that encompass principles, rules, rights virtues, and moral ideals that outline basic principles (Beauchamp and Childress, 2008). The principles are therefore pivotal to the ethical framework, which form consequentialist and non-consequential approaches (Holloway and Galvin, 2017). Although, these approaches contrast within process and procedure of ethical decision-making, they both remain to be informed by the four ethical principles of:

- The Principle of respect for autonomy (respecting the decision-making capacities of autonomous persons).
- The Principle of beneficence (providing benefits and balancing benefits against risks and costs).
- The Principle of non-maleficence (avoiding the causation of harm).
- The Principle of justice (distributing benefits, risks and costs fairly).

(Beauchamp and Childress, 2008)

The consideration of principium in ethics has been criticised by others, as a simplified function of checklists, which does not guide action, instead, when focusing on what is most important when challenging a moral issue. Furthermore, it has been acknowledged that the framework fails to be distinguished between what is morally required (the moral rules) and what is

morally encouraged and socially contextualised (by the moral ideals) (Gert and Clouser cited in Iserson, 1999). However, it could be argued that, a framework enables one to consider the principles of action within the research that are culturally and contextually bound, to enable ethical response within the environment that the research is conducted.

The consideration of ethics for this research remained ongoing within the process. I was required to consider the ethical issues raised from each data generation within the environment I was placed and the power of my influence upon participants interactions. Therefore, from a pragmatic position, my response was considered from both consequentialist and non-consequential approaches. This provided me access for considering my moral obligations to the research intentions, my participants, and my actions within the research analysis and presentation of the findings. It became clear, that my axiological values; to hear and embed the participant's voice within the theory was essential to not only my position as a researcher, but from an ethical and moral standpoint.

Research governance and ethical practice within this research provided an opportunity for me to address how the study will safeguard and apply the principles of the ethical framework. It took time, and it was restrictive to the research progress when considering the grounded theory concept to "just do it" to enable the participants' responses to guide my intentions (Charmaz, 2014).

However, as identified throughout the following chapters it provided me access to ensure that my research was viewed as trustworthy and ethical. Using reflective and reflexive practices (see chapter three) provided access to consider my approach and the implications upon the participants' voice. My approach to the ethical framework is underpinned by a number of codes of practice, which is now discussed.

5.3 Ethical Approval

Ethical approval was sought and granted for all three data generations. In order to adhere to best practice, the Code of Practice for Research (UoC 2017); the ethical guidelines for researchers (UoC, 2018) and the Royal College of Occupational Therapists Code of Ethics and Professional Conduct (RCOT 2015) were consulted to inform the ethical approach to the research process. As the participants were not patients of healthcare in the UK or USA the Health Services ethical approval was not required. Ethical approval from the University of Cumbria ethics committee was applied for and granted for all three data generations (see appendix two);

- **Data generation One;** Applied: May 2017 and accepted June 2017

- **Data Generation Two;** Applied: October 2017 accepted October 2017

- **Data Generation Three;** Applied**:** September 2018 and accepted October 2018.

5.3.1 International Ethical Approval

Upon arrival to the USA as a visiting scholar, I queried as to whether ethical approval was required from the University of Wisconsin-Milwaukee. As a result of the ethical approval gained within the UK under the University of Cumbria, it was determined further approval was not required in the United States (see appendix two email).

5.3.2 Informed Consent

Informed consent refers to the voluntary agreements to participate in a study based upon full open information. Providing detailed information about the purpose of the research and what will happen to the person if they participate enables them, to make a careful and informed choice about whether or not they want to take part (Holloway and Gavin, 2017). It is important to acknowledge that the nature of qualitative research is its flexibility, and therefore, unexpected ideas arise during data generation. This is because the developing concepts are constructed in the data's rather than previously established frameworks. Subsequently, informed consent is challenging, as there are no specific objectives for pre-determined findings and research outcomes despite the general aim, focus and detailed purpose (Holloway and Gavin, 2017). Therefore, a challenge remains to enable the participants to obtain full and detailed information about the project, as the ideas for the researcher are developing within the research process (Shaw, 2008).

Throughout this research, the research question development was stimulated by my interaction with the data analysis and developing theory. As new questions

arose, I began a new data generation process to ensure that my participants were informed of the research information and design to make an informed decision. It was acknowledged that I had to make difficult decisions after balancing the advantages and disadvantages of providing full information at the beginning of the study. This was to enable the analysis of the participants' responses to apply conceptually to the developing theory. For example, within data generation one, the change of approach was through analytical procedure, from the process of using thematic analysis to constructivist grounded theory methods (see data generation one, chapter 6). This was considered justifiable as it did not cause harm to the participants (Shaw, 2008), and generated consequentialist outcome to enhance the trustworthiness and credibility of the research, and the potential influence upon the wider population.

As required by the ethical review boards, all participants of this study were provided a detailed information sheet (see appendix three) and asked to sign a written consent form. The Royal College of Occupational Therapists [RCOT] (2015) ethical standards suggests that "*When undertaking any form of research activity, you must establish and follow appropriate procedures for obtaining informed consent, including regard to the needs and capacity of participants" (P .38).* In line with the principle of respect for autonomy, all participants were entitled to freedom of choice, and those approached were believed to be sound of mind and able to make an informed decision regarding their participation. Given the diversity of data generation methods, to ensure that all participants engagement within the research were honoured, the following information was provided for each data generation:

Data Generation One: Participants were provided with a letter of invitation, study information and consent form (appendix three). They were advised that they could withdraw their personal details at any point from the research without giving a reason. As a result of the constructivist principle of developing knowledge through social lines of enquiry (Burr, 2015) it was acknowledged that their responses contributed to the researcher insight and research question development. Consequently, this contributed to the future participants engagement within the research. Therefore, the participants were informed they could only withdraw their responses up to 30 days post data generation. Participants provided with details to contact the researcher, counselling service of the university or supervisory team if any concerns arose.

Data Generation Two: As above the information was provided to the participants. Due to the nature of focus groups, the participants were advised that although they were able to withdraw their personal details, their contributions could not be removed as their responses are collected simultaneously with their colleagues and therefore was unable to be deleted from the recordings (Stein, Rice and Cutlet, 2012).

Data Generation Three: as above the information was provided to the participants (appendix three). Participants were informed that they were able to withdraw their personal details from the research at any point, without detrimental impact and without giving a reason. Due to the nature of the constructivist grounded theory methods (Charmaz 2014). Participants were

advised that data could not be removed from the study following 30 days due to the process of continual analysis of the data generation discussed in chapter seven.

5.3.4 Confidentiality

As a researcher and occupational therapist, I have a duty to maintain participant confidentiality. It is recognised that; *"the results of the research should be communicated in such a way as to protect the confidentiality of the participant's identity and data throughout the conduct and reporting of the research" (University of Cumbria, 2018 p.7).* Therefore, the principle of confidentiality encompasses the expectation that the information disclosed during a research relationship will not be shared with unauthorised parties without the participants consent (Jones et al. 2006). Research that involves working alongside peers may reveal sensitive information, and therefore, assurance of the confidentiality is paramount in protecting their views, privacy and engendering their trust (Patton, 2002). It is acknowledged that, the participants were attempting to negotiate their holistic practice of being an occupational therapist. So, the grounding theory of occupational agency investigating the negotiations, conceptualises the way that the participants deconstruct the challenges of their practice. This involved the sensitive discussions to the extent that participants would express, this is *"what I should be doing"* which enabled them to analyse the impact upon their engagement within their professional role. Consequently, to protect the participants' professionalism, it was essential that the information provided was treated confidentiality with the assurance that their responses, opinions and actions would not be reported beyond the findings of the research (UOC, 2018;

DPA, 2018). Participants were further advised that all transcribed data and consent forms were held securely in a locked filing cabinet for five years which will then be securely destroyed (UOC,2018; DPA, 2018).

5.3.5 Anonymity

Anonymity ensures that if and when information is shared or published, it will contain no identifiable personal information about the participants (Jones *et al.* 2006). It is accepted that the nature of grounded theory is more conducive to achieving anonymity. This is because grounded theory focusses on concepts rather than people. Although, this refers to classic grounded theory where the researcher is determined as an objective observer to the theoretical development (Charmaz, 1996). Conversely, the constructivist tradition acknowledges the researcher as part of the data generation process where the theory is constructed within the social process between the participants' narrative and the researcher (Charmaz, 2014).

It is recognised that the brief vignettes and the interview transcripts within this research could potentially breach confidentiality. They could identify features, which may be recognised. This is a risk for all those taking part within qualitative research, in that the detailed description of the research, process and the data may breach anonymity of the participants (Holloway and Gavin, 2017). Therefore, only limited demographic information has been used within the thesis, and the vignettes are a distillation of the narrative presented to highlight the conceptualisation of the theoretical concepts. However, to ensure that the research remained humanistic to consider the participants' voice, the aim was to

continue to bring the data alive, therefore, pseudonyms were allocated to the participants over numeral coding (Dearnely, 2005). Participants were given the opportunity to choose their pseudonyms. No one declared a preference. The pseudonyms were allocated during the transcription of the data analysis and reporting of the findings and the participants advised that the researcher and supervisory team only knew their identity. It is acknowledged that, due to the nature of the data generations it is recognised that full anonymity could not be assumed which is now outlined.

Data Generation One and Three: because of the interview methods of data generation one and three, full anonymity was assumed. However, due to the nature of a relatively close-knit profession of occupational therapy, participants were informed that they may be identified as a result of their skills, and therefore no reference has been made to the participants primary location. In line with constructivist grounded theory (Charmaz 2014), the country of the participants is specified to enable the reader to grasp the context of their responses (see table two).

Data Generation Two: Due to the nature of focus groups, anonymity could not be guaranteed (Fry, 2009). During and after the focus groups, participants were requested to maintain the anonymity of their peers. Participants were further reminded of this through a thank you letter (appendix three) (Orb, Eisenhauer and Wyanden, 2000).

5.3.6 Non-Maleficence

It is acknowledged that qualitative health care research may be more intrusive than quantitative, so the researcher needs to act with sensitivity and use proficient communication skills (Holloway and Gavin, 2017). As a researcher, I was seeking permission to study the participant's world, their thoughts and feelings, my role as an occupational therapist supported my approach, to be able to sit listen and enquire about my participants occupation as occupational therapists. I was aware that exploring their thoughts and feelings they may feel a sense of intrusion and unease around the topics being explored. Consequently, participants were offered the opportunity to decline any questions and were reminded throughout that they were able to withdraw from the research without detriment and without given a reason. Furthermore, I acknowledged that my participant's might reflect on their experiences after our data generation. Therefore, participants were provided with details to contact the researcher, counselling service of the university or supervisory team if any concerns arose.

5.3.7 Power, Reflexivity and the Environment

Power is defined as the ability to act or have influence over others. However, qualitative research presupposes a redistribution of power. In constructivism, research is seen as a researcher-participant co-production of knowledge therefore the division between the researcher and the subject is blurred and control over the representation of decision-making is increasingly shared (Karnieli-Miller, Strier and Pessach, 2009). Platt (1981) highlighted that during data generations participants are often in a position of inequality. Although this may not be so for colleagues unless the researcher is in a position of authority

as a manager and senior colleague. It is recognised that, when the researchers interview their peers, a more reciprocal relationship exists which makes it easier for participants to become equal partners in the research enterprise (Holloway and Gavin, 2017). Throughout this research, participants were selected upon the basis of their expertise. Consequently, I was able to position myself as a student to their experiences from either a cultural or practice range. This enabled me to become vulnerable in my learning and pursue a relationship of trust, so the participants were able to disclose their experiences. I was aware that, when researching my peers, they may assume I held preconceptions of their meaning, and therefore, I used my profession based skills to probe further to create a shared understanding of their contextual responses and become an insider and outsider (Dwyer and Buckle, 2009) to the research phenomena I was exploring to gain insight from alternate angles which is now discussed;

5.3.8 Reflexivity Insider and Outsider Role'

"The qualitative researcher's perspective is perhaps a paradoxical one; it is to be acutely tuned- in to the experience and meaning systems of others- to indwell- and at the same time to be aware of how one's biases and preconceptions maybe influencing what one is trying to understand"
(Maykut and Morehouse, 1994 p.123)

Reflection and Reflexivity is a tool, which is paramount to this research (see chapter three). It acknowledges the process of the research development and subsequently the intertwined process of ensuring morality and ethical actions are in line with the intent and purpose of the research. Rose (1985) acknowledged *"there is no neutrality within research, there is only a greater or less awareness of one's bias. And if you do not appreciate the force of what you are leaving out, you are not fully in command of what you are doing"* (p.77).

Upon commencement of this research, I was an insider to the occupational therapy profession in the UK for six years as a student and practitioner (see prologue). Data generation one enabled me to realise my preconceptions of the participants responses, prior to the opportunity to analyse and reflect upon *"what this means"*. This enabled me to gain greater consciousness to my situational identities and relativity of power (Angrossion, 2005).

I began to acknowledge that power can take many forms and is a widely debated topic, which is not in the parameters of this study. However, the threads of power I was able to acknowledge were; how power is present within our interactions, the knowledge we possess, and within the environments that we interact. Therefore I sought to explore my position as an insider and an outsider to the research (Dwyer and Buckle, 2009), this enabled me to reflect on my position, the context the data was generated and the ability to manage my preconceptions so my participants were able to express themselves freely and without restriction.

Dwyer and Buckle (2009) indicate that the insider and outsider role is a continuum, which argues that even as an insider you maybe an outsider to your participants understanding and elements of subculture. Health professionals can hold dual roles and responsibilities, that of a professional and researcher, and therefore, they may experience problems with identity (Holloway and Gavin, 2017). I understood this to mean, we are committed to the research to advance

health knowledge, and on the other hand, we are committed to the welfare of our clients.

Data generation one enabled me to realise the impact of my dual responsibility, and regardless of my reflective and reflexive state, I began to consciously and then subconsciously analyse my participants response from my own understanding of the world. I felt both like an insider to the profession, yet my outsider role was becoming lost. Therefore, I choose to step out of this role within the UK to become an outsider (Dwyer and Buckle, 2009). I remained an insider to the occupational therapy profession, yet an outsider to the USA processes and context in which they work. This promoted an opportunity to become a student and a co-constructor of knowledge and to appreciate the force of "what I was leaving out" to become in command of my researcher position and forfeit the power of my experiences.

As my occupational therapy career is young, I feel one thing that this research could teach me is to step back and to hear what people are saying and the context in which they are saying it, rather than my forced opinion as an occupational therapist and my research intentions. So, in line with the constructivist grounded theory methodology (Charmaz 2014) and heuristics (Moustakas, 1990) throughout the research a reflective and reflexive diary was maintained to track the ethical considerations, research development, decisions, analysis and findings.

5.3.9 Environments

As an occupational therapist, I recognised that the environment creates meaning to a person's engagement in their occupation (the things they need to and want to do) (Keilhofner, 2008). Therefore, environments are acknowledged to hold power and meaning which may influence the participant's responses and potential feeling of unease. It was felt essential for the participants to be able to express their choice of when and where they were happy to meet. The following processes aided with this transaction.

Data Generation One and Three: participants were given the option to choose where and when we would carry out the interview. The participants were made aware that the researcher was open to changing time and place at their request, and one participant selected to do this.

Data Generation Two: participants were provided a number of dates which they could select. The focus groups were carried out at the international advisor's home to enable the participants to feel comfortable and without the expectation of institutional power influence upon their responses (Stewart and Shamdasani 2015).

5.3.10 Beneficence: Value of Research to Others

It was important that the participants felt they could benefit from their engagement, which may support them and the education of future students. The study provided the participants with the opportunity to contribute to the development of theory. To reflect upon their practice, their client therapist

relationship, and the opportunity to question and challenge the systems we work. Beneficence was event when participants emailed me following our data collection to thank me for inviting them to engage in an interesting topic and provided further considerations.

5.4 Chapter Summary

This chapter addressed the principle of moral ethics within the research. It considered the key ethical concerns and decisions related to safeguarding the participants. This addressed the principle of justice to distribute the benefits, risks, costs and values. It identified that these decisions were not separate entities, yet they are entwined with the beliefs and actions of the researcher (McKay, Ryan & Sumsion 2003 p 56). The following chapter identifies with the initial data generation one, which stimulated discourse of researcher position and meaningful action through reflexive processes in this research.

Chapter Six: Data Generation One

6.1 Chapter Overview

This chapter provides a reflective account, which stimulated the decision to commence data generation. It specifies the research question, aims, objectives and design of data generation one. In line with the methodological process of phase one, a qualitative constructivist approach was adopted (see phase one). The initial analysis and findings are provided alongside a critical review of my position as a researcher. This stimulated the discovery of my pragmatic constructivist grounded theory (Charmaz, 2014) position for this research (see phase two and three).

6.2 Reflexivity: Decisions to Commence Study One

Date: May 2016
Context: Commencement of study one: Post University Interview
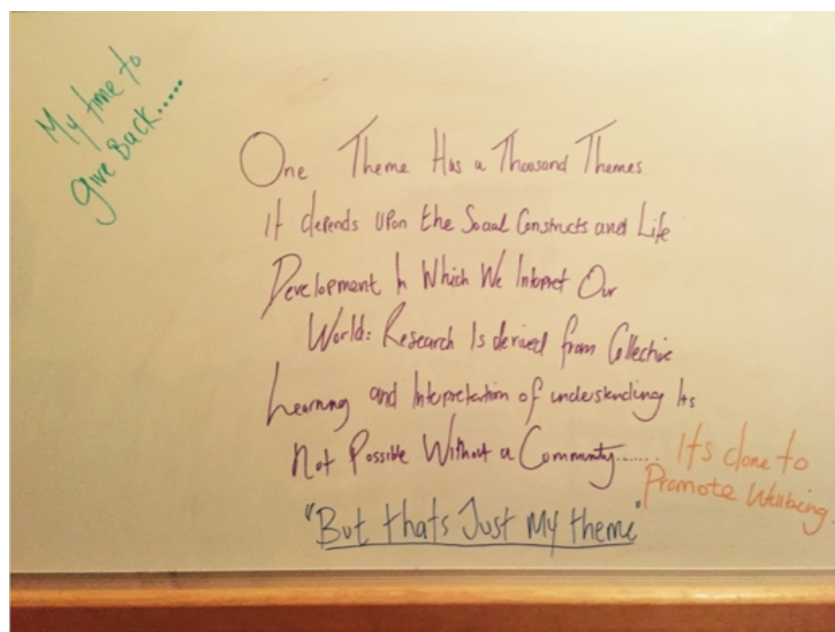
Figure Nine: one Idea has a thousand interpretations

What? I had PhD interview today, wow that was intense. I felt drilled about my expectations of the research process, but more importantly what's the point in me carrying out a research project, and really, and what is it I want to know?

So what? My research proposal highlighted the use of performance profiling in occupational therapy. Whilst my prospective supervisors questioned me, I felt my stomach almost flip and I realised if I truly expressed what I wanted to research, would I lose this opportunity, the opportunity for others to express their voice? In the bewilderment, that's when I realised, it is what I needed to do. I needed to state my case and disagree with them as my idea was forced forward. So, I acted on my unease and expressed; "I want to understand what the value is of meaning and how do people communicate this?" I had become interested in the therapist's perspectives, which influence client decision making, goal setting and intervention planning. I think because of my expectation I need to step beyond the profession, which I feel performance profiling (Butler and Hardy, 1992) could be used. To question my positivist leanings through a wider context to really understand, what position does this phenomenon hold?

Now what? To understand the purpose of this study, I need to explore not only what this means to occupational therapist but also how others see it. I want to question how this tool was developed and understand if we have a full grasp of society written into this picture. I, therefore, believe a women's perspective is required.

6.3 Research Question Development
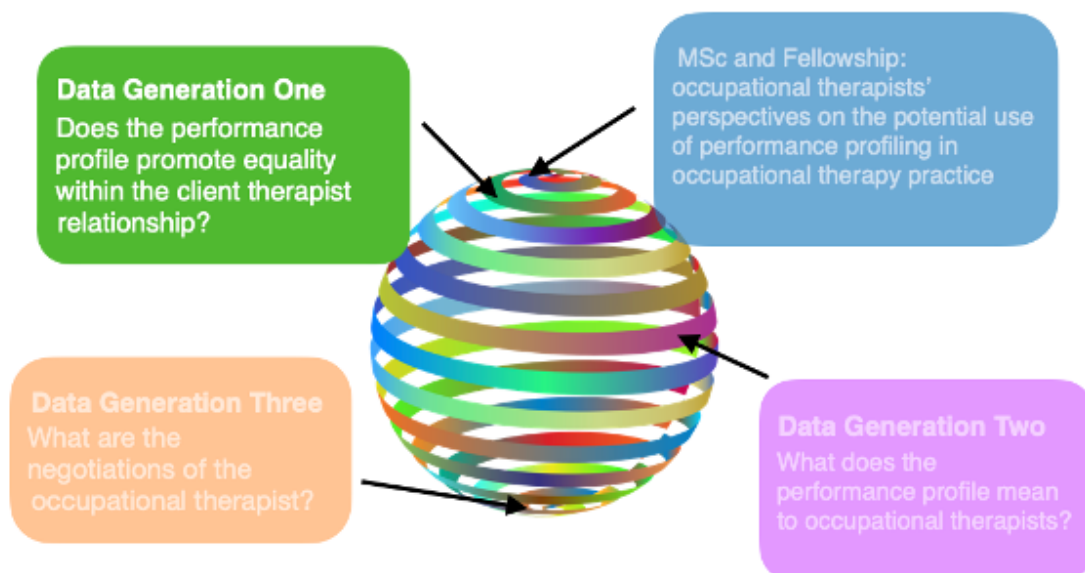
Figure Two: Reflexive Spiral of the Research Question Development

The purpose for data generation one was to step away from the positivist leanings I held concerning the performance profile (Butler and Hardy 1992). The performance Profile; an adaption of Kelly's (1955) personal construct theory and repertory grid was developed by the sporting psychology and coaching domains (appendix one). However, little or no research existed outside of these professions. Therefore, the first phase of this research sought to understand its

application outside of the male dominated culture in which it was developed, and to consider its position in society from a female perspective to understand *'Does the performance profile promote equality within the client therapist relationship?'*

6.3.1 Research Question, Aims and Objectives

Research Question
Does the performance profile promote equality within the client therapist relationship?

Research Aim
To use the performance profile as a research tool to generate conversations

Research Objectives
1. To obtain a female perspective of Kelly's (1955) personal construct theory and the performance profile.

2. To understand if the performance profile promotes equality within the client therapist relationship.

3. To clarify my position as a researcher

4. To generate a research questions informed by the participants responses.

6.4 Research Design and Decisions

This research design involved the intersection of philosophy and decisions with reference to my reflexivity upon the research process. A summary of participant recruitment and data generation methods are outlined.

6.4.1 Participant selection

A range of sampling strategies are available in qualitative research studies. Methods considered in this study were theoretical, convenience and purposeful sampling. Theoretical sampling employs an iterative process where the researcher samples participants for their potential contribution to the development or testing of theory generated by the research (Charmaz 2014). In contrast, convenience sampling aims to recruit participants of their ease of accessibility (Denzin and Lincoln 2018). For DG1 there was an intended purpose to address a particular gender and level of expertise who have both academic and practical experience to address the research question. Purposeful sampling aims to recruit participants with the experiences that will facilitate exploration of the research question to meet the objectives of the data generation. The method holds a range of approaches, such as, homogeneous sampling, which considers characteristics that are similar to reduce variation between participants. Conversely, heterogeneous sampling that specifies diverse characteristics and maximum variation to identify important patterns that cut across variations of participants (Stewart and Shamdasani 2015). For data generation one, criteria were developed to ensure that the purposeful sample selected achieved a varied perspective of the research question to obtain a wide

female viewpoint from differing cultures and contexts. Female participants were sought in the bid to understand the acceptability of the performance profile and personal construct theory away from the male dominated domain of coaching and psychoanalysis that it was developed. This enabled the opportunity to broaden the conversation and investigate if the performance profile promoted equity across genders and context. The specific criteria used within the design phase of this study ensured that the participants had the experiences to explore philosophical, theoretical and practical positions from an expert perspective (Rossman and Rallis, 2011). Experts are recognised as being able to accurately identity and interpret important information, be flexible in their thinking, and responsive to the wider environmental influences on an identified problem (Morris, 2012). Rossman and Rallis, (2011) indicate *"expert sampling is particularly useful where there is a lack of empirical evidence in an area of high levels of uncertainty"* (p.211)*.* Participants that were selected were known experts within their respected fields to support an in-depth exploration. This was relevant to the line of enquiry, to enable a greater understanding of the phenomena as little or no evidence existed of the performance profile outside of the profession it was developed. This sampling strategy enhanced credibility of the research as it enabled a wide perspective, yet, answered the objective of the research question in despite of the alternative contexts the participants resided. The participants were selected on the following criteria;

Inclusion Criteria

1.To ensure an expert perspective is gained, female participants were required

to have 5 years' experience within both their field and academic practice and

2. To be able to attend the interview face to face.

Exclusion Criteria

1. Male participants

2. Participants with less than 5 years' experience within their field and academic practice

6.4.2 Number of Participants

It was anticipated a small number of participants would meet the data

generation aim. 3-6 participants were projected within the ethical approval

(see section 5.3.2). Three interviews were carried out with professionals who

hold expertise in youth development, coaching and occupational therapy

within the UK and USA (see table six).

6.5 Data Generation Procedures

The participants were contacted via email and the interviews were scheduled at

the participant's convenience in a place of comfort (see chapter five for

discussion of power). The research team was advised of the researcher's

location upon arrival and departure to fulfil the University of Cumbria lone

working policy (UoC 2017). An introduction of the performance profile (Butler

and Hardy 1992) and the personal construct theory form a sporting psychology

perspective (Kelly 1955) was provided (see appendix one). In order to

appreciate the participant's point of view the conversations focused upon their

roles and interests (Burr 2015). This was followed by an open-ended semi structured conversation (see appendix three). The purpose was to understand the participants perspectives of the personal construct theory (Kelly 1955) and the performance profile (Butler and Hardy 1992) in reference to their experiences of the therapeutic relationship. I was conscious for the interview to develop naturally; I therefore used the interview structure as a guideline and asked the questions as they developed in the conversation or at the end of the interview to ensure all the research objectives were met. I clarified with the participants that they were happy with their responses and if they would like to add any further perspectives. All participants accepted to be contacted for further clarifications if required during the analysis process. I provided the participants contact details of the University and support services if any concerns were to arise following our data collection in line with the University of Cumbria code of practice (UoC, 2017) and research ethics policies (2018).

Equipment

In line with the constructivist methodology the interviews were recorded via dictaphone, this supported analysis demonstrating in-depth consideration of the participants responses. However, it is recognised that this only provides one perspective of the event (Stewart and Shamdasani 2015). Therefore, notes were taken with confirmation from the participants. The notes considered behaviours, reactions and reflections on the data generation process proving a greater in depth and account of the participants' view (Mack, Woodsong, Mcqueen, Guest and Namey, 2005).

Managing Data

In line with the Data Protection Act (2018) and the University of Cumbria Research Ethics Policy (UoC 2018). All items containing participants' names and signatures (originals of consent forms) were kept in a secure locked cabinet or a password protected and encrypted computer file. This was not accessible to any other individual. The participants were assigned pseudonyms upon listening to the data through headphones so others could not accidentally overhear the transcription. Individual files were created for each of the participants. This ensured that all information pertaining to the participants were in the same place.

6.6 Analysis of Data Generation One

The data analysis for data generation took the form of two approaches initially thematic analysis (Braun and Clark 2006), then as the methodology developed the data was reviewed and analysed using the constructivist grounded theory method (Charmaz, 2014) see chapter seven. This section outlines the process of managing the data alongside using thematic analysis. A critical review of the process is outlined which stimulated the reflection of phase two methodological approach, the research aims, objectives and intentions.

6.6.1 Data Analysis Tools

Reflective Diary

Before during and after the data collection process, I often made notes of reflective constructions; meaning the unearthed personal associations I may hold with the participants perspectives (Bolton and Delderfiled, 2018). This allowed me to illuminate my understanding of the participants' response alongside my bias to question without intent, but to gain clarifications of the participants meaning. I made notes of statements and behaviours to ensure I reviewed their significance within the analysis stages.

6.6.2 Computer Aided Analysis

NVivo (QSR International 2020) was initially used to support the analytical procedure of the data and the reflections. Although, the coding tools within NVivo seemed to promote a superficial analysis, which lacked a heuristic approach. The process searched for words, over considering the context and the participant's expression, and therefore, was used for the sorting and organisation of the data and to develop a visualisation and creative synthesis of the themes and categories of the research (Charmaz 2014).

6.6.3 Thematic analysis

Theoretically, qualitative analysis procedures provide research with an array of approaches for data analysis based on specific philosophies. However, Braun and Clarke (2012) acknowledge that there is a limited approach to qualitative

methods and data analysis. It is recognised that, to ensure trustworthiness and credibility of the research findings, the researcher is required to demonstrate clearly, how interpretations of the data have been achieved with quotations from or access to raw data (Rice and Ezzy, 1999). The participants reflections conveyed in their own words therefore strengthen the position of the findings (Patton, 2002). Consequently, it is the responsibility of the researcher to ensure that the participants voices are heard in the research process.

At the time I was a novice researcher, I sought to maintain credibility of the research. Although, I lacked training of a systematic approach to analysis. Because of Braun and Clarke's (2012) recognised contribution to social research and psychological interpretations of datas, their procedure to thematic analysis was adopted.

Thematic analysis has been acknowledged as a unique and valuable method, which provides a foundation in the basic skills needed to engage within other approaches to qualitative data analysis (Braun and Clarke 2014). It is a method to identify and systematically organise insights into patterns of meaning (themes) through focusing on meaning across the data set (Braun and Clarke 2014). In line with the constructivist methodology (Burr, 2015), It allows the researcher to consider the collective meanings and experiences in relation to the particular topic and research question being explored. Braun and Clarke (2014) note that *the "analysis produces the answer to a question even if as in some qualitative research the specific question that is being answered only*

becomes available and apparent through the data analysis"(P.57). The aim of this research was to generate conversations of the performance profile. The objective was to capture the female perspective to understand if the performance profile enables the client centred relationship, and to develop the research question through the data. Therefore, this was initially considered appropriate for the data generation.

6.6.4 Thematic Analysis Procedure and Review

It is important to note that thematic analysis is a method of data analysis rather than being an approach to conduct qualitative research (Braun and Clarke 2014). The procedure follows six phases of data analysis as outlined in figure ten. It is not a linear process as displayed, it is a consistent review, which forces one to check and recheck assumptions (Fereday and Muir-Cochrane 2006). However, this is often not initially specified within the procedure, which can cause confusion to a novice researcher. The process is described as inductive and deductive analysis (Braun and Clarke, 2012). An inductive approach to data analysis is a bottom up approach and is driven by what is in the data, in contrast to a deductive approach to analysis which is a top down approach where the researcher brings to the data a series of concepts, ideas or topics that we use to code and interpret the data. Thematic analysis often uses a combination of both approaches (Fereday and Muir-Cochrane 2006). Although, this is dependent upon the researchers position through their ontological and epistemological insights. It is important to recognise what we bring to the research and our expectations of it (Patton, 2002).

For me, as thematic analysis is determined as a flexible method of data analysis within the qualitative paradigm it felt suitable to use as I was attempting to develop my position as a researcher. However, as a novice at the time, I was challenged to determine what my position as a researcher meant. I knew it was important to understand deductively if the performance profile promoted equality within the therapeutic relationship. Yet, I was aware of my position with my early research directions. I held a positivist perspective (see prologue) which influenced my actions and reactions which made me consider how I initially saw the data. This is evident in figure ten. where I acknowledge that at times, I felt frozen. I wanted to obtain an inductive position which would allow me to understand the research from the inside, to question, what was truly happening within the data generation and consider, how, where and when these processes influenced the practice of the occupational therapist. The main questions I needed to understand from the analysis process was where to go next.

Reflexivity- Whats my expectations?

One Way?

Phase One- Familiarisation: Reading and re reading textual data. Making notes on the data as you read them to highlight potential points of interest. Analysing and critically starting to think about what the data means.

Whats my role?

Phase Two- Generating Initial Codes Codes; identify and provide a label for the of the data that is potentially relevant to the research question. Codes can also be an interpretation of the data. Some mirror the language of the participants other the conceptual framework of the researcher.

Which is it? statement? interpretation? or language?

Phase Three - Searching for themes ; A theme captures something important about the data in relation to the research question and represents some level of patterned response or meaning within the data set.

Whats Important?

Phase Four - Reviewing potential themes; A recursive process whereby the developing themes are reviewed in relation to the coded data and entire data set. Quality checking.

What procedures?

Phase 5- Defining and Naming Themes; A process of defining your themes, to clearly state what is unique and specific about each them to sum up the essence of each theme in a few sentences.

Now what? Whats the next step?

Phase Six; Producing the report- The writing and analysis stages are stated as thoroughly interwoven in qualitative research—from informal writing of notes and memos to the more formal processes of analysis and report writing.

One focused goal- What about the rest of the data? What is it telling me?

Figure Ten: Thematic Analysis Process and challenges of application of axiological and methodological position

Figure ten indicates the thematic process (Braun and Clarke 2014) and the challenges I was exposed to integrating my axiological and methodological position (See Table Four) . It highlights the process of thematic analysis and my questions that arose. It became apparent through the iterative and reflexive process that my approach to using thematic analysis lacked in-depth considerations of what the participants were telling me, and what action I should take. I found I was unable to situate myself within my methodological position and its association to my analytical procedure. As highlighted within the following sample of the findings of data generation one using thematic analysis. I therefore continued to fulfil the intent of my positive position through maintaining a deductive approach to analysis. I appeared to only be reviewing the content of my conversations over considering what this means to the participants and the underlying processes which stimulated their responses. This experience led me to critically review my methodological position and my intentions for the research as identified within phase two and three (see methodology).

6.7 Sample of Thematic Analysis Findings: Data Generation One
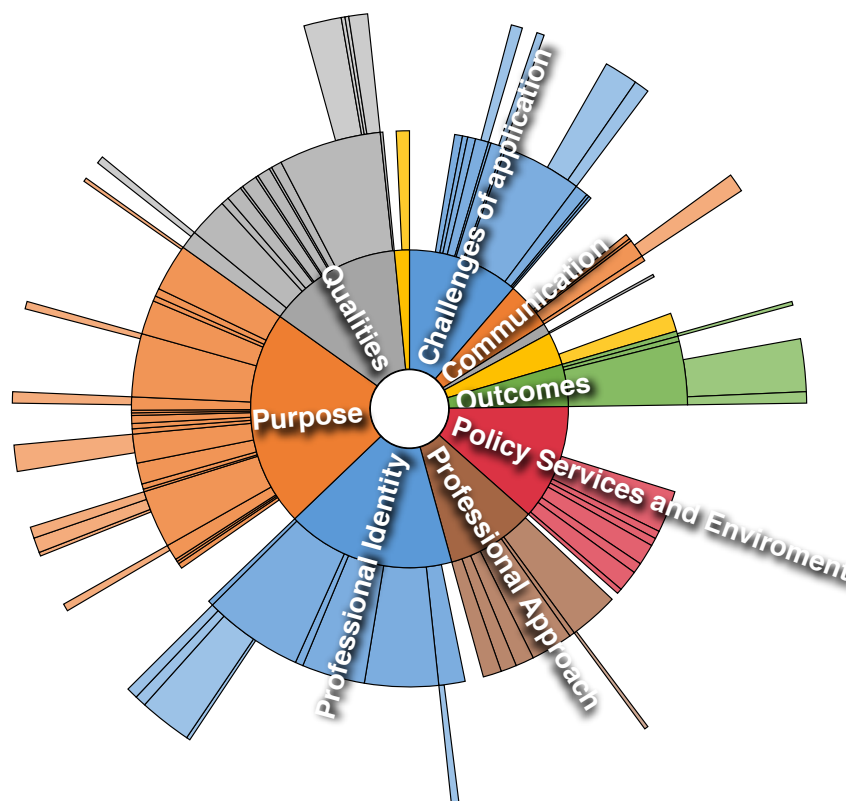
Figure Eleven: Data Generation one Tentative Themes Found: Three Conversations

In Data Generation One, three conversations were carried out with experienced professionals in and outside of occupational therapy. The conversations were semi structured to initially question the intentions of the research (appendix three). Figure eleven indicates these tentative categories. A sample of 3 categories of the thematic analysis findings are presented. With its own figure and explored through the participants voice. These categories were chosen because they align with the second phase of analysis through the constructivist grounded theory process, however as expressed the process did not enable

consideration of where to go next, and insight into the participants engagement which is explored further in chapter seven.

6.7.1 Policies Services and Environment
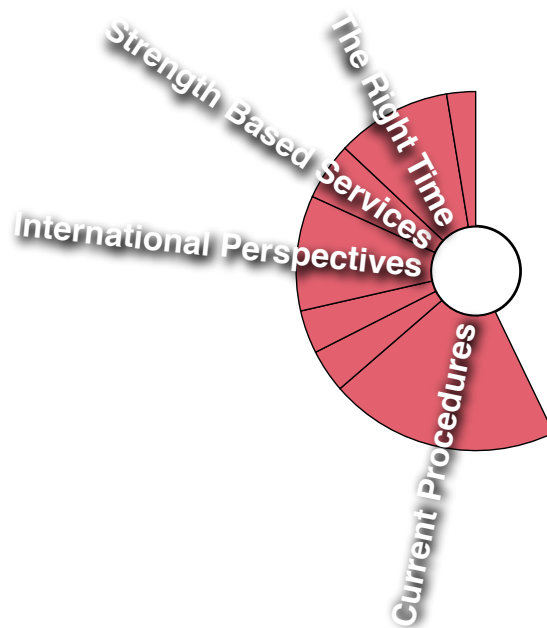
Figure Twelve: Tentative Theme Politics, Services and Environments.

'Policies service and environment' describes how the participants experience the impact of the expectations, from a political, service and environmental perspective in order to carry out their role, as their professional philosophy intends.

Annabelle a youth work professor, stated her experience within the United Kingdom (UK) to commission services, where quantifiable outcomes of services are led to funding. Annabelle, highlighted that predetermined assessments impact the ability of the client to express their needs;

'Annabelle; 'the barriers I have found with being at the level of commissioner or local authority stake holder is that, well they have gone- that is not empirical data thats not quantify- that's not quantified er criteria referenced, externally validated test. That's just people's opinion, and the current dialogue in youth work, or evidence in youth work is that anyone that is a youth - practitioner knows that, (points to PP) that shows the truth for a young person'

Victoria a coach and occupational therapist (UK) and Sarah a professor of occupational therapy (USA), acknowledged their understanding of how funding and policy impact upon how occupational therapists to react to maintain their position;

Sarah; 'see when I think politics, I think reimbursement, so I need to get away from the money thing'.

Victoria; 'yes yes yes and I think in a service a lot of the time OTs delivered in terms of the service, not in terms of what the person needs, you know services that only do X Y and Z'.

This indicates the consistent challenges experienced from a political, service and environmental perspective upon occupational therapist to carry out their intended practice.

6.7.2 Professional Identity
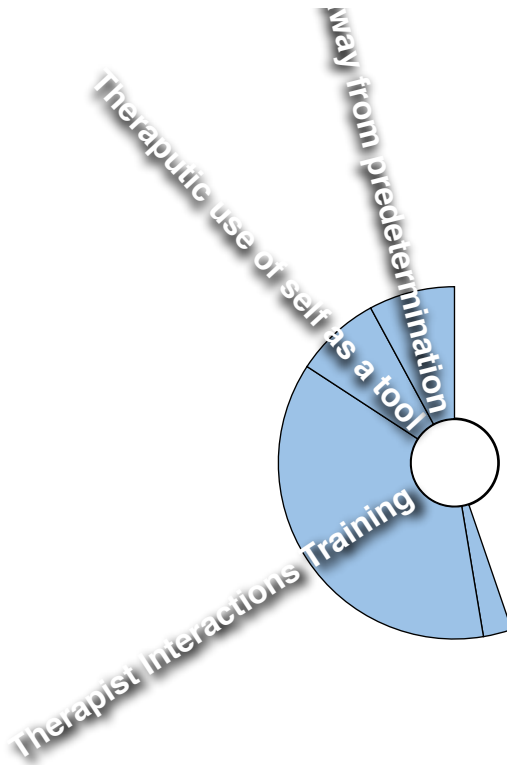
Figure Thirteen: Tentative Theme Professional identity

Professional identity refers to the professional's ability to direct practice reasoning, from a quantifiable perspective, into a client narrative.

Annabelle; 'yes that would be a key constraint on it I suppose, its how comfortable the therapist or

whatever the professional setting is with power sharing,, but truly power sharing, and how skilled they

are at facilitating the clients dialogue yes, because if they are used to being really direct or they are used

to closed questions that's not going to get good quality responses.

The contexts explored were from a service influence and personal self-determination, to question how comfortable a professional is with power sharing the client outcomes.

6.7.3 Professional Approach
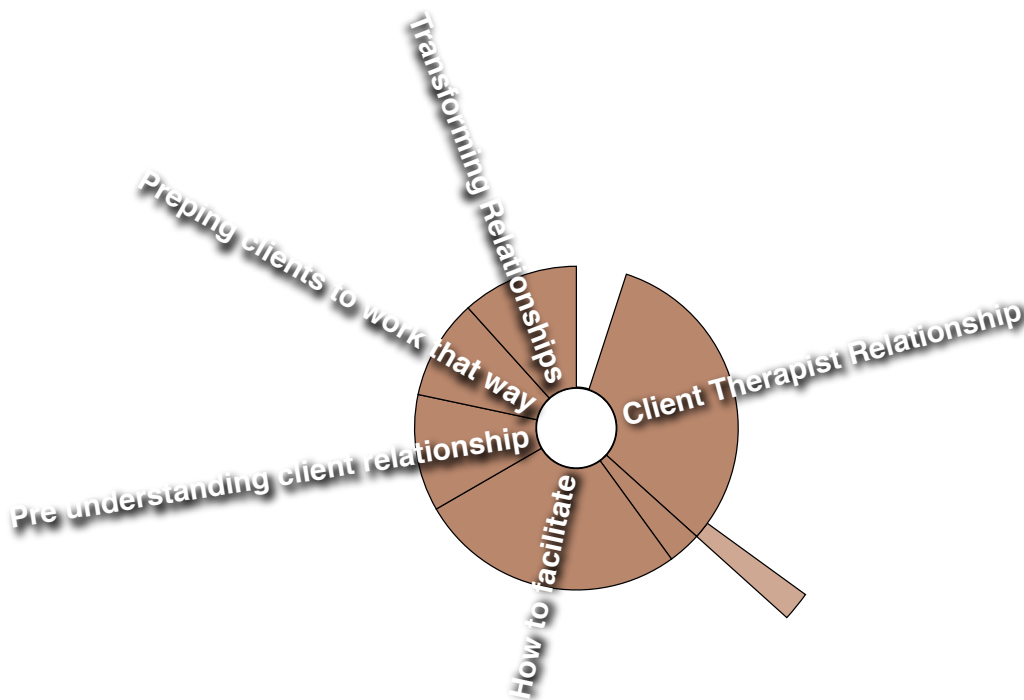
Figure Fourteen: Tentative Theme Professional Approach

Professional approach; the skills to do, how we act, and react, within the context that we are employed.

Annabelle ; 'so a-lot of the work I am doing is I'm trying to transform that relationship and make it

more about the person, that you are working with somebody.'

Victoria; 'so then finding a way of actually erm, helping people to analyse what the ideal self would

be in relation to the performance that they had, and then what would that then look like? what will

those constructs look like?'

Victoria noted the challenges the professional may encounter from the client's ability to self-reflect, analyse and express themselves whilst using the performance profile. However, Victoria felt the therapist could educate clients and determine the relationship expectations prior to the performance profile process.

Victoria; 'The therapists being skilled enough to elicit those, without leading, and the clients having

some pre-work done to be able to think in that way to be able to work then collaboratively with the

therapist, but I don't think its insurmountable.'

The professional approach appears to be expressed as an action of professional identity. This considers how the professionals will act and respond to the alternative perspective of integrating the client's voice throughout the reasoning process. Annabelle and Victoria both expressed the professional's ability and skills to transform the relationship, to allow the client self-expression within the services.

All participants felt it is the responsibly of the professional to facilitate the relationship with the client. However, they realised the implications of the policy, services and environment upon their intended philosophy of practice. The participants stated that they understand the importance of the client's voice.

Although, it was questioned as to whether we understand our professional identity, and furthermore, how does this reflect in practice.

6.8 Data Generation One: Critical Reflection of the Research Process

June 2017

Upon review of my ontological, epistemological and axiological position (<u>see table four</u>). I recognise that my approach to the research methodology is fallible. Data generation one and my methodological stance has enabled me to identify that my ontological position considers reality as we know it. It is constructed through inter subjective meanings which develop socially and experimentally (Lincoln et al, 2018). Therefore, to consider research from an epistemological approach, we cannot know the real without recognising our role as "knowers". In short, relative to pragmatic principles, action leads to data generation, which stimulates interpretation of the data's, and in turn spurs on action (Morgan, 2007). However, I currently feel frozen by the demands and boundaries of my methodological approach. I am consistent when I state that; the most important aspect of this research is to ensure that the voices of my participants are heard, and their perception and constructions of their lived experience are valued throughout this research.

To clarify my ethical position when considering my previous constructions of the research, I entered data generation one with an open mind and used reflection and reflexivity to reframe from imposing my preconceived ideas. However, given my background with using constructivist methodology, I have not entered the field as a blank slate a 'tabula rasa' (Locke, 190 cited Boyd and Bee, 2011). I entered the field with my eyes towards examining the ways that performance profiling could contribute to my valued profession, which specifies my challenge that we be cannot fully be objective to the question that is being studied. I feel by seeking to understand the participant's process using thematic analysis it is not allowing me to see how they engaged in or made sense of their position. I feel I simply was only able to stand still and stare at a brick wall of "facts" that I have just found. I recognised that I am not only an objectivist in this research, but a constructivist, where the existence of objective reality is obsolete (Mills Bonner and Francis, 2006) and that the world consists of multiple individual realities influenced by context which I aim to explore (Schutz 1967).

Throughout my data collection, I employ reflexivity and heuristics (Moustakas 1990) which enable me to grasp the challenges of my researcher position and methods which stimulated a serendipitous finding as I engaged in the data. As I prepared to write my findings, it became

clear that I was no longer an insider to my research. It is important to note that the constructivist perspective has enabled me to see the bigger picture of how knowledge was developing from a macro perspective, whilst this is a valuable insight, I have missed critical to constructivist theory my position to ensure that I take a 'critical stance towards taken for granted knowledge' (Burr 2015). In searching for meaning, I am connecting with symbolic interactionism, to examine the relationship between interpersonal interaction and constructivism which identifies with the larger social structures (Charmaz 2014). This will enable me to seek depth of my participants meaning. Rather than just trying to find the answers I want from this research, mainly that performance profiling will work. Nevertheless, I think my participants are trying to tell me something more, such as, how they view their actions and see themselves through their interaction with their profession and its structures. This prompts me to question, how does this inform their interpretations, their experiences and subsequently, their actions? Therefore, my analysis and data collection approach required to be reconsideration so I can become an insider (Dwyer and Buckle, 2009) to my participants meaning, (see phase two and three for methodological stance).

6.9 Chapter Summary

This chapter provided a reflective account which stimulated the decision to commence data generation one. Alongside the constructivist approach as outlined within phase one of the methodology. It specified the initial research question, aims, objectives and design. It highlighted the thematic analysis process and provided a sample of the initial findings. A critical review was presented as to why this methodological and methods approach no longer felt suitable for this research. Despite that data generation one followed the above research design, this is still an important aspect of this research where the findings were analysed in line with phase two of my methodological stance and the constructivist grounded theory methods which provided methodological momentum with the principles of symbolic interactionism (Charmaz, 2014). This is now presented in the following chapter.

Chapter Seven: Conducting a Grounded Theory Study

7.1 Chapter Overview

This chapter provides an account of the constructivist grounded theory conducted (CGT). It highlights the unique features of the concurrent process of data generation and analysis. I justify my decisions of using aspects of other methods, such as; positioning the literature review and the analytical questions to embed symbolic interactionism within the data generation. Figure fifteen highlights the iterative process of how the methods fit together and how the researcher was a machine in this process (Birks and Mills, 2015).
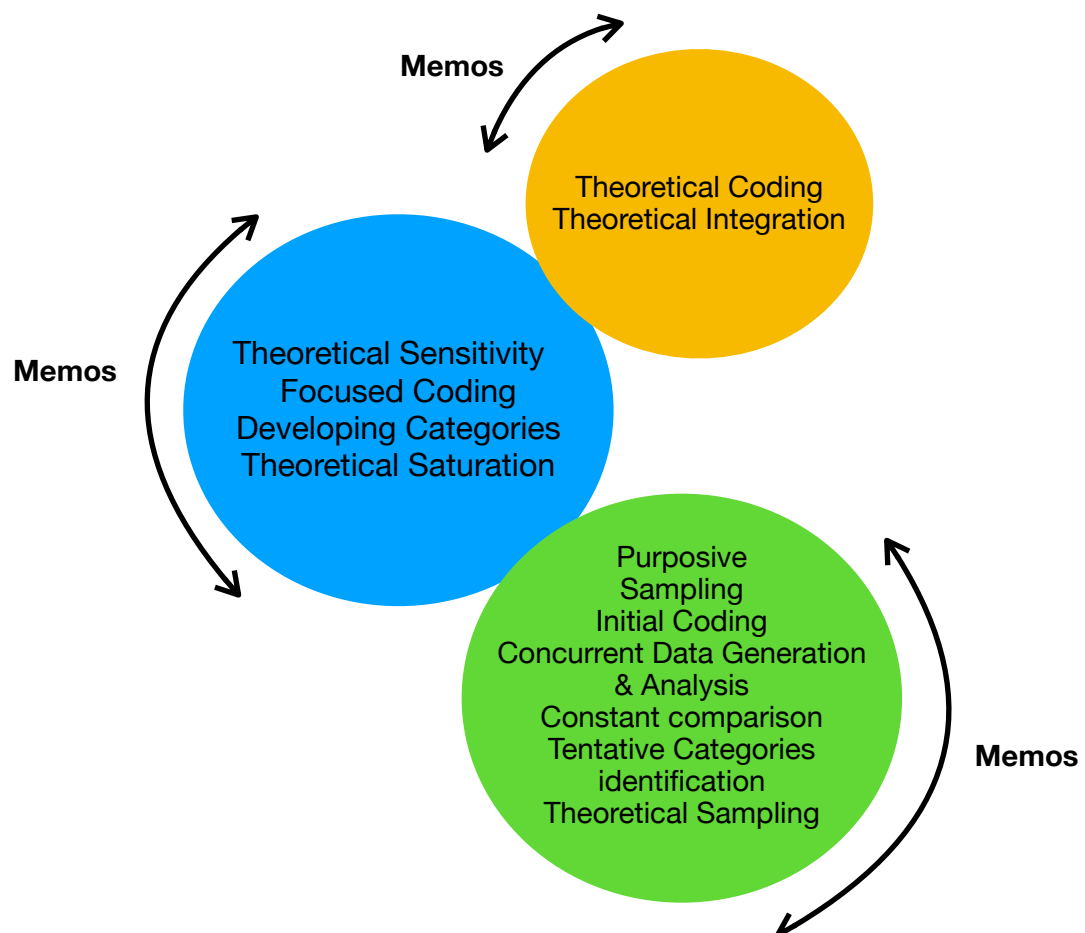
Figure Fifteen: Relationships between methods used. (adapted from Birks & Mills 2015 p. 17).

7.2 Unique Features of Grounded Theory

As opposed to my previous methods in data generation one, grounded theory begins with the premise that empirical inquiry should explore the social phenomena by looking at what people experience, what problems there may be, and how they go about resolving such problems. This method comprises of a systematic inductive and comparative approach (Bryant and Charmaz 2007. p1). In essence, it seeks to present substantive theories of what people experience and what they do. It enables the opportunity to collect and analyse data and construct theory concurrently. The inductive methodology is led and guided by the experiences of people in the inquiry, and the findings reflect patterns in those experiences (Birks and Mills, 2015). Meaning, the emerging themes and theory are tested to inform proceeding methods and data generation. Instead of the common feature of research that tests the theory of what should happen or attempt to prove one's own theory, it frees the researcher from the constraints of working within the research disciplinary.

In most research studies, the research question directs how the study proceeds. In grounded theory, the research process generates the question. As explored in chapter two this was evident within this research. It began prior to my encounter of my constructivist grounded theory position. This enabled me to break away from my expectations to engage within the emergent process of the research development. It is understood for this research that the findings did not spontaneously arise; rather it was generated, developed and integrated through

the application of the essential grounded theory methods to ensure trustworthiness and credibility (Birks and Mills, 2015) which is now discussed:

7.2.1 Constructivist Grounded Theory Methods

This section explicitly identifies how the constructivist grounded theory methods were used within this research. The section firstly outlines the development of the researcher theoretical sensitivity and the position of the literature review. It highlights the data generation process, sampling, data generation tools, analysis process, use of the literature review as a fourth phase of analysis and the application of trustworthiness and credibility for this study. As you read this section, please keep in mind that the research process is iterative, where constant comparison takes the researcher back and forth through the elements of the method to construct the theory.

Figure sixteen represents how each method element was applied. This process was identified as three strands. The researcher; the constructivist and symbolic interactionist application through reflexivity, heuristics and memos (Green). The application of the methods within this research (Yellow). And, the theoretical integration of the data generations to pose further questions within the research process (Blue). Combined the three strands accounted for the theoretical conceptualisation of the constructed grounded theory of "occupational agency, a hope to live coherently".
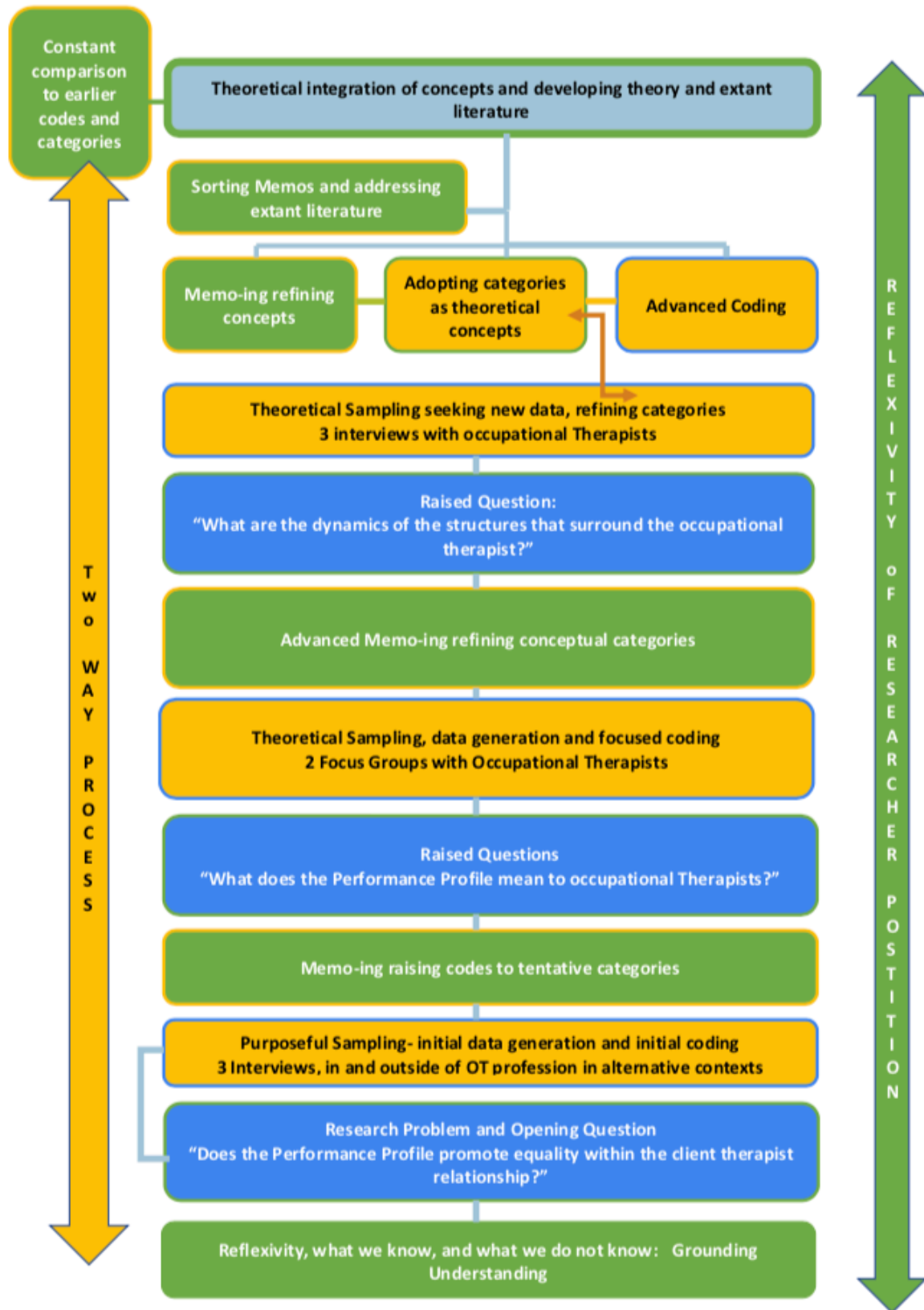
Figure Sixteen: Representation of the method application within this Constructivist Grounded Theory Study.

7.2.2 Developing Theoretical Sensitivity

Theoretical sensitivity is described as an awareness and insight that assists in detecting meaning in the data. This alludes to the researchers reflective ability to acknowledge their professional and personal experience within their methodological knowledge. The illumination is said to enable the researcher to see the data in new ways and think about its relationship to the process of the developing theory (Glaser and Strauss 1967; Strauss and Corbin 1998; Birks and Mills 2015). Charmaz (2006) suggests that by practicing theoretical sensitivity, it provides access to understand our unknown assertions beneath the surface of our researcher position. This includes being aware of our experiences and tacit knowledge, which warrants the opportunity to undertake further inquiries into the additional details of the research that may often be taken for granted. The position is said to be developed through the engagement with literature, work in the fields and immersion within the data (Bryant, 2009).

Alongside Hall and Callery (2001) I agree that reflexivity compliments a theoretically sensitive position, to addresses concerns about researcher and participant interaction. This in turn this supports to identify the researcher's perspective and the influence upon the analysis and the findings. Several processes were undertaken to develop theoretical sensitivity for this research; refection and reflexivity to inform the practice development (Chapter Three) Heuristics was used to support my awareness of my tacit knowledge, and subsequently cognitive development

(Phase One). The essential development of the research question to be grounded within the data generation (Chapter One), and the delay of the literature review which is now discussed.

7.2.3 Theoretical Sensitivity and the Literature review

As with the case of many qualitative approaches, to prevent the researcher imposing existing theories or knowledge upon the study process and outcomes (Birks and Mills, 2015). The use of the literature in the initial stages of a grounded theory study has stimulated much debate, yet, it said to have been long misunderstood (Charmaz, 2014). From Glaser and Strauss's (1967) original standpoint, and later affirmed by Strauss and Corbin (1990), it is acknowledged that the researcher does not enter the field as a blank slate. However, to avoid imposing ideas onto data generation, they advocate to withhold the initial literature review. Charmaz (2014), connected with the notion through social process, and identified that *"researchers typically hold perspectives and knowledge in their fields before they decide on a research topic" (p.306)*. In respect of the disagreement to withhold the process, Glaser (1992) asserted it was important to engage with literature from the beginning of the research process, but to remain outside of the topic area to avoid contaminating and constraining the analysis of the data with extant concepts. Thornberg (2012) challenged the dictum to delay the literature review to claim theoretical innocence. Instead, he called for an informed grounded theory. He opposed the position of dismissing extant theory and research and advocated for the approach to take a critical reflective stance. Charmaz (2014) asserts that arguments for delaying the literature review assumes that researchers remain

uncritical of what they read and are easily persuaded by it. She further highlighted that, due to academic expectations, researchers are often expected to delve into the literature to formulate research or grant proposals and therefore, one cannot claim such innocence. Nonetheless, as suggested by Glaser (1992), Charmaz (2014) highlights the option to *"allow this material to lay fallow until after the categories have been developed, however, one should be mindful to subject them to rigorous scrutiny"* (P. 307). She specifies that utilising extant literature enables one to challenge the context to situate the research. Therefore, the literature review could be used to frame its position. Though, she does not indicate at what point in the research process that literature should be used to situate the research position.

It could be argued that Charmaz (2014) approach to the literature review appears confused in respect of methodological congruence. Although Charmaz (2014) acknowledges that the researcher could set the scene with a literature review, she fails to appreciate the constructivist perspective of research and theory development. If the research question is to develop alongside the findings through constant comparison, how can one truly know what literature to refer to? In respect of academic institutes, many researchers are expected to develop a research proposal that includes a literature review, as was conducted for this research. However, I acknowledged my bias and constructed expectations (chapter three). This enabled me to step away from my

positivist positioning of my findings to engage with the developing theory. Consequently, for this research, the literature was addressed in line with Glaser's (1992) approach. It was used from the initial conceptualisation of this research endeavour. A proposal was written with strong connections to the earlier master's research (see prologue). Although, it was upon my commencement of my PhD and engagement within clinical practice that I realised my researcher position had shifted, and my constructions of knowledge needed to step beyond my expectations from a theoretical and practical stance. In agreement with Thornberg (2012) I do not declare theoretical innocence, yet I have taken a necessary critical reflective position. I did not feel I could as Charmaz (2014) suggests "use the literature without letting it stifle my creativity or strangle my theory" (p.308). I therefore stepped beyond this notion and as Glaser (1992) expressed, I engaged with theory away from topical literature. This was inadvertently considered from my new role teaching graduate students to be occupational therapists, and my bias was addressed through memos and reflective diaries (see section 7.5.2).

For this research, the literature review is used as a fourth layer of analysis within the final stages of theoretical integration once the categories were developed (see p. 163) . Furthermore, to enable the reader to grasp the research position when reading this thesis, literature was weaved into the initial chapters once the

research position was situated within the time it was historically and contextually bounded (Schultz 1967; Burr 2015). The data generation process is now discussed.

7.3 Data Generation

As already discussed, (see phase two) grounded theory refers to data generation and data collection to acknowledge the different roles of the researcher in relation to the process of data acquisition (Birks and Mills 2011). Data generation refers to the researcher directly being an active role within the process (engaging with participants) to produce materials for analysis, and contrariwise, during data collection the researcher has limited influence on the data source. Considering constructivist grounded theory where learning by making procedures are foundational for developing theory (Burr 2015). This research considers the term 'data generation' as a specific component for understanding the perspectives of the participants from an insider and outsider position (Hayfield and Huxley 2015). Charmaz (2014) argues that seeking a range of multiple methods of data generation enables the researcher to address the findings from multiple angles. And further asserts that *"the credibility of the research is determined by the relevance, substance, scope and depth of the data"* (p. 33). It is suggested data generation should:

1.**Capture a range of contexts perspectives and timeframes**; To begin perspectives were sought from outside of the occupational therapy domain (DG1). This led to seeking participants relevant to the initial category development (DG2 and DG3) (see findings chapters 8-11). A range of contexts

were captured from the UK, USA and Australia. Alternative workplaces, years of practice and work titles were considered <u>(see table six).</u> The data was generated directly with participants over a two-year time frame, and my analysis and interpretations continued throughout the PhD process which was four years.

2.To provide rich detail in respect of the view and actions of the participants; The data generation was captured using interviews, focus groups, observations, field notes and memos.

3.The research must consider the value of the data for the purpose of comparison to category development; This is reflected in <u>table six</u> which identifies the range of participants to stimulate purposeful and theoretical sampling.

Although methods are merely tools, Charmaz (2014) notes that *"some tools are more useful than others. When combined with insight and industry, grounded theory methods offer the sharp tools for generating, mining and making sense of the data"* (p.33). We, therefore, must consider the how the tools enable the research question to be answered such as the sampling strategies, which is now discussed.

7.3.1 Purposeful Sampling Leading to Theoretical Sampling

This section outlines the integration of purposeful sampling to theoretical sampling within the research process. Initial sampling of a grounded theory research is informed traditionally by the phenomena being studied. Therefore, representational groups are targeted using purposeful sampling to seek those who have experience of the phenomena. In this research, my question developed as a student, practitioner and doctoral researcher (see prologue for overview). Initially the purpose of the research was to understand if the performance profile contributes to equality within the client therapist relationship (see data generation one). Although data generation one did not declare the use of Constructed Grounded Theory methods, consistent with Charmaz (2014) who advocates to seek views beyond the position of the research. I pragmatically sought to broaden my perspectives and underlying assumptions of the performance profile.

Accordingly, a purposeful sample enabled me to identify with the performance profile from a female and human development perspective (see data generation one research design). This led me to analyse my findings to understand my directions to determine who would be my next participants (see DG2 and DG3). The process I followed is reflective of theoretical sampling where participant selection is informed by the theory developed from the initial generated data and analysis (Glaser and Strauss 1967, Charmaz 2014). Theoretical sampling is about the concepts and categories that are being developed and the testing of them (Charmaz 2014). It involves seeking and collecting data which elaborates

and refines categories in the emerging grounded theory. Glaser and Strauss (1967) determined theoretical sampling as; what groups or subgroups, does one turn to next in data collection? And for what theoretical reason? The process involves starting with data and then examining the ideas through further empirical enquiry (Charmaz, 2014). Gaps maybe identified in the data and where it is an opportunity to answer the questions to close the gaps (see findings chapters 8-11). This can be carried out by returning to the initial participants or seeking an alternative participant to increase variation, trustworthiness and credibility.

As the research question and theory developed in line with theoretical sampling, the participants were selected based upon their experiences and expertise to enable me to understand the phenomena as an insider (Birks and Mills 2015). As a novice grounded theory researcher this process was challenging as a result of multiple factors: the delay between the methods of data generation and analysis, the resources available to collect data, and at the time, I was conscious of my time frame for me to remain within the united states, which thankfully, was extended to obtain the data I was seeking.

Therefore, the theoretical sampling procedure was initially compromised. I had participants who agreed to engage within the data generation, but I needed to delay their participation to provide me time to carry out the

analysis. Consequently, I considered my methods of participant recruitment and selection to understand if their experiences aligned with the theoretical exploration I was seeking. This is now explored.

7.3.2 Selection and Recruitment of participants

This section outlines the selection and recruitment of participants from data generation two and three, please refer to chapter six for data generation one procedures. Theoretical sampling stimulated the selection and recruitment of participants for data generation two and three. In agreement with the Charmaz (2014) notion to capture a range of context perspectives and timeframes, table six highlights the research question generated within the data, the participation selection, the organisation they worked for, time in practice, location, the data generation methods and their relevant social history and background. The inclusion and exclusion criteria are now addressed:

Participants Selection: The relationship between theoretical sampling and the evolution of the voices.

Data generation one: (see chapter six) Questioned "Does Performance Profiling promote equality within the client centred relationship?". Upon commencement of the research I identified with my positivist position when considering the performance profile. The initial aim was to introduce the concept to occupational therapy; however, I recognised my assumptions that performance profile would work. Therefore, I questioned if performance profile identifies with client centred practice outside of the male dominated domains it

was developed, psychology (Kelly, 1955) and coaching (Butler and Hardy,1992). Consequently, the concept was explored with female participants, using purposeful sampling (see section 6.4.1) I identified Annabelle. As seen in chapter eight, Annabelle stimulated the question as to whether occupational therapists would be able to let go of their predetermined expectations of a client's needs. I therefore approached Victoria to understand the performance profile (PP) contribution to equality within the therapeutic relationship through the lens of coaching and occupational therapy (see section 8.3). As a result of my experience within the UK and reviewing the data generation, I found that I was imposing my practice experience upon the data. Therefore, to further insights into my findings, I wanted to remain an insider and an outsider (Dwyer and Buckle, 2009) to the developing theory. Consequently, I sought further explorations with Sarah (see section 8.4) an occupational therapist within the USA. Upon analysing the data generated, I found that participants experienced a "moment of freeze" (see memo, where do we stand 8.4.1) when negotiating the perceived external structures which are part of and surrounded their practice. This led me to data generation two which used focused groups as a data generation tool.

Data generation two; (see chapter nine) questioned "What the performance profile meant to occupational therapists?". Focus groups were used as an opportunity to generate data through social process and meaning (Burr, 2015). To select the participants as seen in (table six), symbolic interactionalism (Blumer, 1969) was utilised as an informant to enable me to remain an outsider and an insider (Dwyer and Buckle, 2009) to participants experiences. I therefore

selected participants with similar practice range as me to enable the participants to feel comfort in my knowledge, and to educate me upon their experiences. Data generation two did not intend to only seek female perspectives, unfortunately, this was the only access I had to participants from a profession which is 90% female and therefore, future research is encouraged to seek male and a diversity of perspectives. Data generation two enabled me to identify with the occupational therapists perceived external structures and their internal system that contributed to their engagement within their occupation. I therefore sought to understand the negotiations of occupational therapists in differing cultures and contexts which stimulated data generation three.

Data generation three: (see chapter eleven) questioned "What are the negotiations of occupational therapists?". Interviews were used as an opportunity to generate focused data concerning the occupational therapist role. The participants were selected with regards to practice range and context from private (Iris), public (Cathy) and international practice (Eastyn). The data generation also enabled a male perspective to gain a broader stance of understanding of the occupational therapists' negotiations. The aim was to question, do the social process exist in alternative cultures and context? Data generation three enabled me to gain saturation where no new findings were apparent within the data (see section 7.6.1). This data generation provided illumination (Moustakas, 1990) to the generated theory of "Occupational agency; the hope to live coherently" (see chapter 12).

Table Six: Participants characteristics

Pseudonym	Title	Organisaton	Time in Practice	Location	Data Generation Methods	Relevant Social History and Back Ground
DATA GENERATION ONE: Does the performance profile promote equality in the client therapist relationship?						
Anabelle	Professor of Youth Work social justice and development	Higher Education	20 Years	UK	In depth Interview	Sports Psychology Human Development Social Justice
Victoria	Coach and Occupational Therapist	Private Practice	20 Years	UK	In-depth interview	Painter and Coach
Sarah	Clinical Professor in Occupational Therapy	Higher Education	20 years	USA	In-depth Interview	Actor and working in Psych institutions
DATA GENERATION TWO FOCUS GROUP ONE: What does the performance profile mean to occupational therapists?						
Sophie	Occupational Therapist and Clinical Professor	Higher Education and Practice	20 Years	USA	Focus Group One	Physical Rehabilitation and sub cause unit
Hannah	Occupational Therapist and Hand Therapist	clinical practice	6 years	USA	Focus Group One	Veterans hospital
Leanne	Occupational Therapist	Clinical Practice	3 years	USA	Focus Group One	11 months mental health in veterans hospital
Amy	Occupational Therapist and Clinical Professor	Higher Education	8 years	USA	Focus Group One	Subacute Physical Rehabilitation experience
DATA GENERATION TWO FOCUS GROUP TWO : What does the performance profile mean to occupational therapists?						
Bonnie	Paediatric and Physical Rehabilitation Occupational Therapist	Clinical Practice	3 years	USA	Focus Group Two	School based and Physical Rehabilitation. Hospital
Gina	Clinical Manaher	Clinical Practice	20 Years	USA	Focus Group Two	Clinical Manager of home health services Leadership role within national association of the profession.
DATA GENERATION THREE: What are the negotiations of the Occupational Therapist?						
Cathy	Occupational Therapist and Clinical Professor	Cliical Practie & higher education	10 years	USA	In depth Interview	Part time in practice and academic settings
Iris	Paediatric Occupational Therapist	Private Practice	10 years	USA	In depth Interview	Experience of clinical setting and private practice
Eastyn	Occupational Therapy Lecturer	Higher Education	10 years	AUS	In depth Interview	Mental Health Practice

7.3.2.1 Data Generation Two Selection: What does performance profiling mean to occupational therapists?

As a result of my interactions with Data generation one which questioned the meaning of the performance profile to occupational therapist. Occupational therapists' throughout the career span were initially considered. However, it was recognised that early career therapists within the first 1-5 years of practice, have multiple relationships with the process of transitioning from student to practitioner (Sutton and Griffin, 2000). Therefore, it is acknowledged that this time can be fraught with tensions (Tryssenaar and Perkins, 2001; McCombie and Antanavage 2017). Given therapists development and transitioning period, the inclusion criteria selected occupational therapists with 5 years and beyond experience to support the in-depth and variable perspectives required. However, two participants with 3 years' experience requested to engage within the research and were selected on the bases of convenience sampling. It was recognised that this provided deeper insights into the occupational therapist negotiations and interactions with the performance profile.

7.3.2.2 Data Generation Two: Recruitment

14 participants were approached. Participants were provided with an initial invitation and were contacted upon their acceptance. An anonymous doodle poll was created to provide the participants choice over a two-week time frame. Participants were provided with an information letter, and consent forms (appendix three). Two focus groups were held in a place of comfort and at the participant's convenience (see ethics). Focus group One; N=5 and Focus group Two; N=2.

7.3.2.3 Data Generation Three Selection: What are the negotiations of the occupational therapist?

My interaction with data generation two enabled me to identify the process of negotiations between the participants agency and their external structures. In reference to symbolic interactionism, I challenged my tacit knowledge to further understand the participant's experiences to learn about their places of work, dilemmas and actions (Blumer, 1969). It was acknowledged that; how participants identify with you, influences what they tell you (Hayfield and Huxley 2015). Therefore, to gain an in-depth understanding, I utilised familiarly to connect with my participants, and selected participants with the same practice experience of mine, 5-10 years (Burr, 2015).

7.3.2.4 Data Generation Three: Recruitment

The Participants were selected on the basis of their experience within practice. The researcher through the occupational therapy community knew the participants. An initial invitation, information letter and consent forms were provided. Three interviews were carried out to gain in-depth understanding of their role in a place of comfort. One participant selected to meet in person and two given the distance were carried out using ©skype.

This section outlined the process of participant's selection and recruitment using purposeful and theoretical sampling. The tools for data generation are now outlined.

7.4 Data Generation Tools

In this study, the main data generation tools used were interviews and focus groups. Furthermore, to gain depth, field notes, reflective diaries and the literature review were employed as means to construct and generate the data. Charmaz (2014) notes that when selecting data, the researcher should "*plan to gather sufficient data to fit the task and to give a full picture of the topic within the parameters of the task*" (P.33). She further specifies that, a novice may mistake good but limited data for an adequate study and therefore one must consider the design as a whole, where she provided an example of considering narrative and observation. However, Charmaz (2014) failed to address the challenges of access to such data.

Initially for ongoing research following data generation one, case studies were considered as a means to generate data. It was recognised that whilst case studies would have provided useful data from a practical and observational stance into the negotiations of the therapists. Unfortunately, the reality to carry out the data generation were challenged in respect of data protection and health laws within the USA. Although, from a methodological perspective it was felt that case studies would only provide a snapshot of 2-3 experiences of the participants and settings where the occupational therapists worked. Therefore, using the range of methods and approaches I was able to provide an in-depth insight to the data which reflects multiple contexts, actions and meaning for the participants. I was reassured by Birks and Mills (2015) view who suggest "*one does not get bogged down in debating relative merits of one type of data from the other. Yet it is your relationship with the data, how you collect it, generate*

and manage it that determines its value to your final theory" (p.71). Consequently, interviews and focus group strategies were used within this research. This process is now discussed.

7.4.1 Interviews

Interviews are a common means of data collection within interpretative research, which are said to suit the grounded theory approach (Charmaz 2014 p.85). Charmaz (2014) described her approach to interviewing around questions that define and explore processes of the participants. Initially she provokes the story narrative from the participants and then moves to illuminate the social processes involved. This method of interviewing resonated with my role as an occupational therapist where I explore the daily occupations of my clients and then a functional illumination of their actions. Therefore, it was a carefully selected approach for this research for both data generation one and three. Although I did recognise that, it was imperative for me to keep in mind that the grounded theory interview process differs from the health care interview and the aim and intention was to generate theory. Birks and Mills (2015) specified the researchers professional experiences enable the ability to establish rapport and communicating effectively. However the researcher must be cautious as *"with many other aspects of grounded theory research, the emergent nature of the process requires the researcher to be flexible in the use of interviews as a data generation strategy"* (Birks and Mills, 2015 p.73).

Initially for <u>data generation one,</u> I used the intensive interview approach to enable me to understand the performance profile away from my declared

positivist position. I therefore sought an open ended, in-depth exploration of the female perspective and its contribution to the theory that underpins the performance profile to explore its relevance to the client therapist relationship. Aforementioned in <u>data generation one</u> I was conscious for the interview to develop naturally, I therefore used the interview structure as a guideline and asked the questions as they developed in the conversation or at the end of the interview to ensure all the research objectives were met <u>(see appendix four).</u> Furthermore, I selected expert sampling as a lack of empirical evidence and high levels of uncertainty were present (Rossman and Rallis, 2011). I attempted to provide an interactive space and time to enable the participant's insights to emerge. Whilst this data generation had not declared CGT as a method at this time. This combination of focused attention and open-ended inquiry in intensive interviewing mirrors the analysis of the grounded theory process (Charmaz 2014). Therefore, this approach was later selected as a tool for data generation three where the questioning did not surround the performance profile. Through using theoretical sensitivity and sampling as the interviews permitted access to explore the developing categories. This enabled me to determine if the categories existed in the participant's narrative and specify the negotiations of their occupation as occupational therapists.

7.4.2 Focus Groups

Focus groups are an extension of a standard interview in which two or more participants engage in a specified discussion (Stewart and Sahamdasani, 2015). Its advantage to symbolic interactionism and constructivist grounded theory is that it enables exploration of how the participants construct their own identifies

through their encounters with each other (Leeds- Huwitz, 2006). The opportunity lies in effective engendering of conversation through the social process to consider how participants collectively view their situations and what this means to their actions (Blumer, 1980).

Focus groups were used as an extension of the intensive interview process. Inline with theoretical sampling, this enabled the opportunity to use my experience to connect with my methodological knowledge, I was able see the data in new ways and consider its relationship with the process of developing theory (Glaser and Strauss 1967; Strauss and Corbin 1998; Birks and Mills 2015 P. 181). Using this method, it enabled the emerging categories to became apparent form data generation one. This provided access to consider what performance profiling means to occupational therapists? This question was posed to participants three times over the hour. From a symbolic interactionist (Blumer, 1969) and constructivist perspective (Burr, 2015), it enabled a natural line of inquiry to develop once the participants had exhausted their response and clarifications were specified.

I felt that as an early doctoral researcher I held unconscious intentions to bring forth the conversation to meet my positivist leanings. Therefore, to maintain a theoretically sensitive position to undertake further inquiries into details that might often be taken for granted and to stimulate conversations where little or no previous knowledge is known (Chamaz 2014). The focus group supported and effective engendering

conversation as each participant was able to respond to their peer's alternate experience to expand on their considerations concerning the performance profile (Stewart and Sahamdasani, 2015). This provided the opportunity to gain access to the participant's views, experiences and attitudes that provide a sensitive validation and support of their responses to produce in-depth data. It is understood that novice grounded theorists are advised to use focus groups with caution as the "ability to follow theoretical leads maybe reduced" (Birks and Mills 2011 p.77). Charmaz (2014) advises the researcher to consider as a CGT researcher how they attend to a situation, the construction of the data collection, and the construction of the research participants stories, silences and the relationships during data collection. A local researcher with 30 years' experience was invited to support data generation to enable cultural understanding of the participant's behaviours, responses and language. Before and after the focus group the local researcher and I discussed what, we were expecting and what had happened to enable reflexivity within the process. This provided space to reflect upon our position and how this contributed to the dynamics of the participant's responses that supported data generation and the researcher position.

This section outlined the data generation tools, whilst I mentioned within the introduction that alongside the interviews and focus groups, observations, field notes, memos and heuristics (see chapter <u>three</u> and <u>four</u>) were utilised as data generation tools. Because of the interrelated process of grounded theory these tools are not bounded to any one point within the research process, they are present throughout. For this document readability, it was felt they were better suited within the analysis section to allow the reader to fully grasp its contribution to the overall findings and outcomes. This is now explored.

7.5 Analysis

The process of the comparative and interactive nature of grounded theory at every stage of analysis demonstrates an explicit emergent method that builds the theory through the voices of the participants (Charmaz, 2014) a goal, which is primary to this research.

Hood (2007) identified three key features with distinguish grounded theory methodologies from other qualitative methods, known as the *"troublesome trinity".* They are essential properties, but the most difficult for researchers to understand and apply (Hood, 2007 p.13). This trio of features are; theoretical sampling, constant comparison of data to the theoretical categories and, development of theory via theoretical saturation of categories rather than substantive variable findings. The aim is to produce theory that is grounded in the data generated from the participants based on their lived experience. The outcome is to acknowledge the emergent theory; '*from the data, that accounts for the data'* (Charmaz 2014 p.14). This is to form a creative synthesis and

reconstruction of theoretical propositions between the participant and researcher, which is now explored.

7.5.1 Constant comparative analysis

Constant comparative analysis ensures that the coding process maintains momentum by moving back and forth between identification of similarities among differences emerging between categories (Willig, 2013). This refers to constant comparison within the data-surrounding, to compare incident with incident which leads to the initial generation of the codes. Data is then compared to existing codes, which is then compared with groups of codes and collapsed into categories where further codes are then compared and subsequently, categories are compared with categories (Birks and Mills 2015). Therefore, a dynamic process, which involves the researcher making decisions by using inductive thought which refers to the reasoning of studying individual cases and extrapolating patterns to form a conceptual categories, and adductive thought which involves a type of reasoning that begins with examining data which entertains all possible explanation for the observed data (Bryant and Charmaz, 2007). The process enables the development of tentative categories to confirm or dis-confirm until a plausible interpretation of the observed data is generalised. It is a continuous process until the study is complete and written up. The multi-layered process, which works through the data generation to theory construction, will be outlined throughout the remainder of this chapter.

7.5.2 Memos

Memo writing is seen as essential to grounded theory methodological practices and principles (Lempert, 2007). It is used as a tool to record researchers' ideas. It promotes continuous theorising to prompt the researcher to analyse the data and codes early within the research process, to stay involved in the analysis to enhance the level of abstraction of ideas. The process begins with coding of the data to chart the reasoning of the researcher to achieve a far more intense insight (Charmaz 2014). When writing memos, the researcher analytically interprets the data through sorting, analysing and coding the raw data "to expose the social process to enable one to explore, explicate theories and the emergent patterns" (Lempert, 2007). Charmaz (2014) indicates *its "an intermediate step between data collection and writing drafts of papers"* (p 162) which enables the researcher to build upon the ideas and questions that arise though critical reflexivity (Birks and Mills, 2015).

Many may refer to memos as an official process, however memos are conceived as adaptable tools for developing ideas, they are personal which could be and are not limited too; a small note, a long-written text, voice memos or diagrams. The informal process aim is to invite the conversation with one's self within the research process (Lempert, 2007). Universal memos are not consistent as every researcher builds their own perspective around their knowledge development to enable effective analysis. Charmaz (2014) however notes to continue to revisit memos to enable constructed analysis developments, which may provide further insight into the findings.

From a heuristic perspective (see <u>phase one)</u>, this proved useful in this research; I was able to address my memos at different stages in my knowledge development. In reference to this research and the developed theory, I returned to a forgotten memo, which I wrote following my first interview in study one, which developed as the core category of this research theory 'occupational agency'. This demonstrated incubation and illumination within the research process (Moustakas, 1990).

The process of memos, how and when to memo is a debated topic too large for this piece of work. However, it is important to recognise the advice of researchers that proceed me and consider their expertise. As noted, memos are used as an analytical tool to enable the analysis process and the researchers engagement within it. Clarke (2003) advocated for the use of situational maps to guide analysis of the complexities of social life over the *"basic social process which underpins traditional grounded theory"* (p 554). Clarke (2003) work draws upon Strauss (1998) to consider the worlds areas and negotiations in a framework. She specifies that *"situational maps lay out the major human, non-human, discursive and other elements in the research situation of concern to provoke analysis and the relations among them"* (P 544). However, methodologically I recognised that social process is not static; it is consistently dynamic and interpreted at any given time by the researcher and or participant. It would appear situational mapping (Clarke, 2003) whilst useful to some, disregards the constructivist perspective of the research intentions to grasp the participants stories and experiences, and therefore,

from a pragmatic perspective to lock the understanding of their experiences into a developed social structure would disregard their narrative.

For this research memos began before my discovery of my position using a constructivist grounded theory methodology (Burr 2015) as noted in chapter three   critical refection and reflexivity are paramount to my roles as an occupational therapist, researcher and academic. Reflective journaling has been ingrained into my skills from my educators (Nayae and Stanley, 2014). This therefore promoted documentation of my research development, constructs of the theory, and my interaction with the research process from an early stage.

I acknowledge the purpose of memos is to provide a particular way of knowing. Alongside Clarke (2003), I believe in the creative and active process to enable research insights to promote integration of the emerging theory to gain an analytical distance and creativity within the process of theory development (Lempert, 2007). For me I needed to capture my creativity in this process and therefore I wrote notes, engaged in creative writing, such as poems (see section 10.8) to capture emotive stimulation of the constructed knowledge, painting, and visual representation of the findings using diagramming and my photography skills, which is all evident within the analysis and findings of this thesis (chapter 8 onwards). This enabled me to see the data from alternative angles to provoke my experiences at the time, to which I could return. Considering symbolic interactionism (Blumer 1978), it allowed me to consider the process of not only

engaging with the participants and the research, but the interaction of my environment to build symbolic reference within the process, and create memos that enable stimulation of thought through emotion to inform the theory development.

Whilst the purpose and intent of memos is similar to reflection and reflexivity, its purpose for this research enabled me to direct my focus explicitly on the data findings and questioning. Reflection and reflexivity are a tool of memos to enable an abstract perspective of what is happening in and on the data. This promoted analysis of not only how I see the data, but through understanding what is being expressed. It enabled me to stop and focus, to break apart my codes to compare the actions and integrate them into the theoretical development, which is now explored.

7.5.3 Computer Aided Analysis

Birks and Mills (2015) encourage the potential use of software in aiding analysis to support with the management of data. Initially I utilised NVivo (2020) to aid my analysis process as recommended by Soliman (2004) who investigated the use of NVivo (2020) contribution to grounded theory analytical process. It is argued that using software can improve the researcher closeness and interaction with the data allowing the researcher to interact with many transcripts at once to aid the constant comparison methods of grounded theory (Lewins and Silver 2007). Although there are many criticisms of using the software, Weitzman (2003) argued that software is simply a tool for a researcher to assist with the analysis and specified that it the responsibility of the researcher to

understand methods of analysis within their chosen approach. Similarly, Glaser (1998) contended that the use of computers in grounded theory provides a safety net, which encourages the researcher to produce a full descriptor coverage of the findings rather than a grounded theory, which aborts the intuitive skill development necessary for grounded theory.

In this study, NVivo (2020) was used as a tool for the data to be grouped into cases to provide space that allowed the attachment of transcripts, labels and memos of the data. It allowed me to consider initially the grounded coding hierarchy system where the categories and subcategories could be created (Charmaz 2014). Glaser (2003) expressed he felt a creative process is crucial to the methods of sorting memorandums. I found the software to be useful in collating my findings into readable considerations, though utilising the software remained a manual process. I felt that the computer-generated coding failed to acknowledge the emotive communication within the data generated, it appeared to generate codes on the words used over the expression. This could have been due to my novice knowledge of using such systems. However, it felt at a loss to the rich data generated. From a sensory and cognitive development perspective, I felt I missed the active participation in my knowledge development to be able to pragmatically (Morgan, 2007) consider my position and the method against the findings.

Furthermore, I was limited in modelling the findings through the graphic options provided. This limited my reflective processing within the concurrent data and analysis. Therefore NVivo (2020) was used throughout this study to sort data and as a management tool.

7.5.4 Coding Process

Figure Seventeen: the coding process

Charmaz (2014) highlights that *"coding is the pivotal link between collecting data and developing an emergent theory to explain these data. Through coding, you define what is happening in the data and begin to grapple with what it means".* (p.113). Coding moves the analyst away from the empirical level by fracturing the data, then conceptually grouping it into codes to become the theory which explains what is happening within the data (Glaser, 1978). At a concrete level, it can be defined as the process of putting tags, names or labels against pieces of data (Jantunen and Gause, 2014). The approaches of grounded theory propose alternate levels of complexity. Glaser and Strauss have differences in their coding procedures. Glaser distinguishes two types of coding, substantive (compromising of open and selective coding) and theoretical. Strauss and Corbin (1990) described three: open, axial and

selective coding. Given both approaches are focused methodologically on the emergent nature of the data, Strauss's axial coding is seen as a controversy (Jantunen and Gause, 2014). It is a complex process, which relies on a coding paradigm that determines condition, context, action and interactional strategies and consequences. It therefore could be concluded that this is forcing the data, rather than allowing the process to drive the purpose of the research; where the theory is grounded in the data over seeking familiarity and relevance to the voices of the participants. To maintain a constructivist approach where the data accounts for the data, I proposed to follow Charmaz (2014) who determines three layers of analysis which are referred to as initial, focused and theoretical coding. The analysis of the generated data is said to be achieved by successive levels of coding. Although, this is identified as iterative through constant comparative processes to ensure the concepts are grounded within the analysed data.   Overall throughout the research process from a macro perspective the following nature of the coding process is evident which are then further explored in detail.

Macro Coding Levels

Initial coding: data generated undergoes the initial coding process. Initial core categories are created. This results in the researcher returning to the field to generate more data which is guided by these initial categories.

Focused Coding: takes place when the initial generated categories are compared to the new data. If the data does not correspond then new categories are produced. Organisation then takes places to indicate core and subcategories of the findings.

Theoretical Coding: The researcher returns to the field to generate data that test or possibly confirm the theoretical categories and subcategories which have been identified.

7.5.5 Initial coding

Initial coding also known as open coding (Glaser 1978; Strauss and Corbin 1990) begins once the data has been generated. During this process, the researcher remains open to exploring whatever theoretical possibilities can be discerned within the data (Charmaz, 2014). This process starts with line by line coding of In-vivo codes that reflect the participant's words to label the data.

To permit me to describe what was happening in the data I listened to the recording multiple times. During the initial coding process, I sought in-vivo codes which reflected actions "gerunds" to reduce the tendency to code for types of

people rather than what was happening in the data (Charmaz, 2014 p.121). This enabled me to capture the participant's responses and developing theoretical concepts through memos and visual representations (Charmaz 2014). I coded the data alongside my colleague who was also an occupational therapist who had not directly worked in practice for 20 years having moved into an academic role. We independently coded the transcripts and came together to discuss the codes and the category development. This process enabled me as the lead researcher, to validate my reflective stance to question my influences and understanding through my colleague's perspective. This is reflected in the following memo;

Memo Initial Coding
August 2017

What has been interesting is seeing my initial coding at the start of this research for study one and noticing how I followed the research question rather than understanding the depth of the codes that I missed because I was looking for the answer of Performance Profiling. I therefore sought further questioning of the data. Glaser (1978 p. 57) posed three questions to ask for the data with Charmaz (2014 p. 116) adding the fourth;

•What is this data the study of?

•What category does this indicate?

•What is actually happening in the data? and

•From whose point of view?

I considered the questions in light of my initial line by line analysis of the data, I found they appeared ridged and forced conceptualisation through prematurely asking 'what does this category indicate'. I therefore found myself asking questions concerning, (Strauss and Corbin, 1998 p. 148).

1.What is the main problem the participants seem to be grappling with?

2.What keeps striking me over and over? and

3.What comes through although it might not be said directly?

Whilst these questions reflect the work of Stauss and Corbin (1998), I reject Glaser's (1967) position who indicated that these questions "force of theoretical framing". As specified by Mills and Birks (2015) "the decision you make about the type of questions you ask of the data is based on how you position yourself methodology and any analytical concerns you may hold" (P.91). I found these questions allowed me to be in partnership with the data to take into account the position of the participants and to understand what they are telling me over becoming an objective observer. This enabled me to use symbolic Interactionism (Blumer 1978) as a reflective process to understand where and how I stood within the data analysis. To enhance my trustworthiness of my position and clarify my intentions from a constructivist perspective I then used Glaser (1978:57) and Charmaz (2006:47) questioning to support my

focused layer of analysis. After re reading and reviewing the data today using my questioning, I have been struck that my questioning has not adapted my findings yet allowed me to organise and compare the data through alternative layers. In this moment I was stuck with what my participants were describing the structures that impact their values and their ability to do their professional roles. Thankfully, much of this new way of thinking of my data was reworking old ways of my positive perspective rather than the necessary need to start all of my coding from scratch, which provided me the avenue to consider my focused approach to coding, which is now discussed.

7.5.6 Focused Coding

Coding processes in grounded theory have a natural progression that reflects the varying levels of conceptual analysis attained and therefore focused coding follows initial coding (Birks and Mills, 2015). In focus coding you use the initial codes and shift, sort synthesise and analyse large amounts of data. This requires a great deal of organising and reorganising of the codes and categories and is facilitated by the constant comparison method. As noted above this was supported by utilising Glaser's (1978 p 57) and Charmaz (2014 p.116) three questions to ask for the data. It requires decisions about which initial codes make the most analytic sense to categorise the data incisively and completely which can also involve recoding the initial codes to test how significant they are (Charmaz 2014). Coding is the integral part of grounded theory methods that

links data generation to developing theory and the connection between the constructed realities of the participants and the researcher (Jantunen and Gause, 2014).

Figure Eighteen: The process of focused coding.

Timonen, Foley and Colon (2018) recognise that "Grounded theory has been noted to give rise to anxiety, particularly in novice researchers" (p.4). For me this process was challenging. At first, I felt what Clarke (2003) describes as "analytic paralysis" (p. 560) which stipulates the fear of making premature and erroneous analytic commitments. I felt I was constantly moving back and forth within the data more than I needed to

as I was unsure if I was seeking my expectations or if the findings were a true reflection of the participants voice. Initially I felt as if I had to code all of the data set, which was time consuming. However, I realised that the most useful process was to practically break open the developing codes to look for the same codes arising in the early data set (Timonen et al 2018). It was initially overwhelming to consider the data as a whole, and therefore I broke these tentative developing categories into groups and searched within the early data to seek relevance and theoretical grounding. This was then reviewed as a whole set to consider the relationships between the categories as seen in figure eighteen. I carried this out with my colleague; we both listened to the interview to ensure that my findings were present. Memos and the reflective diaries were useful during all stages but in particular at this stage where many diagrams were developed so I could be in tune with the connections. This is further explored within the next section; developing categories.

7.6 Developing Categories

Glaser and Strauss (1967) define a core category as a *"conceptual element in a theory"* (p.37) through engaging within focused coding, the researchers begins to sketch the content and from the budding analysis which enables tentative categories to form and be scrutinised (Charmaz, 2014). Some codes or concepts share similar characteristics that can be joined together into an abstract category and be linked to build the basis for the developing theory. Categories emerge from a close engagement with the data but achieve higher level of abstraction through the process of constant comparison to enable theoretical elaboration and integration. The selection of the core category occurs when the researcher can trace the connections between the frequently occurring problem, and that the connections can be made alongside their properties and dimensions. Categories have properties and properties have dimensions. A property is a general or specific characteristic of a category, and a dimension is the range of variance within that property, or a range of experience (Birks and Mills, 2015). For example, within this study the category "hope to live coherently" could have the property of occupational agency, which ranges from increased or decreased.

Early grounded theory positions (Glaser 1978; Strauss, 1987; Strauss and Corbin, 1990) identify with the essential need to discover the core category that emerges within the data, to determine the essential phenomenon around which all other categories are integrated. However, this disregards the researcher interaction with the data, therefore from a constructivist stance; it is argued that categories are generation by the researchers interaction with the data (Milson,

2013). Consequently, the importance of selecting a core category is less emphasised within Charmaz (2014) CGT approach and is considered from the perspective of describing how the categories and subcategories integrate together to form an abstract grounded theory from a substantive area of enquiry (Birks and Mills, 2015).

Developing the categories appeared to come naturally when using the questions as posed by Glaser (1978) and Charmaz (2014). It enabled me to bring the study into light to shape and organise the codes, and to indicate how the codes relate to the participants stories. For me I engaged within a series of visual memos to enable me to grasp the complexity of the negotiations. This was a continuous approach through the interactive nature of the method using constant comparison between constructed data, demos codes and theoretical categories to synthesis the emerging theories. Chapters 8-10 demonstrates the developments from categories to codes, which explain and inform further data generation and theory development through the storyline.

7.6.1 Theoretical Coding, Saturation and integration

Theoretical saturation is expressed as essential for the integration of the final theory, this refers to the point in the research process when no new information is dissevered within the analysis, and this redundancy signals to researchers that data collection may cease (Saunders, Sim, Kingstone, Baker, Waterfield, Bartlam Burroughs and Jinks, 2018). Although, the question lies in, when to stop collecting data? Moreover, how do you recognise this? Charmaz and Bryant (2007) declare their answer to be, *"stop when the ideas ran out" (p.185).* Urquhart (2013) notes that *"it's the point in coding when you find that no new codes occur in the data. There are mounting instances of the same codes, but no new ones"* (p.194). This also relates to the views of Birks and Mills (2015) who expressed that further data collection fails to add properties or dimensions to an established category. Although it could be argued, the researcher does not really reach saturation, and it takes a *"judgment that there is no need to collect further data"* (Wiener, 2007 p.306). Analysis and interpretations can continue to arise out of the data and therefore the published word is not the final one. Consequently, saturation promotes a pause within the generating theory (Glaser and Strauss, 1967), cannot be claimed. It could further be viewed as not seeing the same pattern more than once within the data yet having enough data to underpin the construct or the major theory development (Glaser 1998). Therefore, when developing codes into theoretical categories the process of inductive and deductive thinking ensures that the subcategories are identified and integrated to build a convincing and comprehensive theory. Throughout the grounded theory process, theoretical saturation is achieved and supported

within the iterative process of concurrent data generation and analysis where further questions could be asked using theoretical sampling to ensure that the categories become saturated within the theory development.

Theoretical saturation and integration were the hardest to grasp within the research process, I was constantly asking, "what if this is what they are trying to tell me?" I was worried I did not capture the participants' voice and meaning. Therefore, I spent time procrastinating to consider the codes and avenues of interest to ensure that my findings were relative to the participants meaning. Although it was interesting that my findings promoted me to return to early memos on a number of occasions. This is the moment I realised that I reached saturation when the relationships between the categories remained clear. As a novice researcher at the time, I found comfort knowing that theoretical saturation and integration are the most difficult to grasp (Charmaz and Bryant, 2007). In my experience, it was understanding when to stop collecting data. Data generation two provided me with the insights I required. However, data generation three allowed me to confirm their credibility away from the initial intended topic of performance profiling . It provided access to understand if the challenges the participants were experiencing were reflective of everyday practice of the occupational therapists'. The most powerful thing about this process was stepping

back, looking at my theory, and realising that I would never have dreamt that these would be my findings, which have adapted and changed alongside my methodological stance and my development as a researcher. The tools of theoretical sampling and memos enabled me to integrate the theory concepts and conceptualise the theoretical development from a wider angle to appreciate how the extant literature can contribute to theoretical enhancement. This provided access to understand the application and question if the findings contribute or refute the constructed theory.

7.6.2 The fourth phase of analysis: Literature Review and Integration of Theory

The findings are presented from the position of using the literature as a fourth phase of analysis to ensure the researcher integrity was maintained (see section 7.2.3). As previously discussed a literature review, position within grounded theory is a long-disputed topic. It is understood that engagement with the literature is viewed as part of the data generation within grounded theory, which also contributes to the researcher's theoretical sensitivity (Bryant and Charmaz 2007). Due to my involvement within the research, it was felt that holding the literature review until the initial category development would enable my theoretical sensitivity to be in-tune to the findings. In accordance with Glaser (1992) I felt it was important to engage with literature that remained outside of the topic area to avoid constraining my analysis with extant concepts. Therefore, an in-depth engagement with the literature was carried out during the final

theoretical integrations and write up process of the thesis. I remained in the occupational therapy field and during this research as I was working as an academic. Therefore, supervision represented a reflective process to consider my deep engagement of the occupational therapy education, science and theory to question the categories and their relevance to the data over my experiences.

I used the literature review to challenge my theory in relation to what is known, and what we now know. To question the developing theory relevance to the wider world and the occupational therapy profession. Really, it appeared as if another layer of analysis and integration was happening to ensure is explanation was considered from an extensive perspective and considered if and how the wider theory contributed or refuted its contribution to knowledge (see chapter 10).

The literature review strategy now outlined, it is an illustrative and not an exhaustive overview of the searches within this study.

7.6.3 Literature search strategy

The search strategy used to locate relevant literature compromised of an electronic search of EBSCOhost databases from 1940 to present. Using a combination of keywords (see key search terms below). This date was selected to capture the earlier research around the development of occupational therapy and occupational science. When developing theory, it is essential from a constructivist perspective to understand the historical influences of one's

constructions (Burr, 2105) and so it is important to offer to how the knowledge base around understanding human engagement in occupation has evolved. Initially I drew keywords for searches from proposed literature section aims; for example, as the research question developed to investigating the negotiations of the occupational therapist. The key terms "occupation" "agency" "action" "occupational engagement" "occupational identity" "occupational science" "occupational therapy" and "performance profiling" were selected. Bibliographies of articles were consulted for additional references. A ZETOC alert for agency and occupational therapy literature journals was established and the core occupational therapy texts, sociology and human development texts were consulted alongside government and relevant websites for policy documents. Finally, the Royal College of Occupational Therapists, and American Association of Occupational Therapists library were consulted to review thesis collection and their databases.

Electronic Resources Employed:

- EBSCOhost (all databases selected)

- Cohrane

- Google Scholar

- Government websites E.g.: World Health Organisation (WHO). World Federation of Occupational Therapists. Department of Health, UK

- National Governing Bodies: Department of Health, UK, Centre of Disease and Control (CDC, USA). American Association of Occupational Therapist (AOTA). Royal College of Occupational Therapist (RCOT). Occupational Therapy Australia (OTAUS)

- International Governing Bodies: World Health Organisation (WHO). World Federation of Occupational Therapists. American Association of Occupational Therapists,

- University libraries of University of Cumbria, UK and University of Wisconsin-Milwaukee USA catalogues and search engines.

Key Search Terms (also searched in combinations).

- Agency; occupational agency, human occupation and occupational therapy.

- Human agency, self-determination, self-efficacy

- Identity; professionalisation, Occupational therapy

- Occupational Engagement, occupational participation and performance.

- Occupational Science.

- Philosophy and human development.

7.6.4 Framework for analysing literature

The literature was appraised from a social constructivist perspective and reflected on using memos to capture the theoretical category development (see section 7.6). A reflective diary was also key to allow deeper analysis of key actives and responses (see section 7.5.2). This captured plans, and day to day refections on how I was responsive to the progress and development of the theory.

As previously outlined in the methodological framework, key features of a social constructivist approach are to understand that the the subjective interpretation of the world, to consider that "truth" is a result of the negotiated common

understanding and meaning between individuals. Therefore, our understanding is culturally specific and time bound (Schultz, 1969; Burr, 2003, Denzin and Lincoln, 2018). It is important to grasp how concepts in the literature are defined and understood, and appreciate the historical, cultural and contextual influence of the authors and the reader. Therefore, the concepts are explored within the discussions to ensure rationale and understanding of meaning through the literature and how they are interpreted in this study.

In line with social constructivist stance, the underpinning philosophy of occupational therapy and science take the view that the interpretation of social reality is based on the participants interpretation of their environments and their previous experiences. The literature was therefore appraised and reflected upon heuristically (Moustakas 1990). This enabled me to reflect on my position as an occupational therapist and researcher to track the development of my thinking as I moved through the positions as an insider to an outsider (Dwyer and Buckle, 2009) researcher (see chapter three). Therefore, throughout the research question developments, I would intuitively, begin to consider which literature would be coherent within the research and would note this down from my own previous knowledge. This adapted over time as I became immersed into the findings and my lens switched to consider the final theoretical development through illumination (Moustakas, 1990). This

provided an opportunity to ensure that my analysis was reflective of the participants' voices to remain true to the purpose of this research.

7.7 Trustworthiness, Credibility and Authenticity

Trustworthiness, credibility and authenticity are said to be the equivalent to reliability and validity within quantitative research. Although, they are not comparable given they are measuring alternative approaches for carrying out the research and the methods employed. For quantitative research, validity refers to whether the means of measurement are accurate, and whether they are measuring what they intend to measure (Creswell 2014). This stems from a positivist methodology, which views research findings as generalisable to a wider population. However, this research adopts a social constructivist methodology and therefore it could be argued that the findings will be viewed as only one of many possible explanations (Burr 2015). Yet, qualitative research still needs to be consistent and believable, and for this research, it is accomplished by being explicit in reasoning and decision-making. This enables the claims made to be tested within other settings to be replicable and comparable to other research. In qualitative research there is not a single suite of measures or criteria that defines the quality, and instead it is often dependant on the type of methodology and methods used (Creswell, 2014).

Many qualitative researchers have articulated the multiple criteria for trustworthiness, credibility and authenticity. In grounded theory research, it has been noted that researchers claiming to undertake the approach do not comply

with the methods (Charmaz 2014), and instead result in descriptive renderings of their findings, which disregard the constructivist turn, credibility and trustworthiness. Glaser (1978) highlights; fit, work, relevance and modifiability. However, for this purpose of this study, four factors highlighted by Charmaz (2014); credibility, originality, resonance and usefulness have been articulated to demonstrate trustworthiness of the constructivist principles throughout the research process. To enable this process table seven indicates how each of the criteria are addressed within this study and later evaluated in chapter 14. Throughout this thesis, I demonstrate the consistency of the groudned theory approach with each data set, using a range of data generation tools, memos, reflections, focus groups and in-depth literature to demonstrate how one can build theory, to reveal the "negotiations" of the occupational therapists' (Creswell, 2014).

Table Seven: Trustworthiness and Credibility within the research process

	Questions	Action	Location
Credibility	Has the research achieved innate familiarity with the setting or topic?	Broad perspective from multiple angles.	Method
	Are the data sufficient to merit your claims? Range, number and depth of observations in the data	Broad international perspective three countries, spectrum of early years practitioners to end of career.	Method
	Have you made systematic comparisons between observations and categories?	Observations were inducted as data to enable meaning to be identified.	memos, findings
	Are there strong logical links between gathered data and your argument and analysis?	Gathered data and analysis concurrent and specified.	Findings
	Has your research provided enough evidence or your claims to allow the reader to form a independent assessment and agree with your claims?	Yes. utilising extant literature findings and critical discussion.	Methods, Findings and discussion
Originality	Are your categories fresh? do they offer new insights	Yes, analytical process is used through the CGT theory methods revised and developed to enable consistency in researcher approach.	Findings and discussion
	Does your analysis provide a new conceptual rendering of the data?	Yes explored through memos and reflexivity in the process.	Findings
	What is the social and theoretical significance of this work?	Social significance provides consideration of the OT impact of role upon the client. Theoretical addresses the form and function of Occupation of the OT.	Findings and discussion

	How does your grounded theory challenge, extend, or refined current ideas, concepts and practices?	Addressed through extant literature.	Findings and discussion
Resonance	Do the categories portray the fullness of the studied experience?	Addressed through memos and explicit explanation of observations	Findings
	Have you reviewed both liminal and unstable taken for granted meanings?	Constant comparison methods used and addressed with supervisory team.	Findings
Usefulness	Does your analysis offer interpretations that people can use in their everyday worlds?	Yes, offers theoretical explanation of occupational agency	Theory section
	Do your analytic categories suggest any generic processes?	Yes process of occupational Agency	Theory section
	If so, have you examined these processes for tacit implications?	yes, through memos and constant comparison	Throughout research process
	Can the analysis spark further research in other substantive areas?	Yes, identified challenges of personal identity in professions and the health care climate	See conclusions
	How does your work contribute to knowledge? How does it contribute to making a better world?	Enables the voice of the OT and Client.	See conclusions

7.8 Chapter Summary

This chapter provided an account of the constructivist grounded theory (Charmaz, 2014) conducted. It highlighted the unique features of the concurrent process of data generation and analysis. I justified my decisions of using alternative methods, such as positioning the literature review and the analytical questions to embed symbolic interactionism (Blumer,1969) within the data generation. Explicit directions of the following chapters are now outlined.

7.9 Explicit Directions

Over the following three chapters the categories of; "The Internal System", "The Perceived External Structures", and "The Consequences of the negotiations, are explored alongside the related sub categories which led to the abstracted grounding and constructed core category of "Occupational Agency", and the substantive theory of occupational agency, the hope to live coherently. All the participants of this research provided an open and transparent dialogue in the interviews and focus groups. From the conversations, extracts that illuminate the participants' lived experience and how they felt about their role and the possible contribution of the performance profile are provided. Subsequently the performance profile is explored as a pragmatic idea through the findings; this is to consider an opportunity for action, and possible integration into practice to enable the occupational agency of the occupational therapist through education, and practice. The following **figure sixteen** situates the reader through the analysis and theory development processes.

Figure Sixteen: Representation of the method application within this Constructivist Grounded Theory Study.
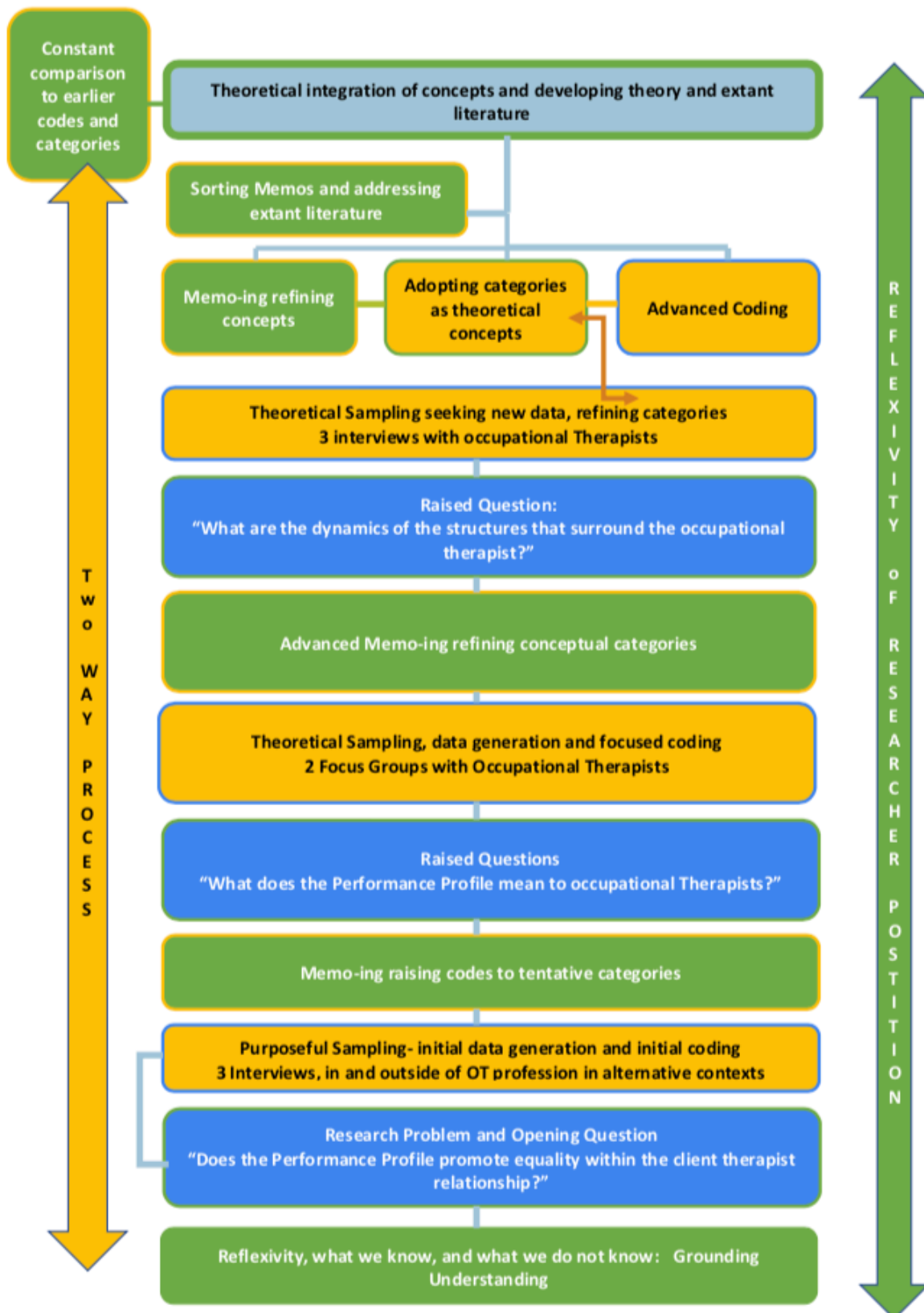
The findings are presented and explored through the coding and sampling process. This indicates the generated assumptions and application of the extant literature. Advanced memos articulate the conceptualisation of the coding, which link the categories and their relationships throughout the chapters. Through continual analysis of the codes, and emerging concepts using memos, the subcategories outlined are concepts from the participants' responses. This approach has been taken to underpin the rigour and trustworthiness for the analysis process, it enabled representation of the interrelated concepts, conditions and processes that surround the phenomena (Charmaz 2014). The richness of the participant's responses and willingness to discuss their experiences provided mutuality within the data generation. This enabled the me to become a co constructor of their data. Data generation one is now presented.

Chapter Eight: Data Generation One: Developing Categories

Data Generation One
Does the performance profile promote equality within the client therapist relationship?

MSc and Fellowship: occupational therapists' perspectives on the potential use of performance profiling in occupational therapy practice

Data Generation Three
What are the dynamics of the occupational therapist practice?

Data Generation Two
What does the performance profile mean to occupational therapists?

Figure Two: Reflexive Spiral of Research Question Development

8.1 Chapter Overview

This chapter presents findings from data generation one which questioned if the performance profile promotes equality within the therapeutic relationship (see figure two). The aim was to explore the perceptions of experts working within the professions of social justice and occupational therapy. Using interviews, that flowed like conversations, the three participants reflected upon their opinions of the performance profile, how they felt it could be used, and how it made sense to them in practice. The "interviews" provided a rich narrative of the participants reality and lived experiences. To gain depth within the analysis, throughout the findings, I indicate what I saw, heard and sensed during the interviews (Charmaz, 2014). A brief introduction and vignette of each participant is presented. Analytical processes are outlined within the memos which capture

the constant comparison of the participants responses and grounding of the findings. The emerging categories are then illustrated using a tentative category map that shows the developed assumptions and relationships which stimulated further data generations.

8.2 Annabelle

Environment: Annabelle's Office, UK.

Annabelle is a professor in a UK University. She describes herself as a researcher and activist, who advocates for people to be the author of their own lives and seeks to explore a person's possibilities through their own strength and abilities. Annabelle was approached purposefully due to her expertise concerning human development and social inequalities. This provided the opportunity to revaluate my position as a researcher and the positivist leanings I held of utilising the performance profile within the occupational therapy profession (see chapter seven).

Upon introduction to the performance profile, when exploring its relation to current assessments used in her practice with youth, Annabelle expressed *"I've never subscribed to determinism"*. This indicated that the current assessments within her field, do not reflect the experiences of the people she worked with, and instead, left the profession within *"deficit discourses"* that determine what the clients can and cannot do without consideration of their strengths and abilities; *"from health practitioners or from a education perspective, just calling children stupid from coming in the class room, you know the teachers would tell them what they need to know, or from a social work perspective, people are in these terrible situations and the social worker has to come in and save them"* . Consequently, Annabelle stated that the performance profile will enable her core foundation of practice, to stimulate the agency of young people to defend the important elements of their lives; *"I really like the fact… it's agentic isn't it, it allows for people to express what for them is important. and then, consider the relative importance to those different areas, self-assess where they are at, and define where they want to get to and make that plan,*

so I guess for me the beauty of it is that it allows the space for people to self-determine and reinforces that internal locus of control.". However, despite Annabelle's practice intentions, she appeared to be grappling with the injustice of the political and financial expectations on her practice philosophy to utilise the performance profile.

Annabelle acknowledged that it is challenging for policy makers to truly appreciate the persons voice and social indicators of health and wellbeing that enable people to live meaningful lives. Specifically, she expressed, her values for practice are restricted at commissioner levels, (meaning funding from government schemes) *"the barriers i have found with being at the level of commissioner, or… local authority stake holder, is that well they have gone, that is not empirical data, that's not quantify- that's not quantified err criteria referenced, externally validated test. That's just people's opinion."* As a result of the standardised expectations of her role, this refers to the impact of government funding upon Annabelle's practice intentions and philosophy to hear the clients voice as a result of the standardised expectations of her role.

Regardless, Annabelle appeared confident about changing the injustice of the service to review the values of practice with a sense of hope to carry out her valued role. Although she acknowledged there was much work to do, she referred to the performance profile as an opportunity to capture the person's voice. However, it was expressed that the professional must be comfortable with *"truly power sharing"*, and be able to *"render their power within the process"*. It was felt this was required to break with predetermined expectations of their role, yet she speculated, *"i guess it also refers to professional status and identity"*. Meaning, it would depend upon the professional's ability to assert their agency and negotiate

their surrounding structures such as; the political, financial and service

expectations to enable the persons voice to be heard.

8.2.1 MEMO: Illumination: Searching for Hope, lifting the hood.

"Our deepest fear is not that we are inadequate, our deepest fear is that

we are powerful beyond measure. It is our light not our darkness that

most frightens us. We ask ourselves 'who am i to be brilliant, gorgeous,

talented, fabulous? Actually, who are you not to be?"

Marianne Williamson

After meeting with Annabelle, I was left with the impression of someone who is hopeful. Specifically, to enable her colleagues to live their life meaningfully through carrying out their practice in line with their professional identity and values. It is apparent Annabelle is not just any professor, she is a leader, who

creates her own path to break down injustice. It was enlightening to be witness to her analysis and courage to continue to challenge political expectations upon her practice. In the sense to hope to live coherently, it was apparent that despite the political challenges, Annabelle, would build roads to separate the political expectations from her agency to gain control over the events within her role.

Hope and agency were a clear driver of Annabelle's approach to her work and values. For a time, I grappled with what Annabelle was truly expressing. It appeared that she was explaining two forces, 'us' and "them", 1)" Us", the inner system, of the professional, their position in practice and how this contributes to the client therapist relationship. And 2)" them", the outer system, the historically developed cultural expectations and determinations of the professional role.

This promoted my consideration of the "caring" factor that exists within the politically led health and social care system. The premise and aim are to prevent harm and enable sustainable lives. However, from Annabelle's account, the external expectations force professions to shape practice at a disadvantage to the needs of the

client. As a result, this renders the professional's
ability to enable their client's agency and skills.
Consequently, to meet commissioning expectations, the
professional's creativity is forfeited to meet ideological
and prescriptive processes of practice, and therefore,
the client's voice is lost. Accordingly, I questioned,
"is this the same for the client centred philosophy of
the occupational therapy profession?" Therefore, I sought
an insider and outsider perspective (Dwyer and Buckle,
2009) from a participant who identifies as an artist,
coach and an occupational therapist.

8.3 Victoria
Environment: Art Studio, UK

Victoria identifies as an artist, coach and occupational therapist, who advocates for people to reach their potential through building transferable skills with other aspects of their life. I had met Victoria previously through my occupational therapy network. We had discussed the performance profile on a casual basis, although I had never explored this as a research inquiry or expressed any intentions of using it. Victoria was approached for three, reasons; 1) as a result of her creative pursuit to utilise coaching and occupational therapy as an approach. 2), to gain understanding from an outsider perspective from the primary domain in which the performance profile belonged; coaching. And 3) from an insider perspective to consider its application to the profession it was expected (at the time) to be introduced too; occupational therapy.

Victoria is a light hearted soul who enjoys time to play. She revealed her pragmatic skill (Braines, 1986) set as soon as I started to reintroduce the performance profile, *"that's okay, so just remind me of the headings" (meaning the constructs).* Initially, Victoria was grappling with the process of how to utilise the performance profile. She appeared torn between her role as a therapist and enabling the open dialogue for the client's voice to be heard. This stimulated Victoria to outline the barriers such as how the process forces expectations and what types of questions would be needed; " *it's still quite leading isn't it in terms of the quadrants it looks at, so i suppose what I am trying to think of is the bigger questions… more life coach questions in the relationship that would enable the discussion to lead to using this.*" As

identified by Annabelle, this indicates an initial prescriptive response to practice, that enables the *"expected"* purpose and process. However, upon reflection Victoria noted that she felt she had to engage within the performance profile through her own occupation to; "*to truly understand to formulate an opinion for practice.*"*.* Upon reviewing Victoria's occupation as an artist, it was interesting to witness her negotiate between her beliefs and associated actions, where Victoria expressed that she valued the opportunity to reflect and gain introspection.

Victoria identified a "*rhythm"* that drives her ability to carry out her occupation. This was to prevent her emotive procrastination and her internal dialogue from impacting her habits in order to enable her opportunities for action. She specified on numerous occasions that she must paint to enable her creativity to access her soul. Although, at times, she felt unable to carry her innate need to paint, as she experienced pressure from social expectations to carry forward multiple roles of; a women, mother, painter, coach and occupational therapist. She specified these roles placed a burden upon her to have a clean house, to have the best physical figure, to support her children, and to take time for herself, all whilst being pulled by her identity as a professional. It was almost as if Victoria was expressing that she must embrace the restrictions of engaging in her meaningful occupation of painting, to enable others to participate in their daily life.

It was apparent that it was reflection and a retrospective experience that enabled Victoria to form an opinion. This stimulated Victoria's creative

negotiations of future actions when using the performance profile as a professional. Victoria expressed that she had become; *"more self-aware, I know myself better, there's nothing more empowering by knowing yourself better'*. This was further evident when Victoria later messaged that she had begun to re write the paper that she had been longing to write after our meeting, mentioning that our conversation helped kick start her *"rhythm"*.

Victoria further specified that the power of the performance profile was that there were no predetermined states for assessment. This provided a natural outcome for the client in comparison to her previous practice, both as a coach and an occupational therapist; *"anything to my mind that raises self-awareness as does self-empowerment naturally and you know there is a lot of personal development tools out there but they are all most, of them are raised on pre-determined criteria, pre-determined assessment stuff you know all Jung's stuff all erm, AMBTI stuff, its all predetermined old stuff so this is not, so it's good."* However, Victoria further conveyed that as a professional she felt torn between pre-determined expectations. This was expressed in two ways, 1) the persons expectation of the therapeutic relationship, and 2), the ongoing challenges of the occupational therapy identity within health care, often limited within its scope; *"But I was thinking if I was an 'OT' (in inverted commas), I expect the expectation would have been planted in the person coming to me already about what it means to be an OT, and if they had no idea, they would have probably gone away and googled it and been totally fucking confused' …,… You know, is it giving me a toilet seat or something?"*. This suggests that the professions lack of identity, impact the ability of therapists to act alongside its premise, purpose and values within practice.

Consequently, similar to Annabelle's challenge, Victoria conveyed that she felt torn between the pre-determined expectations from the service as a professional, where she noted the implications upon her health and wellbeing through experiencing *"burnout"* in her roles as a coach and occupational therapist; *"a lot of the time OTs delivered in terms of the service, not in terms of what the person needs, you know services that only do X Y and Z…….. um, with the coaching profession is becoming a bit bogged down by professionalisation… you know competences based frameworks and have you done your 10 hours CPD and can you tick these competencies off? and therefore you must be a good coach so, god I'm sounding, you can tell I'm a bit burnt out at the minute can't you?. In comparison. the expectation has got so very little to do with the approach like this (performance profile) which is about the person about how their world is constructed and about what is meaningful for them".* As a result, alongside Annabelle, Victoria was concerned as to whether the therapist or coach would be able to let go of their pre-determined expectations and allow the clients voice to truly be heard. She queried the skills of the therapist to elicit the clients voice ""*without leading the clients"*…and if therapists can grasp; *" letting go of it turning out the way it should turn out",* in respect of their reasoning and from the point of view of the services in which the therapists work.

8.3.1 MEMO: Can we really let go?

"It all started under the magnolia tree"

Krittika Bhatta

My memos record my reflections on leaving the interview with Victoria. It seemed to me that she was scuffling with changes in her role as a professional. This was evident in her processing of the performance profile, as she questioned, 'where is my role?', and further expressed that she felt burnt out and in a transition.

Victoria later expressed to me that she became a coach because she disliked the prescriptive service expectations placed upon her role as an occupational therapist. Therefore, working for herself provided space to break from the service expectation, to be creative and carry forth her philosophy and values. As a practitioner, it had been challenging to hear that whilst Victoria was exploring ways to break down injustice for the client, it was evident that because of the structures she had to negotiate, she was also experiencing injustice as a professional. Although, for both Victoria and Annabelle, what kept striking me was that despite adversity of the service challenges, they continued to have fire and a sense of "hope to live coherently" with their intended professional roles.

It appeared that the internal system continued to be challenged in the sense of identity. This led to developing questions of the data, such as; can we really let go? can we live with the uncertainty? Are the external structures that force upon the professional identified within the cultural, social, and professional expectations, or is its internal processing? This made me question; whether the profession is separate to the

structures that forces people into the predetermined box,
or are we part of this? Therefore, as Victoria expressed,
is the profession destined to provide toilet seats? Or
are we more concerned with outcomes then being client
centred therapist because of these negotiations?

The questions I was asking stimulated me to seek out a reflection that I wrote as
a newly graduated occupational therapist (see following practice reflection). This
led me to consider the context, my assumptions and practice connections within
the UK. I realised, to maintain open to new information and knowledge, I needed
to step beyond my comfort zone to be a novice, not particularly of the
profession, but the culture of practice. I therefore sought participants
internationally.

Practice Reflection: The Voice of the Occupational Therapist 2015

Today I was told I had to guide my client's goal setting and to not leave it so open, because we cannot do everything they want to do. I was instructed upon how to retell the story for them. How to position for example, "if I get you up to get in and out of bed, you will be able to visit your daughter." Yet in reality, this wasn't possible, the differing contexts of the action to engage as an occupational therapist does not permit my clients valued occupation. I feel restricted by the surrounding factors of what we do, and the value of my role. The hope is not real for me or my client, it was the hope that someone in the community can aid the client's goals upon discharge, but in reality, I know that doesn't exist. I feel down, and a sense of disappointment. When I challenged this perspective, I found I was not entitled to have an opinion. The scope of my practice appears restricted by the team focus to safely discharge clients, and the expectation that I must meet my targets. I lack hope in our values, and the ability to do what we need and want to as occupational therapists. So, what's the result? I feel burnt out.

8.4 Sarah
Environment: Sarah's office, USA

Sarah has been an occupational therapist for 25 years. Her first role was working in a psychiatric hospital where she saw the value of her ability to enable people to transition back into the community. For the last five years, Sarah has worked as an occupational therapy clinical professor. Sarah was approached to enable understanding of the performance profile from a broad range of experiences in education and practice within an alternative context, the USA.

The conversation with Sarah began almost immediately about her interest in practice within the UK. Upon discussing Sarah's experiences of working as an occupational therapist in the USA, she expressed the challenges the profession has faced concerning reimbursement of services (financial billing). This was highlighted as impacting her client's engagement in purposeful interventions to transition back into the community. This stimulated Sarah to compare her experiences to the wider health care system with her choice to work in a state hospital so she did not have to worry about the financial boundaries of her practice intentions; *"one of the advantages of working in a state psych hospital for an occupational therapist is, we don't have to worry about reimbursement from a third party because everything is just covered, which is great, and the other thing we could also do is um, the length of stays were very long for some people, for instance, if someone is undocumented that would have a serious mental illness that has no place to go when they leave the hospital, a lot of people were homeless, and they are not safe enough, then they just stay there unfortunately for a long time"* .

Consequently, Sarah acknowledged that because practice lacked meaningful intervention, she felt the system caused injustice and deprivation to her clients' long term health and wellbeing. Because of the boundaries of practice and Sarah's practice values and intentions, it became evident that this tension caused Sarah to negotiate her actions to choose to work in an alternative context. Yet, she expressed that she missed her clients, and remained to value them, and therefore, was excited to share that a month following data generation, she would step back into a clinical role as a volunteer; *"I miss the clinical, just working with people so much, that next month I'm starting to volunteer".* This highlighted that like Victoria, despite the surrounding forces upon Sarah's practice, she changed her context of work in the hope to live coherently with her practice intentions and values as an occupational therapist.

Upon advising Sarah that we do not have to submit for reimbursement in the UK she stated; " *You know all of us are jealous of er Canadian OT's, UK OT's Australia OT's, Swedish OT's, because you guys get to do more, OT than in the states…yah so we look at you guys going wow, you get to do real work, well I think that your, well at least my image is that…..Occupational therapist are valued for their mental health work."* When probed further about why this was, Sarah expressed that insurance companies place a greater emphasis on funding for people with physical disabilities and therefore the occupational therapy services place less emphasis upon mental health to ensure that their role is justified, *"I think in the states sometimes, that OT's who want to do more mental health cant, because it's our reimbursement rates, they are lower for mental health than physical health, often times people with psych issues do not have any funding what so ever".* Yet, Sarah expressed that, following mental health funding cuts 10 years

previously, she held hope that the health care system was beginning to recognise the importance of mental health; "*and here finally, the healthcare system is recognising that there is no health, without mental health, and you know that its expensive,… to not address the psychosocial issues along with the physical and the affordable care act really pushed that along*".

Upon discussing politics, I recognised that, my arrival to the USA (August 2017) was in line with the presidential elections and change of the political party. I therefore asked Sarah if she felt there would be any specific changes to the health care system. Unfortunately, this was not a topic that Sarah felt she could discuss further; Michelle*; "I just wonder what is going to happen with your new politicians now?" "Sarah - I just can't even go there, … We can't go there or I will get depressed or anxious."*. Resonating with the views of Annabelle and Victoria who expressed that their values are challenged consistently by external structures, it was again, difficult as a practitioner to hear the impact of policy and finance upon health care. This tension however, not only impacted upon the wellbeing of the client, but also the health care provider, Sarah.

Sarah did however express that she felt the performance profile would enable the profession to support the client to be more self-aware and "*figure out their own strategies without us cueing them or telling them what's better*". She highlighted that she felt occupational therapists are coaches and feels that for the profession to facilitate is something we should be doing. "*o yah, absolutely I think occupational therapist are coaches, I mean isn't that what we are supposed to be doing*". Sarah advocated that she sees herself as a tool that enables the client to do what they need to

do, over managing their needs. She expressed the sense of hope that the profession may be at the point of switching the power to enable the client to communicate their needs, to be self-aware and become their own scientist.

It was clear throughout our discussion that Sarah was a pragmatist (Braines, 1986). She would express how and why the performance profile would work despite the challenges that she may face. Although, it became evident that exploring new processes within occupational therapy such as the performance profile, created a tension for all of the participants. A consistent dialogue was however present In "what they should be doing", and "what we know". Yet, as a result of the external influence upon their practice, the participants highlighted first, what they cannot do. Again, it was as if there were two system or structures "the Us" and the "Them" that created a negotiation of the participants responses.

8.4.1 MEMO: Where do we stand?

"Stand up for what is right, even if we stand alone"
Suzy Kassem

Sarah made an impression on me that she loves the intentions of occupational therapy as a client centred profession. It was clear that she was experienced in eliciting the meaning and values of her client. However, alongside Annabelle and Victoria, Sarah also appeared to grapple with the political and financial pressures upon her practice. The discussion seemed to overwhelm Sarah

where further depth would have allowed me to understand this more, but I wanted to respect her boundaries.

Upon reflection, I questioned, where does the occupational therapist really stand in their practice decisions? Again, there appears to be a constant battle between the want to and need to do their job. The "us" and "them", the two structures or maybe systems. It appears as if new processes such as the performance profile, creates a negotiation with the participants dynamics of practice. In a sense of cognitive disassociation, it appeared that the participants would place a pin within the dynamics when the topics became overwhelming. This enabled the focus to remain with their intention for practice, such as how the performance profile could be used. Yet, when the dynamics of the broader structures is identified there was almost a "moment of freeze". Interestingly, Sarah identified herself as being a tool between the environmental factors and her client's engagement, to be a facilitator to enable the client to engage within their meaningful and purposeful occupations. Consequently, it appears as if participants are expressing that their role as a therapist is predetermined by external expectations. Unfortunately, this leaves room for misinterpretation of their intended role, which externally shapes expectations

of their identity and agency. The experience impacts upon their values as a professional and challenges their ability to carry out their occupation, meaning, the things they need to, and want to do. As a result, I wondered, can occupational therapists hope to live coherently? What is the status of the professional identity in these structures? And how does this relate to the agency of the professional?

The research intention was always about the client, how can we enable communication within the therapeutic relationship that allows the voice and value of meaning to be heard. However, I recognised that the therapist is restricted in their practice. This was evident throughout the data where the participants would express what they cannot do rather than what they can do. It was in this moment that I realised that my client was in fact the occupational therapist. The aim became apparent: to truly understand the negotiations of the occupational therapist practice and how this influences their agency. I wanted to open up this conversation and enable the participants to socially construct their opinions and considerations together, rather than freeze in the moment and to ask: what does performance profiling mean to occupational therapists? The purpose was to use the performance

profile to explore the negotiation of the occupational therapist to consider the interplay between the identified 'structures or systems'(see 8.6 memo structures or systems what's the relevance?)developing within this grounded theory. Therefore, focus groups were selected as an additional tool to generate further data (see <u>data generation 2)</u>.

8.5 Category Development

The data generated by the first three participants'; the transcript and reflections were subjected to initial line by line coding as described by Charmaz (2014) (see section 7.5.5). This developed theoretical categories, which were utilised to analyse the data, generated within data generation two. At this stage I started to use NVIVIO software, however, it felt like I was searching for content over meaning, therefore within this program I found it difficult to consider; what the participants' were grappling with? What keeps striking me over and over? and, what comes through although it might not be said directly? (Strauss and Corbin 1998 p.48). Therefore, I used the software to facilitate organisation of the codes only. The supervisory team who scrutinised the findings supported the manual process. The purpose was to permit trustworthiness and credibility of the analytical process to ensure that the concepts were generated within the data over my tacit knowledge (see prologue). The tentative concepts that arose were; *"value vs ability to do"*, "the hope and agency of the occupational therapy role", and "structural implications". Through constant comparison this was later refined as the assumptions for the developing grounded theory as outlined below.

The Tentative Category Assumptions Generated were:
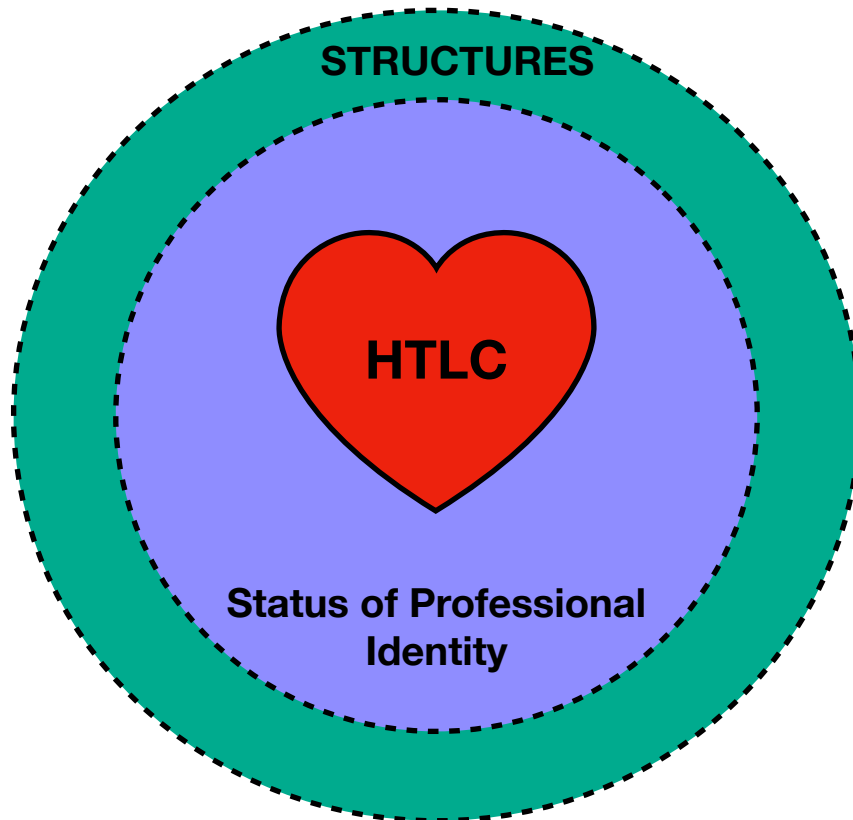
Figure Nineteen: Tentative Category Map

- Occupational therapists hope to live coherently (HTLC) through their professional values and philosophy.

- There are two structures or systems of the therapist that stimulates negotiation of the status of professional identity and consequently agency of their role.

- The consistent dynamics and negotiations of the therapists' implicate upon their health and wellbeing.

8.6 MEMO: Structures or systems what's the relevance?

Data generation one indicated two structures or systems of the occupational therapist. The internal (system or structure) which accounted for the cognitive process of the participants negotiation with their experiences to reason their responses with their external (system or structure). Initially I was grappling with the difference between structures and systems, and the relationship with the participants occupation (the things they need to and want to do), which is now explored.

Structures

A Structure is determined to consist of a cohesive whole built up of distinct parts, which invites an overall form or organisation of something that may determine a set of rules defining behaviour (Burr 2015). The term structure has many definitions from alternative domains, from a constructivist perspective; Piaget (1970) considers structuralism as a developed sociologically derived principle, which is determined by one's environment and their interactions throughout their life span (maturation). This in turn influences how a person develops their actions (activity) and reactions within the world, which influences the learning within it (transmission). From

this perspective, it could be understood that surrounding structures enable us to see what defines the occupation of the occupational therapist and how the historical interactions have enabled us to understand the structural context in which we engage. Piaget (1970) attributes psychological structures to the work of Gestalt. He identifies that, in the process of development, it is "not until one becomes old enough to reflect on ones habits, patterns of thought, and action does he become aware of such subjects" (p.69) It is from a biological perspective that the structures which surround a person are inseparable from performance and henceforth functions. This could be reflective of the process in which Victoria engaged in a reflective yet pragmatic manner to be able to formulate her understanding of the performance profile, and then determine the structures, which either facilitate or impede upon her intended use. Therefore, to be real, a structure must be interpreted in an internal sense, and governed from within to become a functional activity and / or response of self-government and regulation (Piaget 1970). This would speak to understanding that whilst structures can be physical, psychological, philosophical and mathematical, a structure is the sense of how we see and understand the

parameters of our actions and reactions to the world that surrounds us (Piaget, 1970).

Systems

A system is a group of interacting interrelated entities that form a unified whole. It is described by its spatial and temporal boundaries that is surrounded and influenced by its environment. This is therefore described by its structure and purpose, which expresses how it functions and the relationships, characterises and properties that make up the system (Gray, Kennedy and Zemke, 1996). This definition enables understanding that the two concepts of structure and system are interconnected components, and without one, the other would not exist.

The Relevance

In this research, it was challenging to grasp what was perceived as a system and what was perceived as a structure. However, it was recognised that the understanding related to the instability of the participants exposure and developed perceptions, which simulated a feedback loop of interpretation and reflection over time. In a system, this is a consistent dynamic. Therefore, when considering the participants responses, it was felt that the process which they

engaged through; their context, previous knowledge, interactions with new information (the performance profile) and reflection, alluded to an internal system, where the counteracting concepts related to their reasoning and action. Metaphorically speaking this could be viewed as snowflakes. Each are built in similar fashion, but they possess alternative perceptions of structures from their contextual and previous exposure to knowledge and information through their developed maturation, activity and transmission (Piaget, 1970).

From an external sense, the structures that were alluded to; the financial, political and institutional structures; were seen as static, causing the therapist to freeze in their negotiation and perception of "what to do next". This does not necessarily determine that these concepts do not contribute to the overall 'system', as the participants highlight the wider macro sense of health as a health care "system". Yet the concepts which they considered in the context of the data generation were structures, given they promoted a consistent interchangeable dynamic relationship between their reasoning, and developed perceptions and responses to their actions as determined by Piaget's (1970) early work of structuralism. Going forth, this allowed me to

understand the true development of the theory which was
unfolding before me and my sampling process which enabled
a wider breadth of understanding.

8.7 Theoretical Sampling Application
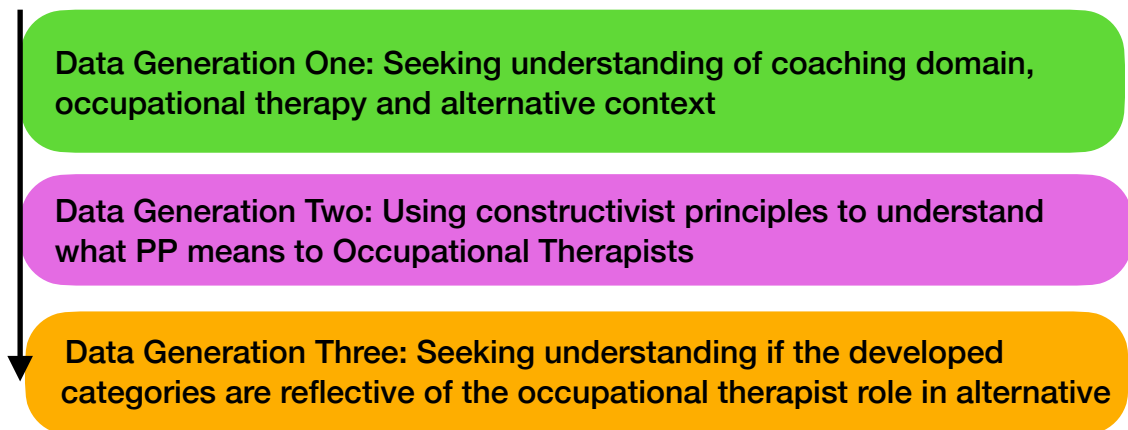
Figure Twenty: Indicates how theoretical sampling played a role within this research.

Once the tentative categories were identified using initial coding, and this phase of analysis was provisionally complete. Theoretical sampling (see section 7.3.1) was used to gather focused information from subsequent participants to develop the concepts more fully. Charmaz (2014) asserts that theoretical sampling only becomes of value once the categories have been identified to enable the researcher to confirm, clarify and expand on their conceptual development. However, in contrast, Birks and Mills (2015) highlight that theoretical sampling should be explored from the first interview as concepts are not static, and they begin to take shape. Taking into account social constructivist (Burr, 2015), symbolic interactionism (Blumer 1969) and my heuristic analysis (Moustakas, 1990) positions, I recognised that my

interactions with the world were situating my subconscious insights and I began to make connections with the data to construct new assumptions (Burr, 2015).This was evident within data generation one. Once I had met with Annabelle, as highlighted within the memos, I began to identify and pursue clues that arose during my analysis, such as; asking questions and developing assumptions (Birks and Mills, 2015). Therefore, I sought depth of my assumptions and their relevance in alternative contexts with Victoria and Sarah. Consequently, it is argued that, theoretical sampling is not just about what you do next, but also how you do it (Birks and Mills, 2015). Therefore, to ensure trustworthiness and credibility whilst adopting theoretical sampling, to ensure that the findings were grounded within the participants voices, research diaries and memos enabled me to track my understanding of my insider and outsider position (Dwayer and Buckle, 2009) when interacting with the developing grounded theory (see section 7.5.2). This enabled me to progress the data generation to a more focused approach and connect with the emerging categories which is now explored within the next chapter; Data Generation Two: Emerging Categories.

8.8 Chapter Summary

This chapter presented the findings from data generation one, a brief introduction and vignette of each participant was presented. Analytical processes were outlined within the memos that captured the constant comparison of the participants responses and grounding of the findings. The emerging categories were then illustrated using a tentative category map that showed the developed assumptions and relationships to stimulate further data

generations. A memo concerning the relevance of structures and systems is

first presented, which led to theoretical sampling, and data generation two.

Chapter Nine: Data Generation Two: Emerging Categories
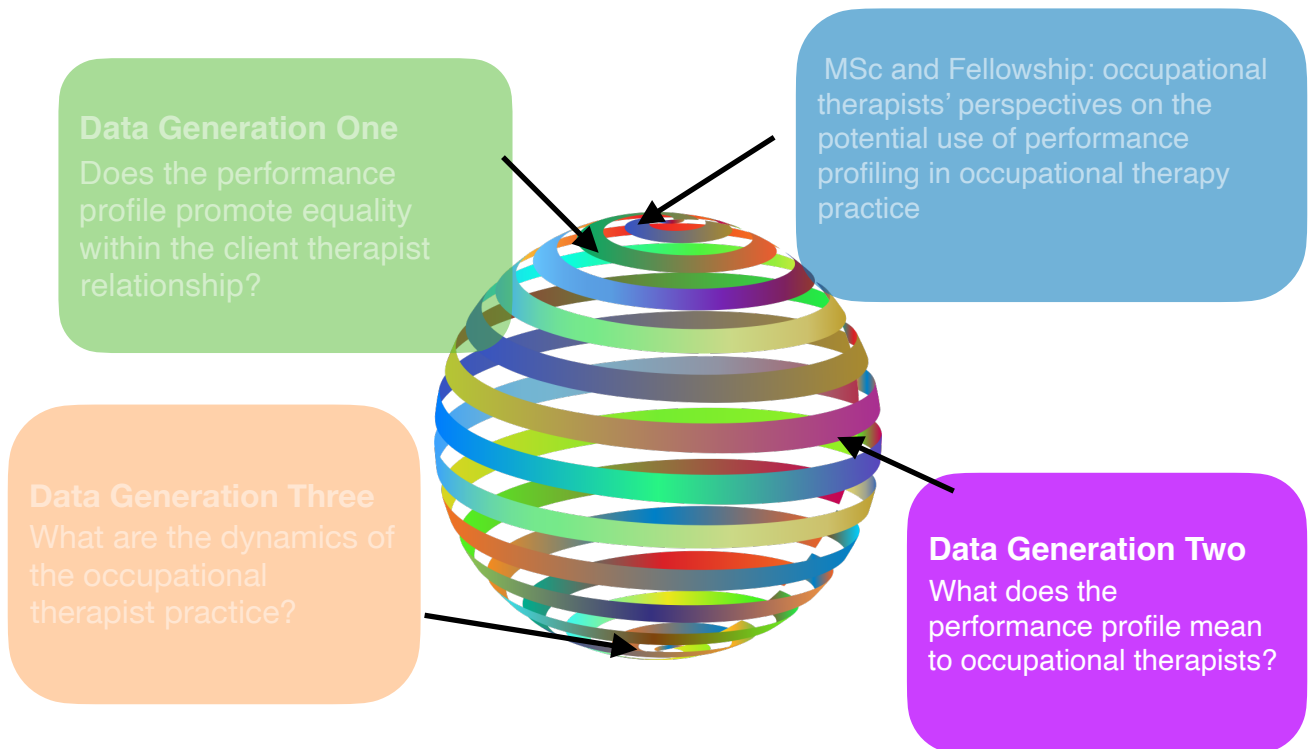
Figure Two: Reflexive Spiral of Research Question Development

9.1 Chapter Overview

This chapter presents the findings from data generation two. The question asked was; *"what does the performance profile mean to occupational Therapists?"* (see figure two). The aim was to explore the perceptions of occupational therapists, with five years or more experience from alternative contexts. However, two participants with three years' experience, requested to engage within the research, and were selected on the basis of convenience sampling (see chapter seven). It is evident that their contribution to the research enabled deeper insight into the negotiations of the occupational therapist

throughout the life span of the career, and therefore were an asset to the developing theory.

Focus group one consisted of four participants, one moderator and the main researcher and, focus group two consisted of two participants', one moderator and the main researcher (see table six participants' characteristics). The focus groups used constructivist principles of knowledge development in an explicit way, where a question was asked three times, "what does performance profiling mean to you?", half way through, "so what does it mean to you now?" and at the end, "so what does it mean to you now?". The strategy provided space for reflexivity to elicit understanding of the participants experiences within the process (Burr, 2015). Interestingly, alongside Victoria and Sarah's interpretation of the performance profile, this promoted reflection where the therapists' responses involved a pragmatic interplay, which was identified as the natural instinct of occupational therapists (Breines, 1987). Consequently, it enabled the participants to review their position and evaluate its meaning, which led to the development of the emerging categories.

The findings of Data generation two are presented in line with the process of focused coding(see 7.5.4 coding process). To illustrate the analytical procedure the findings are presented in a category table eight which highlight the emerging category, focused codes and developing properties. To reflect the coding and analysis, a brief analytical vignette of each category in line with the participants responses is constructed. The developed assumptions are challenged and refined within the chapter's memo, "fight on OT's". This captures the constant

comparison of the findings and generates further questions that empirically

grounds the participants responses within the developing theory.

Table Eight: Emerging categories, focused codes and properties of Data Generation Two

Emerging category	Focused code	Properties
Hope to live coherently	• Client Centred practice • Values in conflict with the health system • This is what we are supposed to be doing	• Time • Values • Perceptions • Structures • Tensions
Status of Professional Identity	• Time in practice • Perception • Professional Philosophy	• Habits - what we usually do • Reflection • Confidence and competence • Length of service • Perception • Tension • Negotiation • Successful transition
Structures and consequences	• Internal processing • External influences • Health and wellbeing • Seeking new horizons	• Tensions • Challenges of acceptance • Loss of identity • Change of role • Negotiation

9.2 Emerging Category: The hope to live coherently

The hope to live coherently was an observational finding. It was constructed as a response to how the participants continued to convey hope despite the challenges that they experienced from external structures, which impacted their engagement with the performance profile, and their valued occupation as occupational therapists. Comparable to Victoria and Annabelle (DG1), the participants expressed that they loved the thought of uncertainty within their practice that allowed their clients voice to be heard within the performance profile process. However, the main challenge that was stated throughout all the data generations, was that this approach was in conflict with the health care system and the demands upon the therapist (Annabelle, Victoria DG1; FG1 and FG2). Sophie (FG1) an associate professor and part time acute therapist, described that the client centred approach may no longer be an innate response to practice due to the demands upon the therapist; *"I really like this profile, but it would be in conflict with how our healthcare system is working and, in particular, how therapists are demanded to work so efficiently and never pause to make sure the quality of care is there, and that, we are client centred"*. This infers that Sophie's perception of her historical experiences impact on her ability to carry out new practices in line with the external structures, that appear to impact her values and meaning when carrying out her occupation). This finding was further evident when Sophie (FG1) expressed that she valued her role as a therapist, yet the external structures reinforce misinterpretations. This appeared to have impacted upon her self-efficacy, such as being regarded as "lazy", Sophie: *"It's not like I want to be lazy, it's that I want to actually get to know my patients and I do a lot of evaluations so I want to be able to set that plan of care to be meaningful for the patient. So if that's*

okay with them that I'm not at 95% productivity, then I can be free to do that with my patients and spend more time and get to know them". Yet, despite these challenges, throughout data generation one and two, the participants' continued to identify with the benefits of the performance profile for their practice.

Comparable to DG1 where participants tended to "*place a pin*" within the external structures that became overbearing to their practice intentions. In contrast to Sophie (FG1) Amy, (FG1) articulated, that her experiences of working in home health (an alternative context) will allow her time to carry out her intentions to use the performance profile to understand her clients without generating assumptions. *Amy: "I've been able to work in settings where I've been able to take more time, and this seems like this would be really nice to implement in the beginning as far as facilitating some self-awareness, and I feel like you can even do that with people whose cognition might be lower. I mean I have always been impressed with my patients on what they can do. About billing insurance, I don't care about it.*" Gina (FG2) an occupational therapy manager specified the importance of the performance profile application from the beginning of the occupational therapy process to enable client centred practice. *"I think the earlier you would apply it in the relationship, perhaps the better that client-therapist relationship would be, because so often we come with our own set of implied expectations or sometimes biases, and if we are really very client-centred and that starts at the beginning of that process, in my opinion, it would make that much more of an effective situation".* This finding implies that historical experiences impact the participants perception of their role, and the perceived and real context enforces a negotiation between the internal system and external structures, which determine how the participant acts and reacts to their perception of time available.

In conclusion, the finding demonstrates a dynamic between the inner system and external structure which determined how the therapists' interpreted and negotiated their practice intentions. Figure twenty one, illustrates the process of the conversations of the participants dialogue and the negotiations of the identified barriers and facilitators of their occupation. It highlights the constant feedback loop of their perceptions of experiences. Yet, despite these challenges the participants continued to hope to live coherently through their valued occupation, of being an occupational therapist.
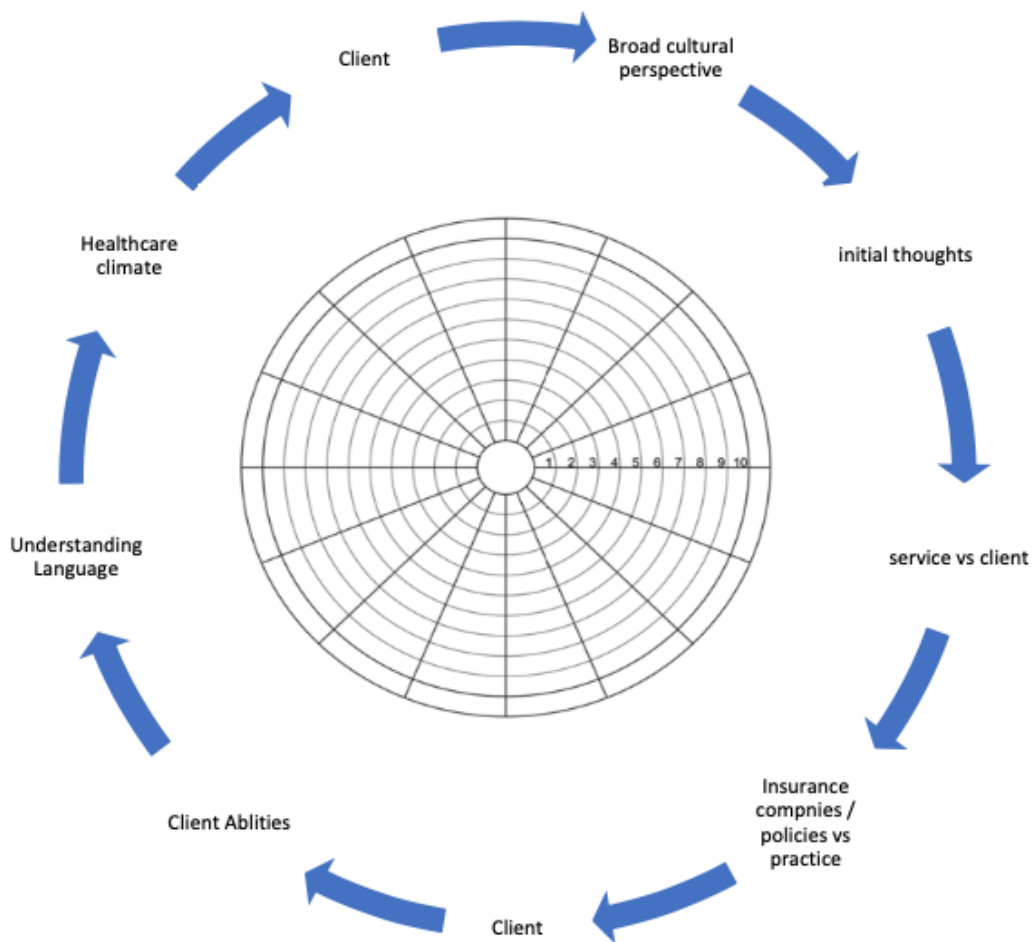
Figure Twenty One: Process of negotiations within dialogue surrounding the performance profile.

9.3 Emerging Category: The Status of Professional Identity

The status of professional identity stemmed from Annabelle (DG1), who questioned whether the professionals could really let go of their predetermined expectations, and navigate barriers to practice that enable a client's voice to be heard inferring; *"I guess it also refers to professional status and identity".* Although*,* further participants alluded to the challenge lying not only in identity, but also to how their role is misinterpreted by society. Bonnie and Sophie indicated that they often needed to *"get clients to buy into what we are saying".* Consequently, as a result of the interpretations from the broader health care system and culture, this forced prescriptive interventions to treat the client's condition over their occupation; *Sophie (FG1) "this is what's wrong with our healthcare system, we're not looking at the big picture. We're not looking at the whole person…. I feel a little bit disingenuous when I'm teaching the students and I'm saying, we just have to think about the whole person and we just have to make it client centred, and they are going to go out and practice and in many cases they are unable to".* Practically, Amy (FG1) identified the impact upon her communication with her clients, where she specifies that she never considered the clients perspective concerning their performance; *"i never think to ask patients what it would take for them to complete an activity…. and what is meaningful for them".* Leanne, (FG1) an occupational therapist of three years expanded. She identified that her reasoning and previous exposure to practice and similar conditions, impairs upon her judgment of what the client can and cannot do. *"I think it is asking them to sort of get in our head. This is what I think of when, like you said, going into an eval, along the way I'm taking mental notes of the different performance things that I'm noticing, like this person is limited in this way.. and this way and they need to be more successful in order to achieve such*

and such". However, Bonnie an occupational therapist of 3 years (FG2) did wonder whether the therapist could let go of their previous reasoning and if the client would be aware of their needs, *"But sometimes we don't know what our barriers are until after we've stumbled over them".* Nevertheless, other participants expressed that, as a result of the (USA) doctors' orders, clients are typically referred to occupational therapy from a functional or performance perspective. Therefore, they would enter the therapeutic relationship with an idea of their needs. Upon considering the service and doctors expectation', this raised the question of the valued status of occupational therapy in health care. The external appreciation of the professional role, and the impact upon the therapist's actions and subsequently, identity.

Despite the negotiations of the external structures, the participants' felt that a tool such as the performance profile, could enable the *"script to be flipped".* So instead of expressing what is important to the therapist, the insurance company (USA, DG2), or commissioning groups (UK, DG1), they would be able to ask the client, what is important for them to achieve success. Yet, the participants remained in a negotiation of how this would be possible with the restrictions imposed by the doctors' orders, the health care system, and expectations. Practically, the participants appeared to engage in an exchange of negotiation between what they know, and how they could modify the performance profile to meet the practice expectations of the service and the intentions of the therapist.

Amy (FG1): *I think there could be a modified version of that too then if you have a list of things, like I need to be focused on being organised, I need self-discipline, I need volition, if you had a list of those items and just had them circle something right in front of them or even verbally read it off to them. You could kind of fill out their constructs that way….*

Sophie (FG1) *"It could be that you have that as an option for people if they're not able to construct this wheel on their own without guidance, maybe you have a list of skills, examples that they could maybe pick from. I think there are patients who will not be able to self-generate this".*

This identifies the negotiated process of the participants' values and action within practice It became evident that the property of time limited their client centred intentions to hear the clients voice within the process of the performance profile. For the participants to attempt to modify its purpose, it became apparent that, the process overrides the purpose, philosophy and values of the therapist. The negotiated process of the participant's values and actions within practice were comparable to Victoria (DG1) engagement, which could be described as: initial information provided, negotiating expectations of practice, a process of reflection, and subsequently, introspective reflexivity through action. The understanding of the reflective process became more pronounced when, Bonnie (FG2) a therapist who works in multiple settings requested that the focus group engage in a mock practice of the performance profile to grasp the application process, *"Could we maybe go through the application of this with that home health patient for me to better understand?"*

Upon review, Bonnie (FG2) expressed that the performance profile would be useful as a professional development tool to aid reflection of her role, to address factors of concern and promote accountability to understand, "what it is I do". Bonnie (FG2) *"Just in the review process for employees, it totally inspired me to create something like for my role as an OT in schools, because I feel like I'm not really doing a good job, but it's this vague, like I don't know exactly where I'm not doing a good job, I just don't feel great about it, but going through this process would help me break down and see areas that I have strengths and if I got a little bit better in this, so not even necessarily a partnership but an accountability tool for me. But maybe a partnership generally but with myself."*

For Bonnie, due to her multiple roles as an occupational therapist, and her length of experience, this could infer that time and practice experience reflects the conceptualisation of professional identity or agency to engage. Although, this sits in contrast to Victoria a therapist of 20 years' experience, who was able to identify with the continuous challenges in practice and negotiations as a "transition", which informs a change to her approach. Time as a property was further evident from a managerial perspective when Gina (FG2) highlighted that therapists become frustrated when clients are "un-compliant" to the therapeutic intentions. This was expressed in two ways:

1. through the pre-determined structural expectations upon the therapist and the client and,
2. the time available for them to carry out their role.

"Then the therapist, you can kind of see them frustrated that the patient is not progressing, they certainly see potential and the ability to meet that goal and the patient is just not adherent or not following the directions or the recommendations and so then the therapist will have this conversation and they are like you know we are just not there". Interestingly, Gina further explored the internal process, expressing that the therapist often stumbles upon the skills that stimulate actions to carry out their values in practice; *"I think sometimes too when you are working as a practitioner, sometimes you're stumbling on how you can utilise your skill set to that patient or you're not necessarily in tune to what is going on around you…."*

Hannah a therapist of six years, (FG1) further conveyed that the expectations of the service would limit the goal intentions of the therapist and client; *"Looking at "evals" [evaluations] that I did in acute care and I would ask the patient what your goals are and make the clients enter their goals to go home. I say to go home safely you have to be able to do this and this and this and what else do you think about. But this (the performance profile) would be a really interesting way of doing that".*

Collectively these positions allude to professional identity as dependent upon action within one's context and structural implications, such as time, expectation of the role in practice, and the negotiation of skills. Consequently, it would also refer to the internal system of interpreting one's experiences and actions that develop professional confidence, self-efficacy and agency to carry out their valued occupation within the external structures that could be a either a barrier facilitator to practice.

In conclusion, it is evident that the status of professional identity it is achieved not only through a person's own self-determination. However, through the structures that are part of, and surround them. It is apparent that the fluid relationship with contextual structures impede or facilitates a person's agency and negotiation of their historical experiences, to consider new ways of working and skills, which could adapt the approach of the therapist and has the potential to have consequences for practice.

9.4 Emerging Category: Structures and Consequences

Structures and consequences are identified throughout all of the data generations. The participants expressed the meaning of the performance profile, yet continued to negotiate the expectations of the social, political, financial and health care structures, that forces a negotiation between their practice and intentions. FG1 and FG2 highlighted the USA doctoral referral system to carry out their role as an occupational therapist. Sophie highlighted the implications upon accepting alternative practices such as the performance profile as it is less structured to be able to address how they *"usually operated"* . Consequently, this impacted Sophie (FG1) to negotiate her practice intentions;

"It's a lot less structured then how we usually operate. One of the things that I pause and think about when I'm teaching and I'm talking about how we should be client centred as occupational therapists. If we would really be honest with ourselves, we are not client centred because we may ask them about these different goals that they have for themselves, we could do that, but in reality, what we keep hearing from insurance companies is you have to just be focused on their daily self-care and you need to just make sure that they can take care of themselves and that's really all that you need to do.".

Conversely Hannah recognised the "typical system" expectation upon the occupational therapist, their occupation and appraisal of their career. However, she explained that, in her public position, because of government funding for veterans, she was able to fully engage in what she determined as client centred practice, where productivity was not at the forefront of the expectations, and therefore, enabled her to follow her clients long term, to hear their voice and identify appropriate goals. *"In the normal system is what you're saying Sophie, in every other entity, and every other institution, where insurance rules, they are ruining our careers, what we stand for, because we are so limited then in our capacity to do what we want to do to help"…. "where I work it is 100% different, so that is a benefit that we have is that we are able to spend massive amounts of time with people, we are able to focus on things that are above and beyond what they necessarily need in order to return home, but then we also can follow people long term and we are not judged on our productivity….. my manager may tell me at that my review that my numbers were lower this year on average or something like that, but they understand that we are there to provide the veterans with the best care possible and occupational therapy is a valued service in that way."… So, I wish that insurance and money were not such a big deal in our society".*

However, despite Leanne working in the same service. Leanne continued to feel the need to construct her clients story through her pre-determined expectations, this could be as a result of the context she is employed, her status of identity, or time spent within practice to enable her skills and skill belief within her occupation, given she held a shorter length of practice exposure compared to her colleagues. Although, the focus group did however permit the opportunity to reflect on this process. *" I guess it is me imposing my values,*

but at the same time, they're coming to the program to seek help for substance use, so that is what is going through my mind as far as would they initially have the insight, would they be able to build it? Like how you said, you never change the constructs.   Could there be a way you could change constructs?".

This finding has identified Leanne's ability to address her agency regardless of the structures that have implications for her practice. By engaging in dialogue with her colleagues and using introspective reflexivity, she was able to reappraise her position and the consideration of the performance profile to her practice intentions. This reflected in Sophie's statement where she noted that time was valuable to review her approach, yet, she identified that it was non-existent in acute settings *"to never pause to make sure the quality of care is there and that we are client centred"*.

Similar to Sarah (DG1) Sophie and Amy expressed that despite the influence of insurance upon their occupation and their choice to transition working in academic practice, they continue to be in touch with their clinical practice. To meet their true values and intentions of practice, they expressed that they consciously choose to work in a setting   that has a lower productivity expectation; Sophie (FG1) *"Amy and I now work for the same subacute facility, because she told me one day that she wanted to work somewhere….what's nice about this place they have a 50% productivity standard, and I was like heck yeah, sign me up"*. Coincidentally, a year later I ran into Leanne, who also explained that she had switched her role from the public veteran's hospital where she stated, *"it was too structured"*. Although, she chose to work with an alternative population where her skills would be valued *"to work across the whole spectrum and fully use her occupational therapy skills from a holistic*

perspective". Specifically, she noted that she was delighted she could make the decisions, truly listen to her clients, and be able to establish their needs and intended goals, which enabled her to shape her identity as a professional.

In conclusion, the structures and consequences highlight the implications of the continuous negotiations between the internal system and the external structures (environment and context). This indicates that time to reflect is essential to agency and subsequently the identity of the occupational therapist. This is now addressed within the following memo.

9.5 MEMO: Fight on OTs
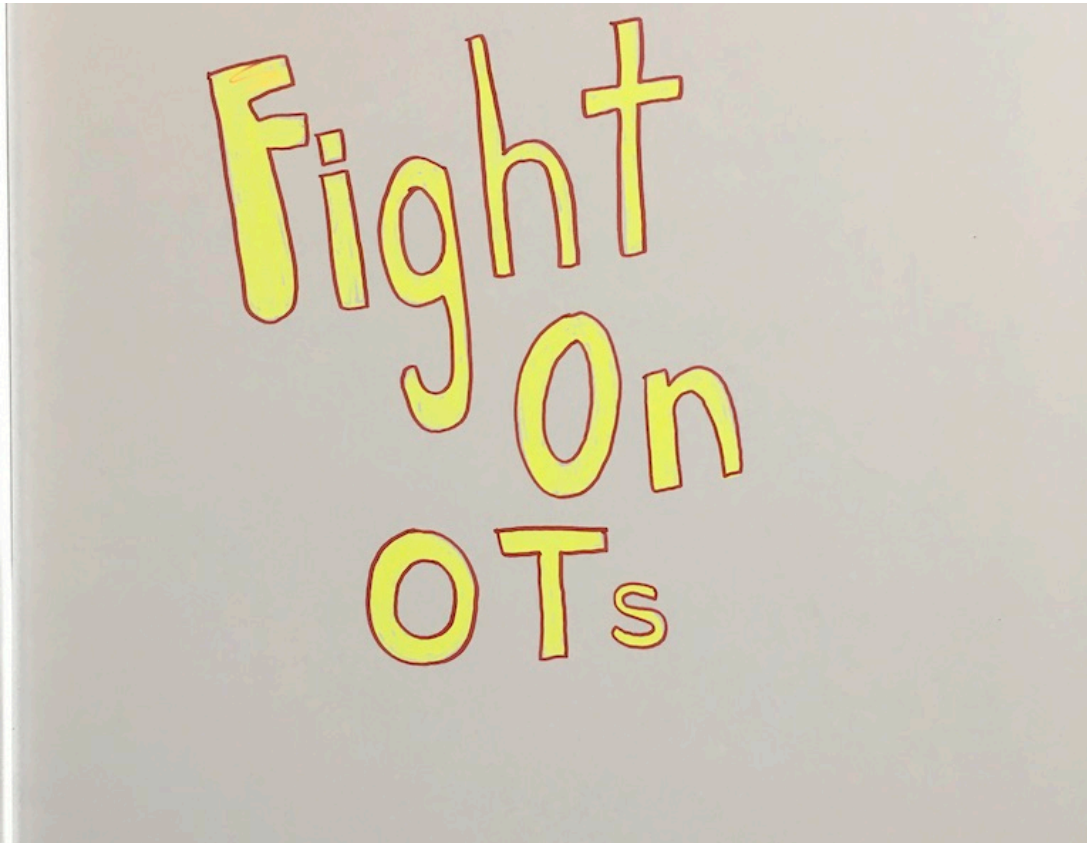
AOTA2019 Welcome to conference wall
Artist- Unknown

The concepts of agency and professional identity have been apparent throughout data generation one and two. This stemmed from Annabelle's (DG1) expression of breaking down barriers to enable people to exercise choice in their daily life. When discussing the performance profile Annabelle further questioned whether agency is dependent upon one's professional status and identity (see data generation one). Throughout the

subsequent findings it was clear that the participants were expressing two systems when exploring their professional position (see memo: structures or systems what's the relevance?).The concepts of agency and professional identity became more apparent during data generation two, where participants' expressed that they were challenged by the structures that impact upon their ability to carry out their occupation of being an occupational therapist. Consequently, I grappled with the concepts of agency and professional identity. It felt essential to consider unpicking their relevance to understand how they relate to the experiences of the participants and the developing theory.

Agency

Agency refers to the awareness, choices and actions of an individual in the world. It is often referred to as 'human agency' or 'personal agency' that differentiates it from agencies, which are identified as corporate systems. In social science, agency is defined as the capacity of individuals to act independently and make their own free choices (Giddens, 1984). This includes organising one's actions in time and space and connecting through daily activities through occupations (Zemke, 2016). Agency is a person's independent capability or

ability to act on his or her own will. This ability is arguably affected by the cognitive belief structure, (Bandura, 2006) (the internal system) which, is said to be formed through a person's experiences, and the perceptions held by society and the individual. These perceptions are derived from the structures and circumstances of the environment the person finds themselves within and the position they feel they are placed. Consequently, the experiences can cause conflict between the internal and external system (Piaget, 1970, Giddens, 1984). In this case, the participants were drawing from their previous experiences throughout the data generations in order to serve their inner desire, values and motives as an occupational therapist; the values of the clients, and the system in which they are employed. This led to the consideration of how professional identity it relates to agency when negotiating future actions between the internal system and external structures.

Professional Identity

Identity theory suggests that social identities are primarily formed by interactions with individuals and the social structures or contexts that contain them (Stets and Burke, 2005). Professional identity could be

described as a collective or individual social identity where attributes are shared distinct from group members (Turner and Knight, 2015). Therefore, professional identity describes a person's professional self-concept, based on attributes, beliefs, values, motives and experiences (Slay and Smith, 2011). These identities are only concerned with how the individuals perceive themselves, but also how they are perceived by others and will inevitably be influenced by interactions with their colleagues.

Structuralism theory lends insight when considering the developed sociologically derived principle that persons are shaped and reshaped by their interactions with their environment (Piaget, 1970). Henceforth, previous interactions and experience determine how one may act and react in groups and our individual actions. This stimulates the concept that, identity is a developmental process which is socially derived from our experiences, and which changes over time and between contexts. Properties of identity and professional identity should therefore consider wider concepts such as class, race and gender to reflect a person's responses in any given context (Mackey 2007). These properties will also contribute to how a person may view and or act in

response to the structural implications and expectations placed upon a person from either a sole professional identity and or group (Turner and Knight, 2015; Slay and Smith, 2011). Yet in response to experience and context, identity is identified as a developmental process that changes over time, therefore, professional identity need not remain constant, as through personal actions it is possible to reshape identities by changing the way in which one may perceive their interactions and be perceived by others (Tuner and Knight, 2015; Mackay 2007).

Agency and Professional identity

The literature suggests that agency is a process that a person engages in that results in identity, the outcome of agency, contributes to a person's experience and formulates their attributes, beliefs, values and motives (Slay and Smith, 2011). Consequently, this creates a sense of self, and the ability to consider further actions (Bandura 2006). Yet a person's agency and resulting professional identity are shaped through one's experiences, and the perceptions the person holds, of the structures and circumstances in their environment, and the position in which they feel they are placed. Therefore, agency and professional identity can be

described as a socialised two-fold system. The identity
is shaped by our experiences, which formulates the agency
and the ability to act and respond, which results in a
new position and consideration of identity as shown in
figure twenty two.

Figure twenty-two: The creative reflective and reflexive process of negotiation of the occupational therapist's agency.

Relevance to the participants' responses

A deeper understanding of agency and professional identity enabled me to consider the cognitive belief structure (Bandura, 2006) in order to grasp how the participants processed their application of the performance profile. Initially participants explored the performance profile through their experiences, where they began expressing the challenges of tackling the external structures, the rules and regulations that impact upon and surround their practice. Using pragmatic exploration, (Breines, 1987) the participants expressed the performance profile provided an opportunity to review the clients view of occupations, their sense of independence and motivations. However, participants continued to grapple with the negotiation meaning, an internal discussion aimed at reaching an agreement (Webster, 2020). This was between the external structures, their attributes, beliefs, values and motives as illustrated in twenty two. The process indicated a feedback loop where historical influences impact the therapist perception and appraisal of their future actions.

Despite this process, for some time the conversation remained in a dialogue of "what they cannot do", rather

than "what they can do". Following the participants attempt to grapple with the performance profile to be accessible to all populations, they tended to initially regress in their client centred practice: meaning, leading away from their intention to enable the client's voice to be heard (Mortenson and Dyck, 2006). This was identified, when participants began to pre-determine a set of goals and constructs that the client could choose from (see structures and consequences).

Although it was evident that the properties of reflection and reflexivity were imperative to the process. This was identified when participants were able to challenge and re shape their actions via a reflective social process, and negotiate the structures that surround which enforce their values of practice. It is speculated the response was achieved by fostering social interaction through focus groups and the constructivist questioning style (Burr, 2015) of the data generation. The participants were asked the same question three times, which aided their reflective reasoning for re-evaluation of their perspectives, where they began to reposition their identity in order to stimulate agency for future practice in line with their values. Consequently, the process prompted elevation of their perceptions and reasoning.

This displayed a sense of creativity through their agency, utilising the negotiation of values and practice intentions as shown in the following figure twenty three:
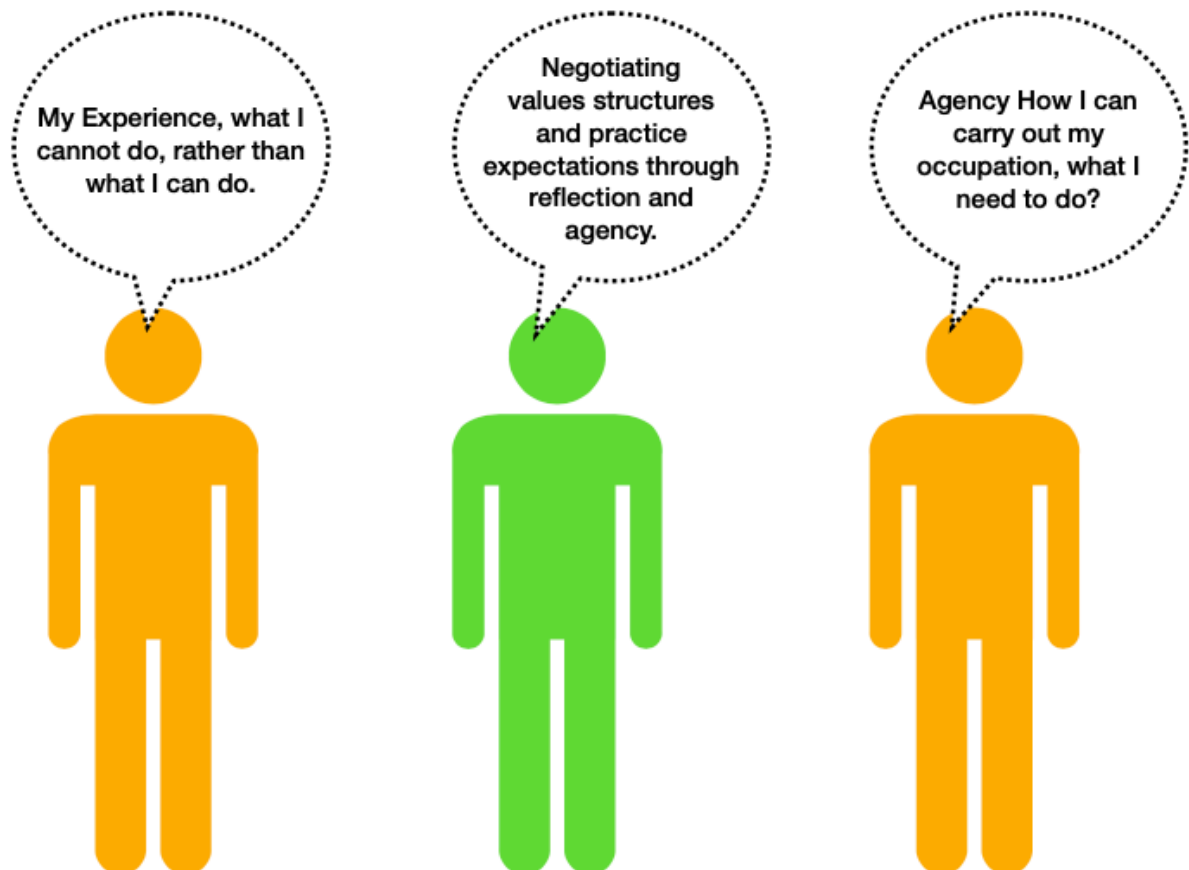
Figure twenty three: The creative reflective and reflexive process of negotiation of occupational therapist's agency.

Practically, it was the action to do something that allowed the participants' to revise their position and reconstruct new ways of working and thinking. Occupation as an opportunity for reflection, which determines that professional identity is an ever-evolving process that

shaped and reshaped through action and social experience. The internal system of understanding what one brings to the table, and the external structures stimulating considerations of what one can do. Yet through exercising negotiation within agency and proposing future opportunity enables creativity to create imaginative processes to make the imaginable - manageable. As Amy (FG1) noted following her colleagues reappraising their findings: *"I think it is really funny, contrasting the end of this conversation to the beginning where we were looking at our observation of performance and our assessment of it"*. It appeared as if as expressed in my reflection post data collection, *"they were looking for some sort of change, but they don't really know what?"*.

The hope remained to engage within their values, but as I identified later at the American Association of Occupational Therapists conference, that the profession continued to feel the need to 'fight on'. I never truly understood what this meant until reviewing my analysis and flashing back to taking a picture of the wall. It feels like the fight to remain true to one's values, to remain true to their practice, the intention of the occupational therapy profession, their identity, and I suspect their agency to enable free will of their purposeful occupation, the occupation of the occupational

therapist. It was a light bulb moment and I finally started to connect the dots. It allowed me to appreciate Charlie's cultural reflection when she went on to note. "*they may be affected because two of the four, work in the Veterans hospital where they are truly client centred (Leanne and Hannah), and we are here for as long as the person needs us, but for Sophie and Amy, after they talked about the 95% productivity they ended up choosing a place to be 50%"*.

Alongside, Victoria (DG1) and Sarah (DG1) within data generation one this infers that the practitioners change the context to be able to live coherently through their agency, professional identity and values. This finding enables insight into the consequences of the consistent "fight" and "negotiations" of the therapist.

I therefore questioned, how does the pragmatic nature of the participants impact client centred practice, do we feel the need to just act, and "fight on" before appraising what we can and cannot do as expressed by Sophie (DG2) " *and never pause to make sure the quality of care is there and that we are client centred"*. So, is this truly down to status of identity? And does this happen in everyday practice? Although I speculated, what

if I were to take away the external structure of adding
yet another layer such as the performance profile to the
expectations on practice.

This led me to consider <u>data generation three</u> exploring
the negotiations of the therapist to consider agency,
occupation and its relationship to professional identity.
I therefore stepped away from the profile as a
communication tool. To simply approach participants to
ask them too; "tell me about being an occupational
therapist?". To seek further exploration of the developing
theory of "occupational agency" (<u>see chapter 10</u>).

9.6 Emerging Categories

The data's generated from the first two studies were subjected to focused coding as described by Charmaz (2014) <u>(see chapter seven).</u> This integrated the developed assumptions of the tentative categories and sense of the emerging theory. Constant comparison of the data's were then carried out. From an analytical perspective, this consisted of continuous aggravation and fracturing of the data set to ensure that no further concepts emerged within the findings. To understand the emerging relationships and properties, the process involved reviewing and re reviewing the transcripts reflections and conceptual memos (<u>as seen in table eight</u>). The research supervisors were then asked to carry out review of the emerging categories to ensure that constant comparison of the findings was not only considered from an analytical perspective, but also from the position of the researcher to maintain reflection and reflexivity within the process. The review enabled me to construct the generated properties of the structures, systems, negotiations, agency and professional identity. The memos were strategically placed within the thesis chapters to ensure that the story line made sense to the reader and demonstrated the conceptual development and application of the emerging theory. The constructed assumptions following data generation one and two, which outlined the process the participants derived meaning of the performance profile and its application were;

Figure Twenty Four: The emerging relationships between the categories and properties.
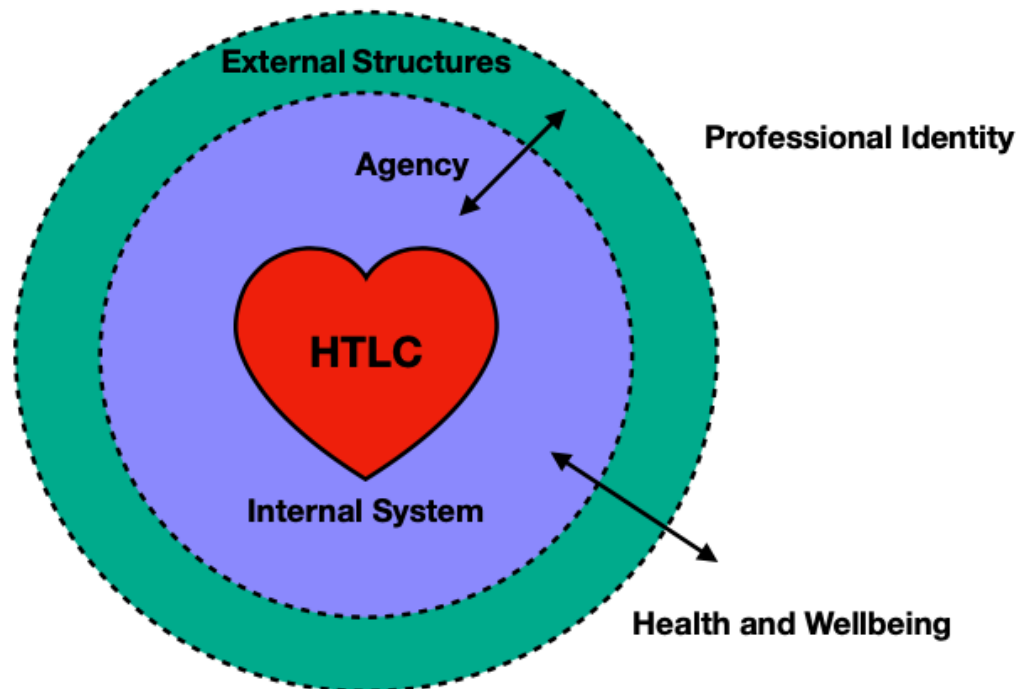
- Occupational therapists continue to have hope to live coherently (HTLC) with their professional values and philosophy.

- The occupational therapist engagement in their occupation involves negotiation between the internal system and external structure.

- The structures that are part of and surround the occupational therapist impact upon their agency and subsequently, professional identity.

- The complex negotiations between the internal system and the external structure of the occupational therapists influences their own health and wellbeing.

9.7 Chapter Summary

This chapter outlined the focused coding of the emerging categories. The process consisted of constant comparison between the data sets to aggravate the conceptual categories developing, the emerging theory, the relationships, and properties. To grasp the understanding of agency within occupation, the concept is now explored through the social sciences, occupational theory and science. This aided the analytical position of study three to investigate the negotiations of the occupational therapist within the emerging theory of "occupational agency; the hope to live coherently".

Chapter Ten: Constructing Occupational Agency

10.1 Chapter Overview

This chapter presents the theoretical abstraction of occupational agency from the participants' responses. Utilising the concepts of symbolic interactionism (Blumer, 1978), I challenged my taken for granted knowledge and my interactions with larger structures such as my role as an occupational therapist (see methodology). This provided the opportunity to ask questions of the data as informed by Strauss and Corbin, (1998 p.148) such as; what is happening in the data? What is the problem that participants seem to be grappling with? What keeps striking me over and over? In addition, what comes through, that is not being said?

Using memos as a tool following data generation one and two (see chapters 8 and 9), the reference to agency was constructed initially as an observational finding. Occupational agency was observed through the participants' engagement with their occupation, as an occupational therapist when considering the performance profile and its application to their practice. This provided insight to identify with the process and properties of occupational agency, which considered, the negotiation between the barriers and facilitators of the participants; values, habits, roles, routines, skills, meaning of engagement and perceptions between the internal system (person) and the external perceived structures, (context and environment). My previous knowledge and interactions (Blumer, 1978; Burr, 2015) enabled me to situate my research within social science, occupational science and theory, this

provided access to understanding the properties of the participants' engagement in their occupation and whether the theories either explained or refuted their experiences. Subsequently, this outlined a gap within the professions knowledge to extend insight into occupation and agency.

The chapter embeds the participants' experiences within the existing knowledge. Extant literature from social science, occupational therapy theory and science is explored, and when required utilised within the constructed findings to understand the meaning of the participants' experience. The concept of occupational agency is then further explored through data generation three, where the relationships and properties between the categories are fully identified.

10.2 Relevance of Literature
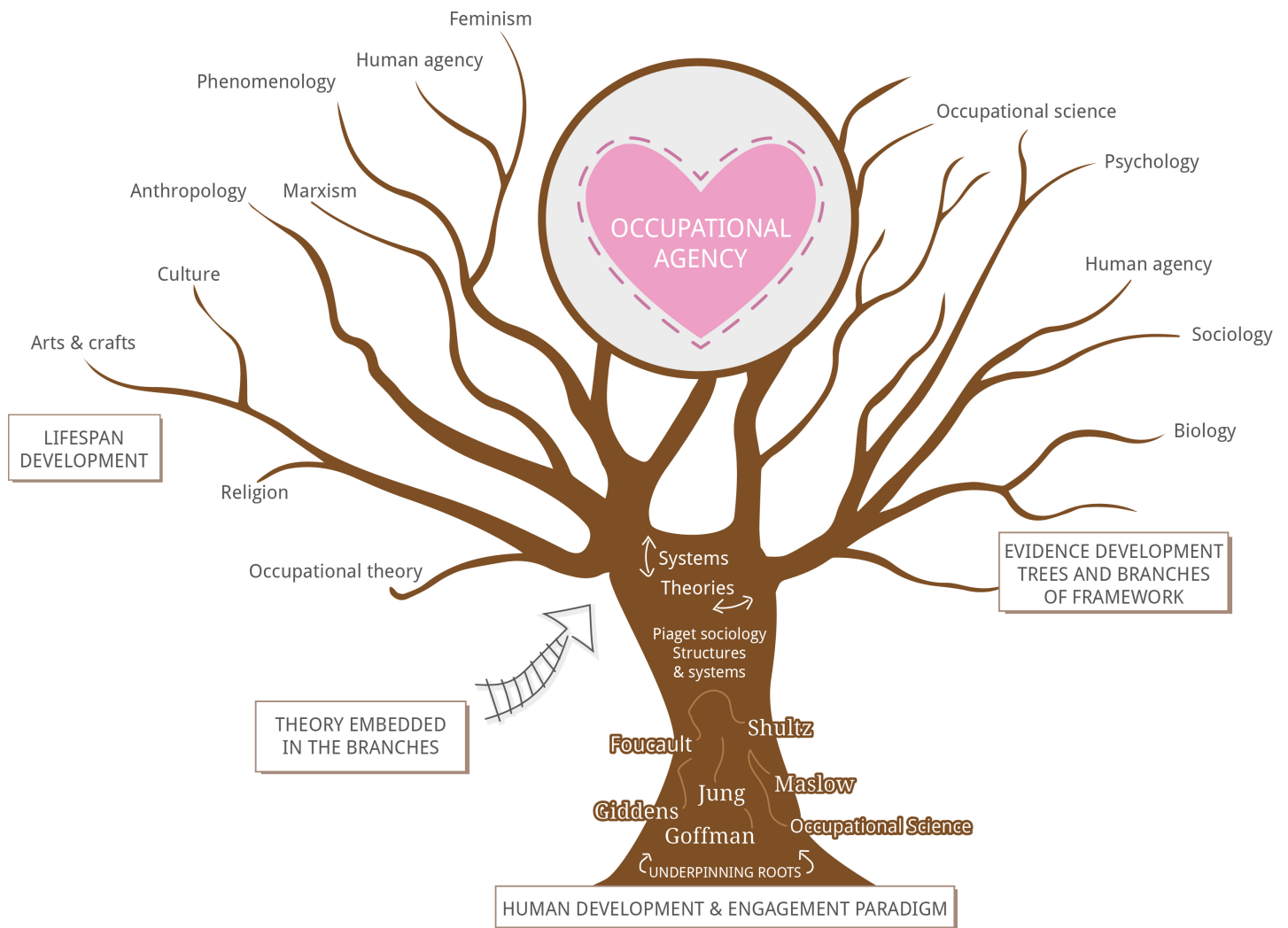
Figure Twenty Five: Underpinning Roots, Literature Review Tree

Yerxa (2000) highlights that "*occupational scientists synthesise theory to research humans as complex beings, who interact with their environment using occupation over three-time spans of; evolution, human development and learning; occupation as agency and viewing the person as a "homo occupacio, a dynamic open system"* (P.87). In line with social constructivist principles, it is important to understand how concepts in the extant literature are defined and understood, to appreciate the historical, cultural and contextual influence (Burr,

2015). The concept of occupational agency therefore seeks reference from historical notions of human development, the social sciences, the occupational therapy theory and science's view of the human. The literature review tree (see figure twenty five) outlines the theories that were considered within this construction. Though, it is important to acknowledge, that not all of the theories are utilised, the figure allows the reader to appreciate the literature that has been explored in line with the participants responses to identify with the philosophy and theoretical development over time (see literature review strategy).

Occupational agency is a newly constructed concept which developed within the research process and solidified in the final findings (see data generation three). As identified within this section, the concept of agency is not explicit within occupational therapy literature. Only a few authors have identified the notion and its application to human occupation. Therefore, in line with Yerxa (2000) the relevance of the literature outlines;

- Human development in history,

- Human agency and structures,

- Understanding agency and human engagement in occupation,

- Revising taken for granted knowledge, and,

- Challenging assumptions of exploring human transactions.

10.3 Human Development in History

Human development refers to the biological and psychological development of the human being throughout their lifespan (Boyd and Bee, 2011). The perspective of understanding how persons' think, feel and react to their environments has been widely considered and evolved. For example, in the 4th Century AD, philosophical views within western cultures were drawn largely from Christianity. Augustin of Hippo a theologian and philosopher dominated the perspective of the understanding of human development. Augustin proposed that the sin of Adam and Eve had corrupted all humans to be born with 'original' (or 'ancestral') sin. Augustin further proposed that life was indispensable without 'the grace of God'. Later, John Locke (1632-1702) became known as one of the most influential enlightenment thinkers. Locke provided insight without the informality of religion, and I suspect a focus upon the early social sciences principles. Locke postulated that, at birth, the mind is a blank slate proposing that one is born without innate ideas, and therefore, knowledge is determined by experience (social processes) and sense perception, now described as empiricism. Interestingly, in the 18th Century, Jean Jacques of Rousseau, combined these ideas, considering children as born good, and then influenced by the educators and institutions of their time (Boyd and Bee, 2011).

As seen in these examples, the early philosophers provide insight into understanding engagement in daily life throughout history. Although, respectively, all philosophers were placed within different eras and context of thinking which are shaped by social, political and economic influences. What is interesting is that all concepts relate to the social process that we experience which influence

choice and essentially actions. The expressions of the early philosophers clearly indicate that knowledge and action is stimulated via social processes, which is confined by our assumptions. Theorists have discussed the multifaceted areas of both the physical, psychological and more recently social development of humans. Psychoanalytic theorists such as Freud (1905), Vygotsky (1928), Jung (1935) Erikson (1958), Bowlby, (1969) Levison (1978), and Bandura, (1986) share a common belief that developmental change results from internal drives and emotions influencing behaviour, and essentially meaning. This belief is embedded in the wider context of human development and stems from the foundational debate of nature verses nurture. Our interpretation of the world is derived from the understanding of dynamic complexity: one that is significant, questioning and attempting to understand ourselves and others perspective view of the world as it is interpreted.

Alongside Jungian theory (1986) providing an insight into the complexity of our ability to make decisions, I believe it is imperative to consider the nature verses nurture debate as interwoven. For example, within Jungians 'Ectopsychic systems', our nature cannot be disregarded to allow us the sensation and the cognitive processing of thinking, and the nurture to provide socially constructed support of our feelings and intuitions, to understand our conscious and unconscious thought, which generate our fundamental perceptions for engagement in daily life. Pre-experiences have been noted to influence our choices in circumstances (Kelly,1955; Frankl, 1968; Jung, 1986). This may indicate the socially grounded theory of expectations of our world as we see it. However, focusing upon nature vs nurture as single entities appears reductionist

and implies an exclusive approach to a hugely intricate topic. There have been debates concerning theories being imbibed with the beliefs of their time, many disproved since. The current research does not intend to answer these questions. However, this theory does provide significant insight when considering the historical context that theories concerning human action have been developed. It enables understanding of the dynamics to consider for example, is it the nature of the person the internal system which stimulates a response to the external structure, or of course, it could be questioned, is the external structure that surrounds the person that shapes what they do? This provides guidance for understanding the person's agency and process of engagement in human occupation, how we formulate perceptions of our environment and the interactions of social process that influence our choices.

10.4 Human Agency and Structures

Agency refers to the awareness, choices and actions of an individual in the world. In social science, agency is defined as the capacity of individuals to act independent and make their own free choices. Yet, by contrast, structures are known to determine or limit a person's agency and decisions (Giddens, 1984). A number of factors, such as the institutional, political, and physical environments and even a person's cognitive belief structure, formed through their experiences within the social world, their derived perceptions, and the perceptions of the structures (Kelly, 1955), support the identification of structures. These concepts appear to have evolved from the early foundations of human development and philosophy, where the structures that surround the philosophers are identified as to how a person engaged within their daily life, and their perceptions of it, be it, religion, social context or institutional factors. Although, in the literature the reference to agency can be seen as early as 1913, where Mead stated, "*individuals need to be conceptualised as personally agent, yet shaped over time*" (Pg 178). This concept implies the ability of individuals or groups to take action concerning their own situations, to behave as the subject rather the objects within their own lives, which inform the shape of their circumstances, and ultimately, achieve change (Barry, 2000; Jeffery, 2011). Stuart however, (2013) questioned the popular view of literature that has encouraged an active view of agency (Giddens 1984; Bourdieu 1977): *"It is not dependant on activity, and it is not independent of successful outcomes. It is solely the act of making a decision and enforcing will through action (passive or active action) and therefore cannot be judged by the outcome…. it is enough that they thought,*

choose and acted. Doing nothing is also viewed as an act of agency" (Stuart, 2013, p. 246).

Conversely, Emirbayer and Mische (1998) refer to agency as a temporarily embedded process that encompasses three elements: iteration, projectivity and practical evaluation. Iteration refers to the selective reactivation of past patterns of thought and action. This suggests that actors have routine actions in response to typical situations, which help them sustain identities and interactions over time, which also could be referred to habits. The projective element encompasses a process of imaging possible future options of action connected to ones hopes, fears and desires for future, and the practical evaluative concept entails the capacity of people to make practical normative judgements amongst the actions and response to content demand which is consistently evolving. Similarly, from a psychology perspective the core properties of human agency are referred to as social cognitive theory, which adopts an agent view of human development, adaptation, and change (Bandura, 1986, 2001). Bandura (2006) *"notes that 'for one to be an agent is to influence intentionally ones functioning and life circumstances. People are self-organising, proactive, self-regulating and self-reflecting. They are not simply on lookers of their behaviour. They are contributors to their life circumstances, and not just products of them"* (p.164). Bandura (2006) refers to four core concepts of human agency; intentionality, forethought, self-reactiveness and self-reflectiveness. Intentionality; people form intentions that include action plans and strategies for realising them. Forethought; the temporal extension of agency, which includes more than future directed plans. Self-reactiveness,

agents are not only planners but fore thinkers, they self-regulate, having adopted an intention and action plan, one does not sit back and wait for performances to appear. Agency therefore involves not only the deliberate ability to make choices and action plans, but the ability to construct appropriate courses of action and to motivate and regulate their execution, which is multifaceted and self-directedness operates through the regularity process in the explanatory gap to link the thought to the action (Bandura, 1991). It therefore could be argued that the process to which Stuart (2013) refers is one that regards agency as being solely the act of making a decision and enforcing will through action (passive or active action). However, contradictory to this process, it would assume that Bandura also regards agency as active and notes the fourth element of agency to be self-reflectiveness; that people are not only agents of action, yet they are self-examiners in their own function (Bandura, 2006).

Despite the early foundations of agency theory, which indicates the individual person to be responsible for their action, theories, suggest that the dynamic interplay between the environment and person is embedded and not seen as external. It identifies with a process that recognises a psychosocial perspective of the multifaceted contextual experience of the "actor" or "person", where past interactions create perceptions and evaluations of experiences using reflection and reflexive processes (Bolton and Delderfiled, 2018). Therefore, previous experiences and perceptions shape a person's passive actions (Stuart, 2013) as a consequence of the environmental stimuli which promotes negotiation between a person's values, habits, roles, routines and skills, to further reason

active action.   The roots of human agency are embedded within the social sciences (Archer et al, 2016; Emirbayer and Mische, 1998; Giddens, 1984; Bourideu, 1977) yet have recently been recognised in studies of anthropology, psychology and gender research (Etelapelto, Vahasantanen, Hokka and Paloniemi, 2013). These bodies of knowledge are informants of occupational theory and science. Human agency as a concept has been long established within the occupational therapy profession, although it has not always been explicitly stated in connection with the professions view of a person's engagement in occupation.

10.5 Understanding Human Engagement in Occupation

Pierce (2003) "A person interprets his or her occupations before, during and after they happen. Although an Occupation can be observed, interpretation of the meaning or emotional context of an occupation by anyone other than the person experiencing it is necessarily inexact" (p.5)

Occupational therapists believe that, occupations are the part of daily life, that give meaning to what people do (Fisher, 2006). Engagement in occupation is determined as essential to sustaining human existence, health and wellbeing. The concept of agency is said to be central to occupational therapy science and theory because of its relationships with human occupations (Yerxa, 2000). As stipulated through the views of human agency theory, engagement in occupation requires abilities and skills that maybe affected by sociological factors which contribute to the needs of individuals groups or societies (Mackenzie and O' Toole, 2011). However, the theoretical foundations of these disciplines are built on the assumptions that people participate in occupations as autonomous agents with the capacity for self-determination, to make choices

about their life and to act in accordance with what they consider meaningful. This is unsurprising for occupational therapy theory and science given Reilly's (1962) individualistic hypothesis of the occupational therapy profession, dared to be stated as; *"a man through the use of his hands as they are energised by mind and will can influence the state of his own health"* pg.81). This hypothesis underpins the development of theories which are embedded in practice models. In line with Hammell, (2009) who challenged occupational therapists' to revisit our assumptions of *"sacred texts"* (pg.7) in order to review the professional philosophy and consequent models of practice, it is essential to consider the implications of individualistic understandings of the concept of agency in occupation, where the notion of self-determination and free will is prevalent. This indicates that humans are inherently agents via interaction with their environment (Nyman, Josephsson and Isaksson, 2014), as opposed to the sociological view that humans are part of and shape their environments.

Based upon ongoing research and regularly used within the profession, this section discusses four contemporary models of practice. The conceptual barriers and facilitators are identified and critiqued to enable understanding of the participants' engagement in occupation (Wong and Fisher, 2015). I do not delve into the analytical component of assessments and interventions of the models as this is beyond the scope of the findings. Although, this discussion enables a reflexive understanding of my initial lens when considering how the participants were engaging within their occupation, as occupational therapists. I revise my expectations of occupation and challenge assumptions of traditional conceptualisations. This promoted exploration of a transactional view of the

participants' engagement in occupation utilising the principles of occupational theory and science, which are further investigated in data generation three.

10.5.1 Theoretical Development and Occupation Focused Models

Since the 1980s, the profession has shifted from a reductionist paradigm, which viewed the mechanical systems of the body, to a contemporary paradigm. The core constructs of the contemporary paradigm refer to occupation as an essential role in human life, which provides motive and meaning (Reed, Hocking and Smythe, 2013). It identifies that the lack of access (or restricted access) to occupations may have a negative effect on health and quality of life. Therefore, the core of occupational therapy projects that, occupational processes are considered essential to sustain health and wellbeing (Duncan, 2011). From a focal view, the emphasis is on the persons return to occupation, which considers the person as a whole rather than components of parts. And, the integrated values; of the profession are the essential need for the respect of the values of human life, the importance of the individual's empowerment and engagement in occupation, which results in the integration of individuals into life through meaningful occupation (Duncan, 2011 p. 22).

Theoretical development has emerged throughout each of the profession's paradigms, informed by the social sciences such as; psychology, sociology and anthropology. These domains incorporate constructs from human agency, education, disability studies, social justice philosophy, human ecology and the interactional classification of functioning, disability and health, (Christiansen, Baum & Bass-Haugen, 2005; Townsend & Polatajko, 2007: Kielhofner, 2008).

Despite the concept that humans live in a dynamic complexity determined by social process and interpretation of the individual (Pentland, Kantartzis, Clausen and Witemyre, 2017). From these domains, the profession developed conceptual systems or frames to organise the complex knowledge (Creek, 1992) of the person, their environment and engagement within meaningful occupation. Consequently, as a profession, we have determined what makes up occupation as opposed to the philosophical sense of what it means, and the process by which we engage with occupation (Seller, 2009). To seek understanding of human agency and its application to occupation, it was felt essential to acknowledge the models and frames of references that were developed to enable understanding of how I, alongside the occupational therapy profession viewed a person's engagement in their valued occupation. This enabled me to challenge my assumptions, and to break from my expectations, to truly understand agency and the process the participants were engaging in through their occupation, of being an occupational therapist.

10.5.2 The Model of Human Occupation

From the 1960s onwards, there was recognition that occupational therapy had become too concerned with remediating impairment and needed to recapture its original focus as the contemporary paradigm (Reilly, 1962, Shannon 1970, Kielhofner and Burke 1977). The Model of Human Occupation (MOHO) (Kielhofner, 2014) seeks to explain how occupation is motivated, patterned and performed. A lexicon of terminology has emerged because of research into using this model of practice to refine the experiences of a persons' engagement in occupation. It seeks to conceptualise humans in terms of motivations through the concepts of personal causation, values and interests (volition), patterns, routines and roles (habituation) and abilities (performance capacity) in the context of their environment. The model claims that people are driven to use occupations to become as independent as possible to master their environment. However, any challenges within the subsystems of a persons' engagement results in ill health or lack of wellbeing (Kielhofner, 2008, Taylor, 2017).

Fig 6.2 • MOHO concepts.
Reproduced from Kielhofner, G., 2008. A Model of Human Occupation: Theory and Application, 4th edn, published by Lippincott Williams & Wilkins, Baltimore
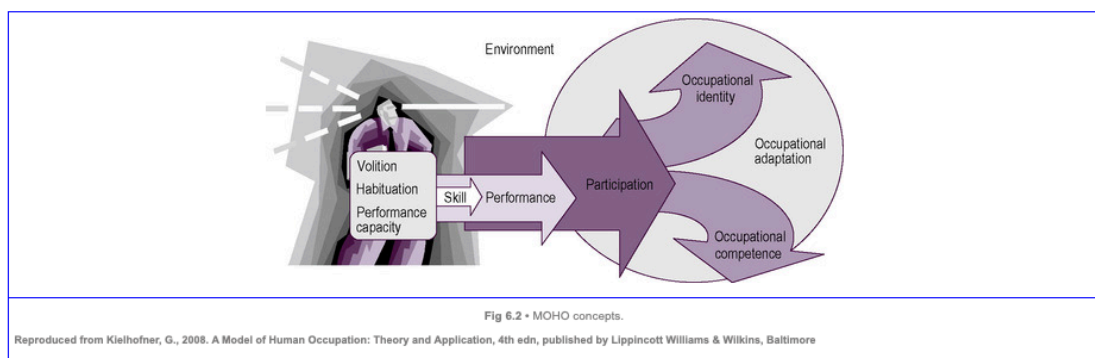
Figure Twenty-Six: The Model of Human Occupation

The MOHO is said to be underpinned by systems theory that explains how the many factors that contribute to occupation are organised together. Dynamic systems theory suggests that multiple factors interact with each other and

contribute to performance (Thelen and Smith 2006). The MOHO specifies that human performance is a result of the interaction of a persons' factors (volition, habituation and performance capacity) and the environment (social, cultural and physical). Changes in any personal factors may elicit a behavioural response to facilitate new patterns of performance (O' Brian, 2017). This provides insight into the persons interaction and development to achieve occupational adaptation (Kielhofner, 2008, Taylor, 2017), meaning: the outcome of positive occupational identity and competence. The process enables us to understand that occupational identity (sense of occupational self) as well as competence (the ability to engage in routines and roles) facilitate adaptation (Kielhofner, 2008, Taylor 2017). However, it is important to acknowledge that the outcome of adaptation is not a unidirectional consequence of the persons engagement in occupational processes. The persons engagement in occupation takes place within an environmental context which also dynamically contributes and impedes human interaction within and upon occupation.

Seeking understanding of agency within the MOHO, it could be assumed that, Kielhofner acknowledged agency through the notion of volition. It however could be argued that volition explains how individuals are motivated to perform activities and occupations that fill their lives (Kielhofner, 2008). This is said to include a process of anticipation (of fields of interest and activities) choice (of actives and occupations), experience (of actions and enjoyment / satisfaction and interpretation (of these actions). This process is noted to be influenced by the three elements of; personal causation, values and interests (Harel-Katz and Carmeli, 2019). However, the theory does provide insight into the components,

which contribute to a person's human agency, the process identified within the model, disregards the cognitive structures (Bandura, 2006) and the social and cultural factors of the person which assumes that people are self-determined within the environment. This, therefore, lacks consideration of the structural implications upon a person's engagement, and that a person shapes, and are shaped by their environment.

The MOHO consequently fails to fully appreciate the purpose of the environment which stimulates meaning and engagement. It identifies the internal response through positivist assumptions of occupation. Yet, it does not consider the spectrum of how a person's engagement is determined, what this means, and if so, in what way. Twinley (2013) notes "*the focus of occupational therapy and science literature has been upon occupation and its link to good health and wellbeing, and therefore occupation has been largely misunderstood as something positive and productive for individual, groups and communities*" (p.301). Hence, we must be cautious when viewing occupation of the person to be determined as positive, and question, what this means to the person we are working with, in their contextual, environmental and cultural understanding, especially from the position of the therapist who makes assumptions based upon their own lived experiences (Burr, 2015). Consequently, theories must incorporate these challenges and acknowledge the effects, and if any, the implications upon the process of intervention, the therapist interaction, and the persons engagement in occupation, such as the negotiations between a persons, values, habits, roles, routines, skills and context. Whilst the MOHO is certainly a dominant model, this does not mean it is best suited for all persons,

contexts and cultures, which may explain the further development of alternative perspectives.

10.5.3 Canadian Model of Occupational Performance and Engagement

The Canadian Model of Occupational Performance (CMOP) (CAOT, 1997) was developed as the result of a project to design a person-centred approach, and practice guidelines for occupational therapists working in Canada. This developed with revision to introduce the core concepts of; enablement; to promote empowerment and a positive form of the term disablement (Polatajko, 1992). Social justice; which is linked to empowerment (Townsend, 1993), and environment; that is considered from a cultural, institutional, physical and social elements to lie outside of the individuals, yet are embodied in their actions (Law, 1991).

In 2007, the revised Canadian Model of Occupational Performance (CMOP-E) was constructed to consider elements of performance and a person's satisfaction of it. The model focused on creating supportive environments to enable health, wellbeing and justice (Polatajko et al, 2007). In the view of the person, the concepts are similar to the MOHO. It considers the performance components of (affective, cognitive and physical) and the performance areas in which one engages in occupation (self-care, productivity and leisure). The environment considers the structural dynamics of the person, from an institutional, cultural, social and physical perspective. The theory places the person in a social and environmental context rather than locating the environment outside of the person, however, it does not regard the person as

shaping their environment. Spirituality is at the core of the model which is defined by the authors as a "pervasive life force, source of will, self-determination, and a sense of meaning, purpose and connectedness that people experience in the context of their environment" (CAOT, 1997, p. 183). Sumsion, Tischler-Draper and Heinicke (2011) note that "in reality, therapist know that the interaction between people their roles and the environment is quite dynamic and must constantly accommodate a variety of changes" (p.82). This enables the model to focus upon the elements to occupational performance as a result of the interaction and interdependence between the person, environment and occupation, although the spirituality component lacks definition and transferability to practice. Therefore, debate about the role of the occupational therapist when viewing the model as a tool for considering the persons engagement in their purposeful occupation remains ongoing. Commonly the concept of spirituality expressed as individualised to the therapist understanding in their contextual and cultural perspective, such as self-determination (Wilding 2002). Misiorek and Janus (2019) study of spirituality in occupational therapy practice according to new graduates identified that many practitioners consider spirituality to be significantly affecting the process and outcome of occupational therapy. They defined spirituality as a *"driving force which shapes many aspects of life and found that the concept is critical to forming therapeutic relationships"* (P.197). Yet, confusion remains concerning its application and warrants further research to understand occupation, in practice and education (Misiorek and Janus, 2019).

Fig. 7.2 • The Canadian Model of Occupational Performance and Engagement (CMOP-E).

Reprinted from Townsend, E., Polatajko, H., 2007. Enabling Occupation II: Advancing an Occupational Therapy Vision for Health, Well-being and Justice Through Occupation, p.23, with permission from CAOT Publications ACE, Ottawa, Ontario.
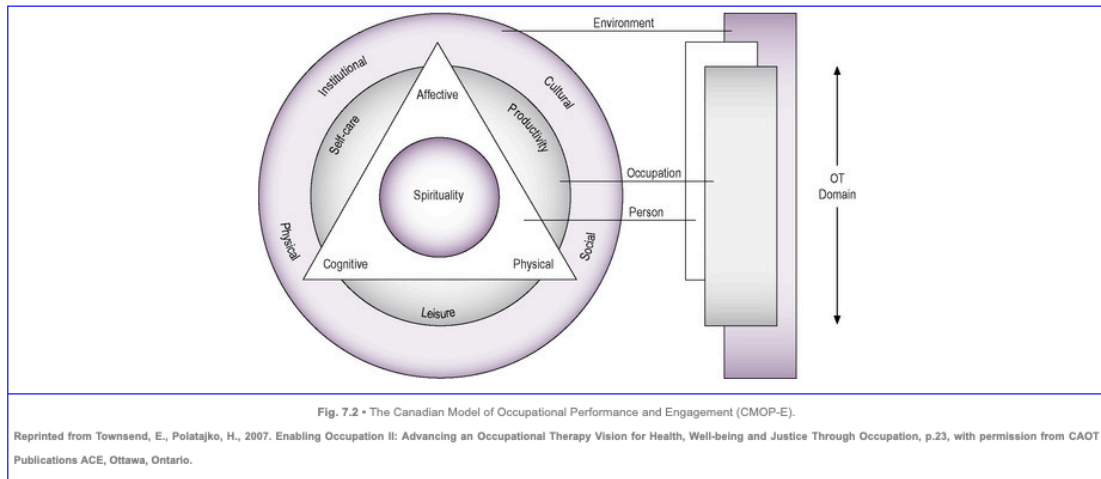
Figure Twenty-Seven: Canadian Model of Occupational Performance and Engagement

The COMP-E is useful for understanding the interaction of the person, it enables a strong emphasis on occupational engagement and experiences which includes the broader understanding of the cognitive and socio affective engagement in occupation and performance. Although, it lacks the dynamic interplay and understanding of the therapist to appreciate the agency, negotiation and dynamics of the persons engagement, the concepts appear separated which creates a visual that they should be addressed separately. Yet, in fact, they represent an interplay and process (Reid, Hocking and Smythe, 2019). The determination of self-care, productivity and leisure equally forces the understanding that these create a sense of balance for human engagement and ultimately, wellbeing. Though the concepts lack definition in terms of what they actually mean to the person, the lexicon of this language is not consistent in its meaning due to contextual and cultural factors, which can be considered from a community and individual perspective. For example, one may view their work as leisure or spending time with family as work. This therefore poses the question, does the model box the expectation for one to achieve balance, who specifies

the relevance of these occupations to the person, and, how is the dynamic conceptualisation explored in significance to the person's needs, wellbeing, and truly, what is balance? Does the person negotiate these factors within their engagement and subsequent performance? These contextual factors are a commonly debated perspective within occupational therapy theory, science and literature, and we acknowledge that we cannot truly know the outcome or the meaning of engagement in occupation for any individual person. However, we continue to attempt to conceptualise this and must focus on the process of engagement within occupation and the ultimate outcome, to enable people to express their experience from their perspective. Therefore, the Ecological Model of Occupation indicates the important conversation of context, task and the performance (Dunn, 2019).

10.5.6 The Ecological Model of Occupation

The Ecological Model of Occupation was developed by occupational therapy faculty members at the University of Kansas as a result of the lack of consideration for the complexities of context upon a person's performance (Dunn, Brown and Youngstorm, 2003). The name of the model was later refined to the Ecology of Human Performance Model (EHP, Dunn, 2007). In opposition to the MOHO and COMP-E, the EHP framework specifies the relationship between the: *Person*: a unique configuration of abilities, experiences, sensorimotor, cognitive and psychosocial skills, *Context*: a set of interrelated conditions that surround the person, and the *Task*: an objective or set of behaviours required to accomplish a goal or performance, that identifies the process and results of the person interacting with the context (Dunn, 2017).

The theory acknowledges the meaning of each task to be temporal and associated with their perspective on life, their roles and tools available at any given time. Therefore, it is impossible to understand a person without their context, where the context influences performance, and the performance influences one's context. It is recognised that one's engagement in tasks stimulates developments, where a person may gain or lose skills due to illness of stress (Dunn 2017).
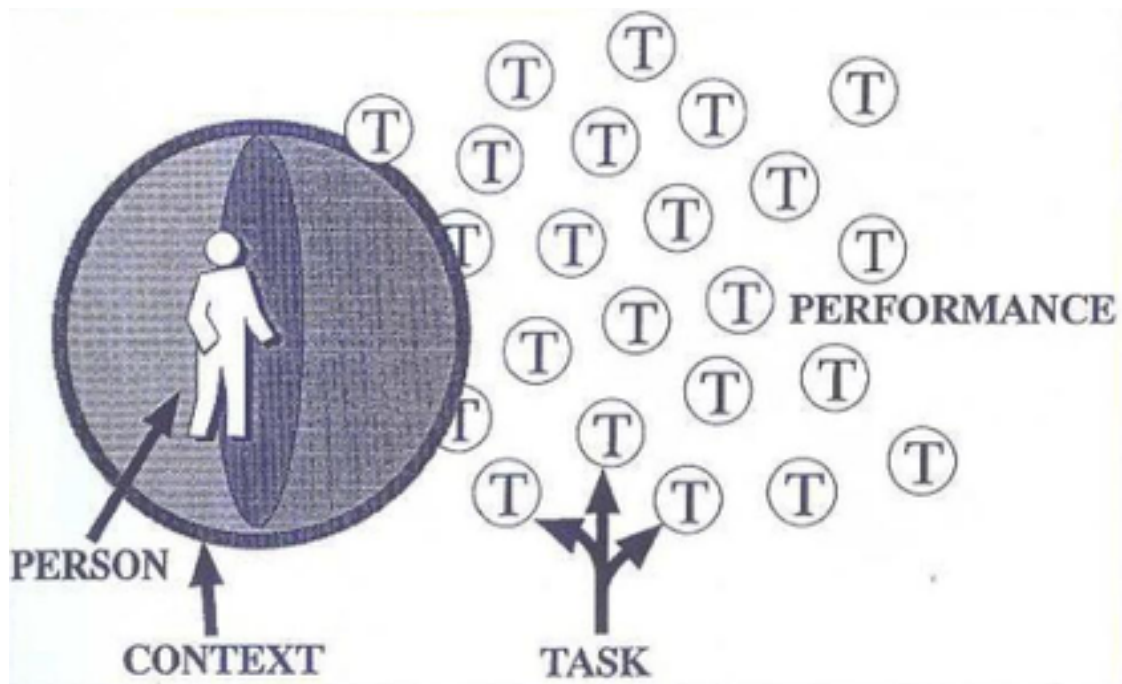
Schemata for the Ecology of Human Performance. Persons are embedded in their contexts. <u>American Occupational Therapy Association</u>)

Figure Twenty-Eight: Ecology of Human Performance Model

Unlike the MOHO and COMP-E the EHP is useful when considering the dynamics of the person, context of engagement and tasks. It pays attention to the shifting perspectives of experiences and the barriers and facilitators of one's engagement. Like agency theories, it acknowledges and examines the work conducted by the social sciences, which highlight the interdependency of the environment and the person and its meaning (Dunn, 2017). Dunn, Brown and McGuigan (2004) note that The EHP framework incorporates an interpretative phenomenological perspective in its consideration between the person and the context. However, the discussion lacks the in-depth philosophical position from an epistemological and ontological perspective. The model alludes to a constructionist viewpoint when the authors specify that a person's context is consistently changing, and is relevant to their historical experiences, which

shape, and reshape their engagement within tasks (Dunn *et* al, 1994). This suggests that the interaction of the person could be determined through social process and not as an individual engaging in predetermined occupations (Burr, 2015). In comparison to the MOHO and CMOP-E as a western perspective, the model is not consistent in the language and meaning which may refute its essential role in understanding occupation. It is identified as a useful framework for grasping the interplay of the person and the environment. Where previous experiences contribute to the person and their lifelong engagement in occupation, it is a challenge to gain appreciation of one's agency and innate need to engage within occupations for survival.   It, therefore, forces one to question what does this process look like, and where does one's agency lie? As with the MOHO and COMP-E from a western perspective it considers the person as individual and the driver which influence their engagement, this is in despite of the claim that a person influences context, and context influences persons (Dunn, 2014). The model does not propose that the person is shaped by their environment and past experiences, and that the environment and person are an interdependent. The model therefore lacks the view of the human as an open system (Yerxa, 2000) and assigns tacit knowledge of self-determination mainly through western perspectives as is addressed by the KAWA model, which is now discussed.

10.5.7 The KAWA Model

Iwama (2006) identified the cultural connections of conceptual models developed with features germane to western interpretations and views of health and wellbeing. Consequently, this pervasive pattern was recognised as embedded within theoretical development which lacked transferability to alternative cultures. Therefore, occupation and its influence upon health and wellbeing was addressed from an eastern perspective. A group of twenty participants who identified as Japanese occupational therapists developed the model. The aim was to revise the conceptual model of practice through a process of qualitative research using an adapted (which was not specified as to how) grounded theory to meet cultural reference. In the KAWA model development, Iwama does however allude to the principles of constructivist ontology through social process, but not specify the principles of using constructivist grounded theory as a method option for the original research (Iwama, 2006). The process involved the participants entering discussions of their culturally situated views of what they felt was essential to their lives. This included explanations of wellness and their definitions and understanding of illness and disability (Iwama, Thomson and Macdonald, 2009).

The KAWA model meaning *river* is said to represent a person's life holistically (Iwama, 2006). Conflicting with the MOHO, COMP-E and EHP the Kawa model does not depict the self as being situated in the centre of all concerns, and it is not rationally separate or state of a superior power and status to the environment and nature (Iwama *et al,* 2009). Rather than focusing on the individual the KAWA focuses on contexts that shape and influence the realties

and challenges of people's day to day lives. This first model outside of the west illuminates the transactional quality of the human and environmental dynamics. This identifies the importance of the inter relations of self and others through the metaphor of the rivers flow (life span).
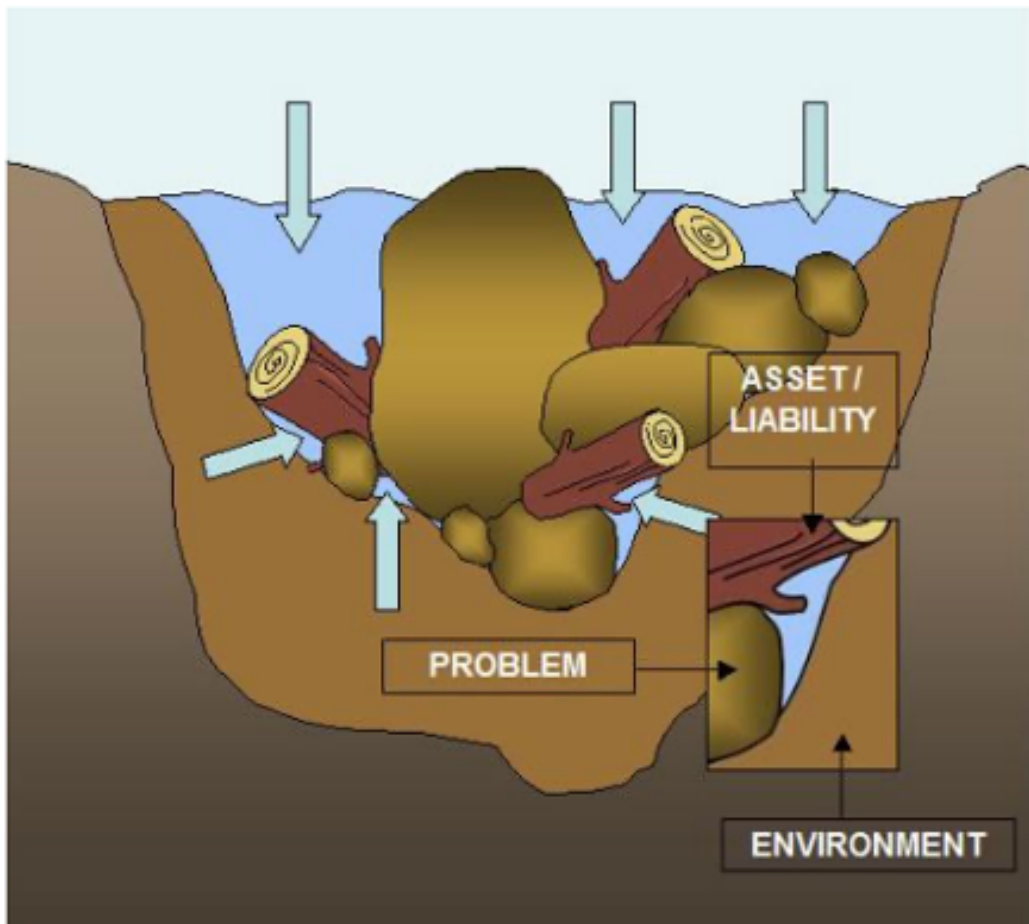
KAWA model (available at http://www.kawamodel.com, accessed 20/08/2020)

Figure Twenty-Nine: The KAWA Model

The KAWA welcomes the persons own subjective view of themselves as part of their environment (riverbank) rather than being separate from it. The aim is to live in harmony and balance with nature and the environments, and not be master of the situation as determined by western theories of self-determination,

where the occupation of one's environs through purposeful action is often seen as a right and imperative (Iwama, 2006). Using the KAWA model as an occupational therapist, the purpose is to consider improving the quality of the river flow (as indicated by the arrows in figure 29). The role lies in improving this harmony through consideration of the persons assets and liabilities (driftwood), and their problems (rocks), their social and physical environments (riverbanks and floor), and how their "river" flows through the spaces (places for occupation as a consequence). The view of occupation is therefore determined by the client through their construction of their river in harmony with the environment. Essential to agency, it enables a sense of understanding of why one may express themselves through narrative and reflective reasoning, (Emirbayer and Mische, 1998, Bandura, 2006), and, the process of negotiating the conceptual differences between what one can do, the value of what they do, and why they do it (Bergstorm *et al*, 2014). Much like the EHP, the purpose enables one to unlock their narrative in order to consider their tacit expectations and knowledge from assuming one's occupational performance is sustainable, to alternative contexts. Yet it grasps the process and narrative that considers what makes up one's occupation. This process enables performance, engagement and henceforth, sustainable identity which permits the opportunity to shape actions through skill attainment and work beyond habitual processes. The intention is not only to be concerned with temporary outcomes, but the long-term impact on the person, the effect on their health and wellbeing and the consequences.

The occupational therapy literature lacks consideration of what it takes to formulate an action and, the process of engagement. In respect of the perceived

external structures, it is therefore essential for us to understand that, whilst the person engages within the complex dynamic, this dynamic may be perceived as dominating and overbearing to enable a person to manage their skill set through the negotiations which consequently, adjusts the meaning of how they engage within their occupation. Therefore, the concept of occupational agency, the process of negotiation of; values, habits, roles, routines, skills, meaning of engagement and perception between the internal system (person) and the external perceived structures (context and environment), is essential to consider it as a process of ones stimulated action and engagement in human occupation (see figure thirty). This process permits creativity and transitions to formulate action which results in performance, known as occupational performance. Occupational science lends us understanding of the intricate relationships of occupation to be able to determine the form, function and meaning (Zemke and Clarke, 1996) of the participants experiences which is now discussed.
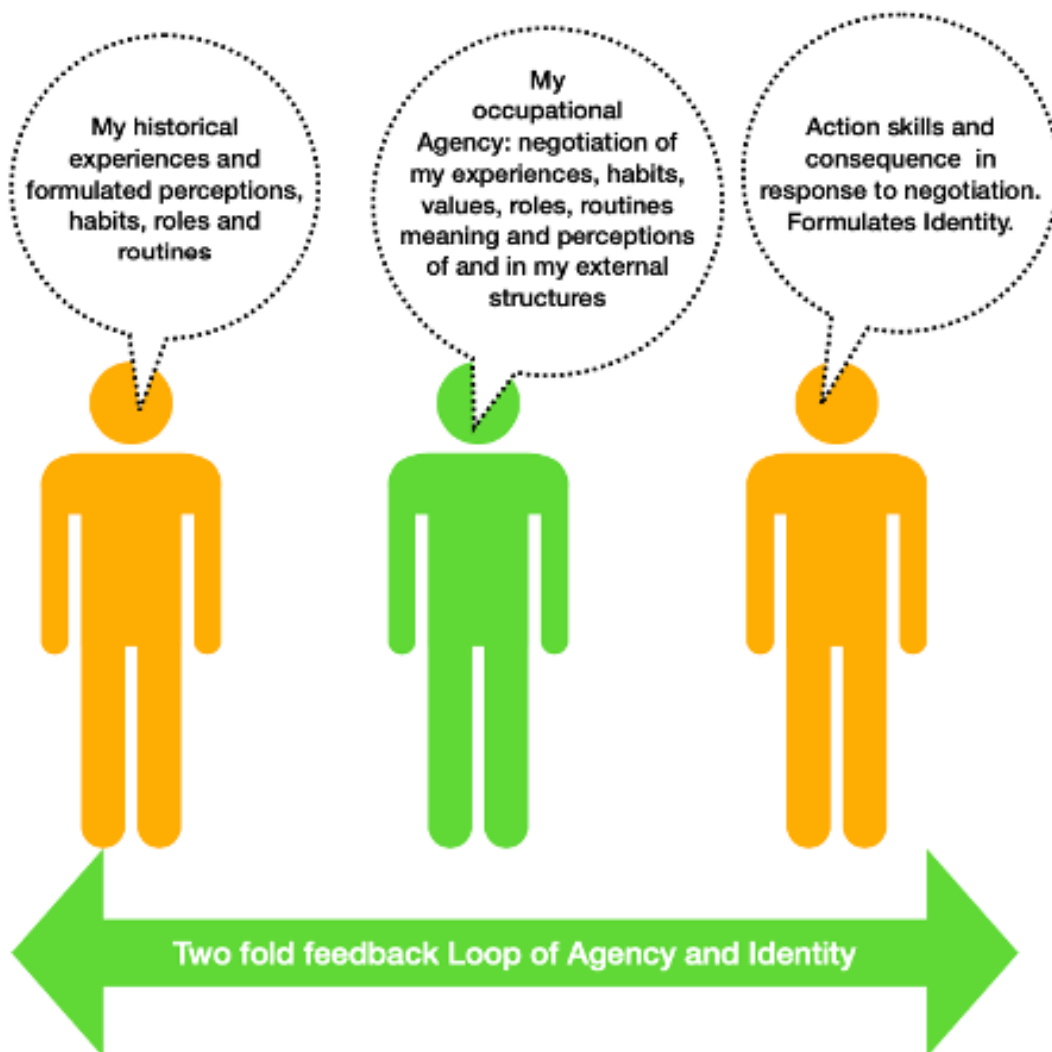
Figure Thirty: Process of Occupational Agency, perception, negotiation, actions and feedback loop of identity.

10.6 Challenging assumptions to exploring transactions

Occupational science lends insight into the form, function, and meaning of occupation (Zemke and Clarke, 1996). It widens the gap that accounts for the concepts that are assumed to make up occupation, the person and environment. Since its conception, agency has been referred to as a core foundation of occupational science, which considers, *"occupations are what humans do when they act as agents in their own intentions"* (Yerxa 2000. P.91).

Seller (2009) indicates that as a result of occupational science's unusual conception of its development after occupational therapy theory, there remains a challenge in locating human agency within the explorations of engagement in occupation. This section explores agency within occupation, and the transactions of the participants' engagement in their occupation, as occupational therapists.

10.6.1 Agency within Occupation

It is recognised that agency and occupation are related, and everyday occupations can therefore be understood as an area where agency is negotiated and created (Nyman, Josephson and Isksson, 2014). Nyman, Josephson and Isksson's (2014) study explored the narrative of agency, which is enacted within the everyday occupations of an older Swedish woman. Opposing western theories of occupation and self-determination, it was identified that agency was not constructed on an individual basis, rather it is, socially and culturally constructed within the dynamic process of one's engagement in occupation (Christiansen, 2004). This suggests, that agency is interrelated and interdependent with occupation. Consistent with this research, it is recognised that agency is seen as a means for, and because of ones participation in occupation which formulates identity (see memo 9.5 Fight on OTs') (Christiansen, 2004) and the ability to act in alternative contexts (Nyman, Josephson and Isksson, 2014). Similarly, Bergstorm *et al,* (2014) considered complex negotiations of the lived experience of enacting agency after stroke. Four characteristics were described concerning how participants made things happen in their everyday lives through managing their disrupted bodies. This

took into account their past and envisioning of their futures to deal with the world outside, and, in line with the current findings of this research, negotiating internal dialogues. The findings challenge the traditional definitions of agency, to understand the complex negotiations of one's external structures. It identifies as Bandura (1991) indicates, that agency is not only the deliberate ability to make choices and action plans, but also the ability to construct appropriate courses of action, to motivate and regulate their execution, which is multifaceted, and self-directedness. This operates through the regularity process in the *"exploratory gap to link the thought to the action"* (pg.23). Stuart further argues (2013) that agency, is not only seen in action, it is also the act of making a decision and enforcing will through action whether that be passive or active action. Therefore, occupation and agency are embedded transactions in which one forms the other to stimulating engagement in occupation.

Power and Occupational Agency

The concept of power meaning; the capacity of an individual to influence the actions, beliefs or conduct (behaviour of others) (Kockelman, 2007) and its influence upon occupational agency are apparent throughout the data generated. The discussion of power and its influence upon agency is broad, and this research does not intend to delve deep into this discussion. However, it is important to recognise the concept of power upon the participants engagement and the influence upon and within and upon their occupational agency. Campbell (2009) highlights the two types of power of agency as compared to agentic power, the essential contrast is that that the first refers to the person's ability to initiate and maintain a programme of action, while the second refers to

the actors ability to act independently of the constraining power of social structure (Campbell, 2009). This research explores the participants engagement in their occupation with the influence of both of the suggested power influences. As identified an internal system and perceived external structures are addressed. This stemmed from Anabelle (DG1) who acknowledged the implications of the structures that are part of and that surround her occupation. Yet, despite these challenges she was able to exert her agency to be able to carry out her role with intention and value (agentic power). Throughout the subsequent findings this became an embedded broader concept which influences the actions and negotiations of the occupational therapists. Although power was not directly identified by participants, it became clear the concept was overtly present within the process of the participants negotiations between their internal process and perceived external structures that implicate upon their occupation. The concept of the internal negotiations and the perceived external system is embedded within the concept of power. This identifies with the gap between the thought and action (Bandura, 2006). The intention was to highlight how the participants tended to separate themselves from the negotiations which are beyond their control and the implications upon their occupation as an occupational therapist. The findings address the concept of power and its implications upon agency from these two angles, the actor's ability to initiate and maintain their program of engagement and the consequences, and their ability to act independently, of the constraining power of social structure (Campbell 2009) and the implications upon practice. This is demonstrated and discussed with how the participants felt implied to negotiate between social views of health care policies and finance, the expectations of their professional identity and

values, and the power of the frameworks and theories which influence their occupation and how they carry out their practice as an occupational therapist.

10.6.2 Exploring the transaction

Sellar (2009) utilised assemblage theory to grasp the significance of relations and the territory of formation as a dynamic process between occupational science and the complexity of human agency. This lends insight when considering the interactions within the system of human occupation, as until we analyse and understand the transactions within a system, the functions of components remain inter determinate (Sellar, 2009). This suggests that the determined components of what accounts for occupation, such as the; person, environments, habits, motivations and roles, actually transact with one another and remain unclear unless defined by the person.

In respect of occupational agency, this rings true if we consider Deweyan philosophy and the concept of transaction. A transitive view suggests that the "*motivations and processes are never fully independent from the physical, social and cultural realms that shape the self and its desires*" (Cutchin, 2004, p.308). It is therefore challenging for this research to pin down a directional process of one's agency. The system and structures do not simply interact, they transact in a manner that co-constitutes each other, which stimulates one's engagement within occupations (see data generation three). Therefore, in the abstraction of the process of occupational agency, one cannot pinpoint a universally accepted concept without the persons narrative and expression to determine the perceived structure that influence their barriers and facilitators of their

occupational agency; the negotiation, which accounts for the human engagement in occupation and the performance outcomes of it.

Consequently, as suggested by Zemke (1996), Iwama (2006), Hammell (2009), and Seller, (2009) the profession must not only seek scientific explanation of occupation, but also consider the philosophical and ontological understanding when viewing occupation. This will enable the profession to account for a person's transactional interpretations and challenge the traditional tacit knowledge developed by the occupational therapy profession. Data generation three identifies with the participants responses when providing an account of their transactional interpretations and the concepts, which enable or impede upon their ability to engage in their meaningful occupation. Although within this research the responses are similar from the participants' in context and meaning, each person's experience will be unique, and this is interpreted by their sole understanding. This lends insight to consideration of others experiences to comprehend what makes up and surrounds their stimulus for action, and what do, the values, habits, roles, routines and skills account for when negotiating their engagement within their valued occupation.

From an occupational science perspective, this research does however address the form, the external structures, the function, the internal system, and the process of how the participants negotiate these transactions between the internal system and external structures. This results in meaning for the participants' passive or active action, the *"occupation"* of what participants' want to, or need to do. The negotiated agency resulted in the participants expressing

the consequences of their engagement within the continued dynamics of their occupation and expressed implications upon their health and wellbeing. The finding promotes insight into the engagement of the participants' negotiated *"occupational agency"* between the factors of the internal system and the perceived external structures, which indicates one's choice of action and performance, that forms occupational identity. The transactions of the participants' experience of engaging in their occupation, of being an occupational therapists', is now explored within data generation three, which formulates the categories and subcategories of the substantive theory of; *"Occupational Agency; The Hope to Live Coherently".*

10.7 Chapter Summary

This chapter presented the construction of occupational agency through exploring existing literature and the participants' experiences. The abstraction was accounted for through exploring human development, occupation as agency and viewing the person as a *homo occupacio,* (Yerxa, 2000). Extant literature from social science occupational therapy theory and science were used, and when required constructed findings, to establish if the theories either explained or refuted the participants responses to challenge taken for granted knowledge. Consequently, it was determined that existing knowledge lacks appreciation of the trans-active engagement in occupation, and therefore cannot account for one's individualised conceptualisation. The illumination (Moustakas, 1990) following this process, which considers shifting the understanding of occupational identity to occupational agency, is first explored within figure thirty-one. Data generation three presents the findings, which questioned *"what are the negotiations of the occupational therapist?"* and supported the formulation of the categories and subcategories of the substantive theory of; Occupational Agency; The Hope to Live Coherently.

10.8 Reflexivity; Heuristic illumination to Conceptualisation

As an occupational therapist who is embedded within the theory and science development of the profession, I was challenged to step beyond my boundaries where I often took my knowledge of human occupation for granted. From an occupational therapists perspective, reading this thesis, they may question the proceeding concepts and consider, "what about occupational identity". Meaning; "the persons cumulative sense of who they are and wish to become as occupational beings" (Kielhofner, 2009 p. 153). Similar to occupational agency, occupational identity serves as both a means of self-definition and a blueprint for upcoming action (Kielhofner, 2008 p.107). This conversation does not disregard this important concept. Yet, it is recognised that occupational identity lies outside of the person's stimulated engagement in occupation. It is the outcome, the consequence of what shapes one's engagement in occupation, through the negotiated and creative process of occupational agency. Therefore, the internal finding subcategory, switched from the status of professional identity, to the status of occupational agency. My feeling of intuition stimulated me to engage within the creative process of writing, where I questioned, what is the data telling me? This allowed me to acknowledge the participants emotive response and exploration of their process of engaging in their meaningful occupation, as an occupational therapist.

31ˢᵗ January 2020 Memo: Please profession see me

Here's where we come together, the paper and literature are written from an outsider,
no one addresses that we are part of this interactive process,
we are occupational beings looking in on an occupational world,
It's painful to see, but we are just expected to just get on with it,
when we as a profession has identified occupation as life worth living through a life of meaning,
yet, we don't address our own Injustice of our profession, even within the *"sacred"* texts of clinical reasoning,
we are still saying there's a three-track mind to how we reason,
we are not viewing this as a situational perspective,
just you and I and the three track processes,
but that interaction, you know, the internal system, impacts on one's external processes, like, A+ B =C, B+A =C, C+B = A
There are many continuous equations,
It's interactive and dynamic, don't forget this environment that surrounds me,
with the meaning and the need to do,
to sit with the service, yet sit with someone's life choices,
so, here's what I ask of you,
address me as an occupational being, because occupation is everywhere,
don't forget I can't just do what you ask of me, because its "what we are supposed to do"
you don't understand this contextual being,
don't forget me as a human and not just a process,
identify me within this interaction with the values I possess,
my occupation is an occupation too,
when it goes wrong it causes distress,
it impacts my wellbeing, my needs and wants,
makes me question this profession I've chosen to serve,
I'm not a skivvy, a servant, or a hole in the wall,
I'm a person, so please profession, see me,
see the occupation, and that I am a unicorn that create changes in environments,
I need you to not only recognise my reasoning, but my history, my interactive notions,
not just with the clients, but my occupation of being an occupational therapist,
not just my environment, my volition or motivation,
or my capacity skills and performance,
but instead,
let's call these things my creativity, my negotiation, my occupational agency,
my values and my action to do,
my love for the job in which I have been called for,
to express the injustice and break down the walls,
to be able to take the opportunity and create occupation,
because let's not forget, occupation is everywhere, it's a lifeline
not just for them, but for us, in seeking our sole purpose to meet the calling that we have been entrusted.

Chapter Eleven Data Generation Three: Affirming Categories

Data Generation One
Does the performance profile promote equality within the client therapist relationship?

MSc and Fellowship: occupational therapists' perspectives on the potential use of performance profiling in occupational therapy practice

Data Generation Three
What are the negotiations of the occupational therapist?

Data Generation Two
What does the performance profile mean to occupational therapists?

Figure Two: Reflexive Spiral of Research Question Development

11.1 Chapter Overview

This chapter presents the findings from data generation three, which questioned; *"what are the negotiations of the occupational therapist?* (see figure two). The aim was to investigate the transactions between the "Internal system" and "Perceived External Structures" that identifies the process and properties of the participants' occupational agency. The data generation removed the performance profile as a conversation tool (see memo "fight on OT s"), and instead, consisted of open-ended interviews which flowed like conversations where the participants' were simply asked; "so tell me about your occupational therapy role". To permit transferability of the grounded theory, participants with

5-10 years' experience were sought from diverse practice settings. Two were from the USA and one was from Australia <u>(see table six).</u>

The categories of the "internal system", "perceived external structures" and "consequences of the negotiations" their subcategories, properties and identified relationships are presented alongside the participants voices. Extant literature is used within the categories of the "internal system" and perceived "external structures" which either explained or refuted the developing theory of occupational agency the hope to live coherently. However, to remain true to the values of this research*, to hear the participants' voice,* the category of "consequences of negotiations" is presented solely from the participants' perspective over being compared with extant resources. Nonetheless, these experiences lend insight into the consequences of the persistent negotiation of one's occupational agency, which accounts towards the participants' engagement in occupation, their performance outcomes and the implications upon their health and wellbeing.

11.2 Category: Internal System

The category of the internal system has been consistent throughout the data generations. Annabelle (DG1) who highlighted that her internal intentions differed to the perceived external structures that impact her role (see memo). This finding was evident throughout all subsequent data generations, where participants expressed the challenges of the external structures upon their *"ability to do"* what they needed and wanted to with their occupation, as an occupational therapist. This section investigates the internal transactions, process and properties of participant's occupational agency when negotiating their occupation of being an occupational therapist.   The transaction of the internal system and occupational agency is presented. The subcategories and properties are outlined within table nine, and the relationship between the internal and external category is briefly introduced. The participants' responses and extant literature is presented, and the section concludes with a statement of occupational agency, its processes and relationships.

11.2.1 The Internal system and Occupational Agency

The human as a dynamic system, suggests that multiple factors interact with each other to contribute to a person's performance (Thelen, 2006). As identified (see chapter 10) the occupational therapy profession acknowledges the person as an open human system (Kielhofner, 2008). However, these conceptualisations do not take into account the social cognitive process; where a person's world interactions shape their perceptions and subsequent actions (Kelly, 1955; Bandura, 2006). DG2 indicated that a persons' interaction within and upon their environment, shapes and reshapes their cognitive

processing based upon their past and present experiences (see memo fight on OTs). This is relevant to Kelly's, (1955) personal construct theory which highlights *"a person's processes are psychoanalytically channelized by the way in which he or she anticipates events"* (1955 p.46). The process is understood as construing, which represents how a person interprets anticipatory processes to reveal meaning from the success of events they experience (Guciardi and Gordan, 2009), with people, place, hypothetical ideas, and the ideal self (Bandura, 2006; Hare, Durant Hendy and Wittkowski 2012). It is understood that the social processes of experiences form reason and judgement and through experiences constructs are redefined (constructivist alternativism) meaning; we are never static in our perceptions and actions. Therefore, the person is seen as a scientist, which accepts the internal and external reality of constructs to form experiences, and subsequently, future perceptions (Kelly, 1955). The process the internal system that interacts with one's agency, is identified as the deliberate ability to make choices and action plans, therefore whilst a person forms constructs (Kelly, 1955) of their previous experiences, agency, motivates and regulates execution of negotiations in the *"exploratory gap between the thought to the action"* (Bandura 1991). Although, it is imperative to acknowledge that agency is not only seen in action, it is also the act of making a decision and enforcing will through action weather, passive or active action (Stuart, 2013). Combined these concepts identify the participants internal system, and process of occupational agency; the negotiation, which accounts towards human engagement in occupation, and the performance outcomes of it as seen within the following figure. This enables investigation into the properties of the

internal system, the process of occupational agency and its relationship to the

perceived external structures, which are embedded within the participant's

values for practice.
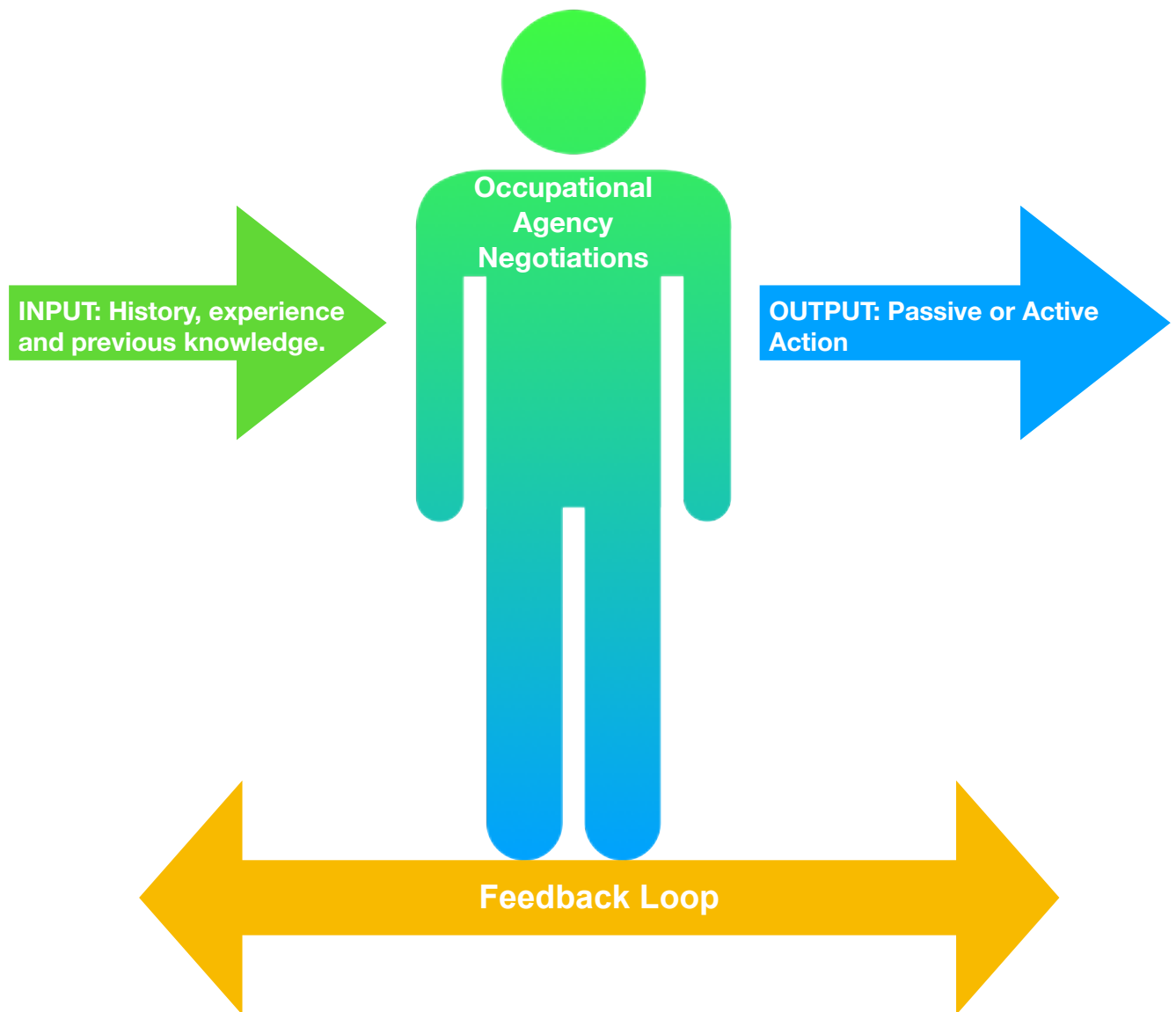
Figure Thirty Two: Process of Occupational Agency

11.2.2 Subcategory and Properties

The subcategory of the internal system is the "status of occupational agency".

This accounts for the relationship between the internal system, external

structures and consequences; their properties and the relationships. The

properties of the internal system were; "negotiating conflicting philosophies,

"exposure and skill of negotiation", and "transitions, perceived time and

reflections" (see table nine).

Table Nine: Internal System Category, subcategories and properties.

Category	Sub category	Properties
Internal System	Status of Occupational Agency	Negotiation Agency Time Reflection Exposure Transitions

11.2.3 Transitive Relationship: Internal System and Perceived External Structures
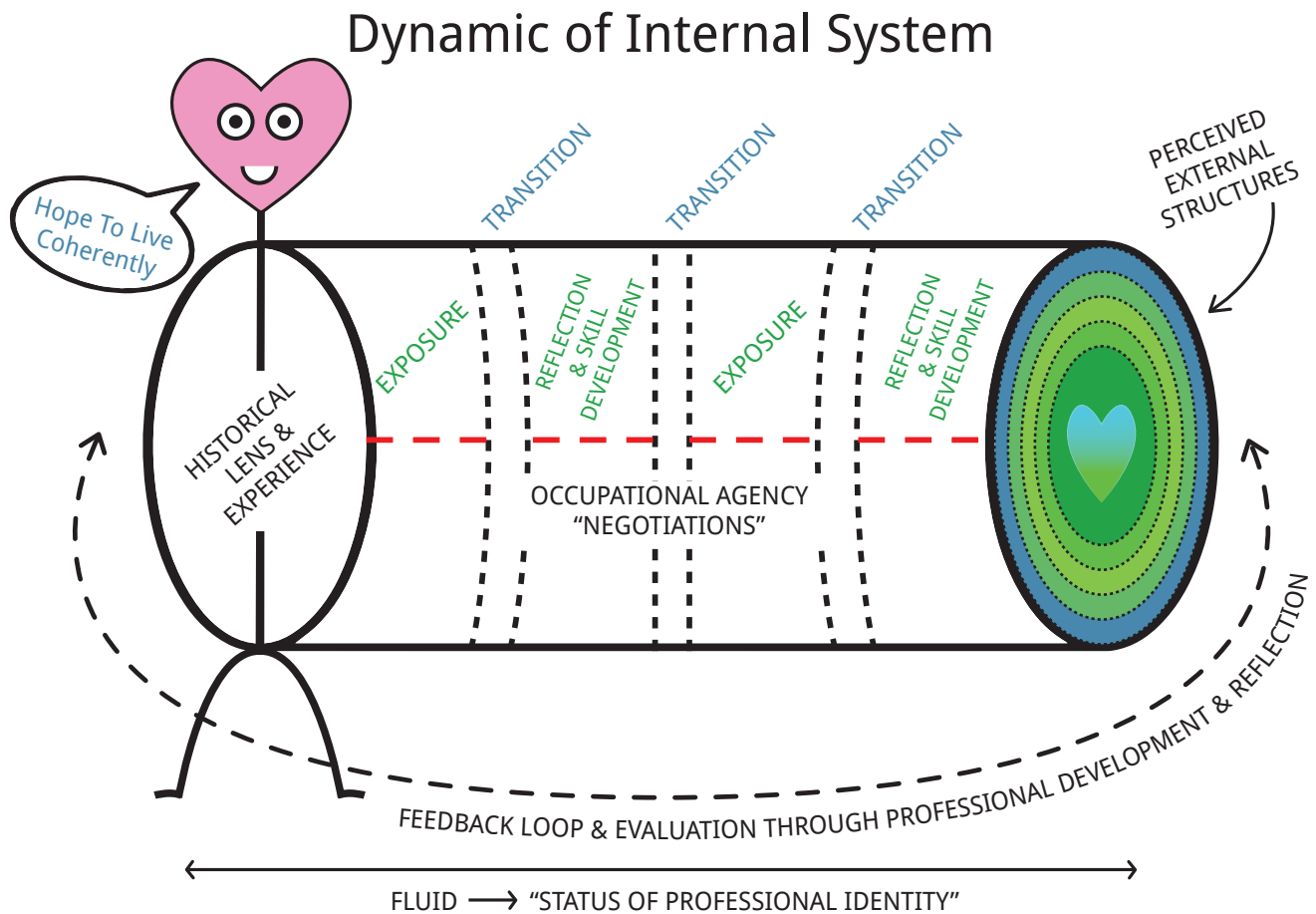
Figure Thirty three: the dynamic relationship of the participants' internal system properties

The relationship between the internal system and perceived external structures is identified as occupational agency. These interactions have been identified (see exploring the transaction) as transitive, where the motivations and processes are never fully independent from the physical and social structures that shape the self and its desires (Cutchin, 2004, p.308). Therefore, it remains challenging to separate the internal and perceived external structures categories as they are inter-determinate, meaning; a person is shaped and shapes their

environment. However, these negotiated relationships that are outlined by the participants formulate the properties of the emerging core category of occupational agency. Figure thirty three indicates the dynamic relationship of the participants' internal system and properties, which remain a fluid contribution to the status of occupational agency, and subsequently, identity.

11.3 Negotiating Conflicting Philosophies

Pressure from services impacting on occupational and personal philosophy
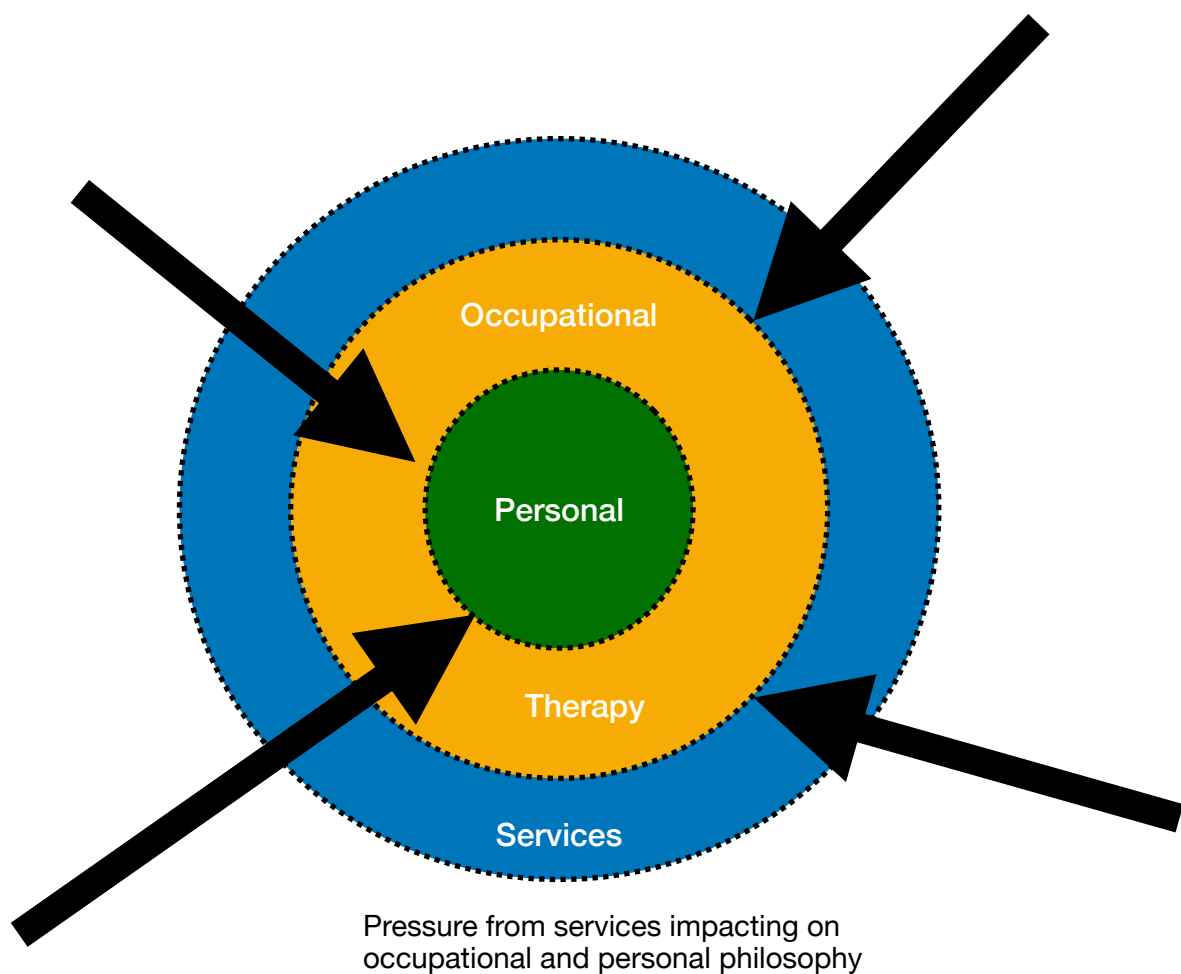
Figure thirty four: pressure of negotiating conflicting philosophies

The participant's interaction with their occupation involved consistent negotiation of conflicting philosophies. This was evident throughout all of the data generations, DG1 identified with the restriction of services to be in conflict with their practice intentions (see memos). DG2 acknowledged that the participants loved the uncertainty of the performance profile to project client centred practice intentions, however specified *"it was in conflict with the health care system"* (see memo, <u>fight on</u>) and, DG3 provided insight into identifying the tensions between the philosophies and the implications upon the participants valued occupation. These were: the philosophies of the service they worked, the philosophy of the occupational therapy profession, and the participants individual professional philosophy, (see figure thirty four). Although, these tensions were not equal in burden, it was evident that the participants often forfeited their personal and professional philosophies as a result of pressure from the services. This is now discussed:

11.3.1 Negotiating the service philosophies

The interaction of the participants negotiating the service philosophies was through their restrictions upon their practice, their reasoning and values of their role. Cathy (DG3) a therapist of 10 years expressed that her intentions of practice become lost within the expectation of others from a service and political perspective. *"It kind of gets lost too because you can't necessarily always do the hobbies part of it, or the leisure part of it because you're focused a lot on the ADL part of practice, based on the system."*. Meaning that, because of the philosophical premise of the system questioning "what is health care" (see illumination memo 8.2.1), this restricts

Cathy's occupational focus to carry out meaningful and relevant interventions in line with her practice intentions.

It is recognised that the *"modernised occupational therapist is expected to be a flexible, a reflective practitioner, a team worker and a lifelong learner, market orientated, managerial and entrepreneurial"* (Mackey 2007 p.95). However, as a result, managerialism is replacing long established forms of professional accountability, and challenging professional ways of working, forcing therapists to become more responsive to service demands (Wright and Rowe, 2015, to hold on to their philosophical premise of practice. Mackey's (2014) study acknowledged therapists living tensions and reconstruction of occupational therapy professionalisation in England. It was identified that the National Health Service (NHS) impacted the professional values, expertise and status of accountability of the occupational therapist. Like Cathy (DG3), the lived experience of the therapist highlighted that participants mediated roles that fit policies instead of responding and experimenting, which forced them to redefine their professional choices and challenged their professional values. Likewise, Hasselkus and Dickie's (1993) study of occupational therapy dimensions of satisfaction and dissatisfaction indicated that, despite participants feeling their craft as an occupational therapist enabled them to carry out their role, their skills were blocked within practice, and consequently this resulted in feelings of helplessness. Subsequently, the participants felt *"used by the system, undervalued in their role, and controlled in their decision making"* (p.147).

However, these dynamics are inter-determinate meaning that the responses of the therapist reflect the level of expectation from broader services. This, highlights that one's agency in occupation is shaped and negotiated within the context of the environment (see perceived external structures 11.8).

11.3.2 Negotiating the philosophy of the occupational therapy profession

The participants referred to the expectation of negotiating or redefining their practice philosophy. Sophie (DG2) highlighted, as a result of service demands beyond her control, she felt *"disingenuous"* in her teaching of occupational therapy literature and client centred philosophy. This was specified throughout DG1 and DG2 where the participants describe negotiating the intended use of the performance profile to meet the service outcomes over their intentions to be client centred practitioners. Meaning; as a result of the tensions between the service and practice philosophy of occupational therapy, meaningful and relevant actions in practice and education are restricted.

It is acknowledged that occupational therapists seek control their status their role, to ensure that their values are appreciated by the broader system, which are unfortunately, in conflict with the way services are delivered to clients (Sumson and Symth, 2000; Iwama, 2013). Practically, Wilkins, Pollock, Rochon and Law (2001) Townsend Langille and Ripley (2003) and Mortenson and Dyck's 2006) studies, identified a disconnection between the client, occupational therapist, and the client centred intentions of practice. It was highlighted that the clients felt disempowered when being excluded from their

treatment teams. Issues such as risk taking, and cost reduction were said to force the therapist to reconstruct their role or forfeit the ability to carry out relevant and meaningful interventions. Consequently, Hammell (2007) signified that, *"occupational therapists fail to address or even acknowledge the practical and ethical implication of serving two masters, their clients and the system in which they are employed"* (p.264). Yet, often within western philosophies of self-determination, we assume this to be the call for the therapist to not only recognise this challenge but to be the person solely responsible for the outcomes <u>(see chapter 10 constructing agency).</u> In accordance, Hinojosa (2007) specified the need for occupational therapy to move forward in its approach alongside the complex health care system, to become leaders within the occupational therapy philosophy. Turner (2011) Ballinger (2012) Hunter (2013) and Iwama (2013), all acknowledged approaches of clinical reasoning: utilising tools and models of practice should be explored. However, this position fails to recognise the occupational therapist as an occupational being. To consider as a profession the external pressures, the constant negotiations of the therapist exposure to practice, the lack of definition of the role, and the levels of tensions to work beyond their values and individual professional philosophies (see perceived external structures 11.8). Drummond (2010) highlighted this challenge to not only be the sole responsibility of the therapist, but of the profession's philosophical nature and premise of holistic practice, where we fail to understand the boundaries of the profession's roles. She specified that the diversity of the role of occupational therapy creates confusion in its aim and causing confusion to grasp its aim and purpose, calling the profession to determine if we are *"jacks-of-all-trades*

or masters of none" (pg. 292). This is relevant to the experience of Iris (DG3)

private occupational therapist of 6 years discussed the   challenges that

directly affect interests; *"I'm hopeful, fingers crossed that at some point I'm able to kind of*

narrow my focus a little bit or at least funnel it into a direction of like that's what it is that I actually

want to do, because right now it's this big umbrella of I just love all of it, let's do all of it, but you

can't do that". It has been argued that because of occupational therapists being

skilled in many areas, challenges remain for the profession to locate their role,

and henceforth the expectations of the systems that they are employed (Reilly,

1961; Wilcock, 2006; Clouston and Whitcombe, 2008; Mackey, 2007,

Drummond, 2010). It is evident these dynamics create negotiations, of what is

known, what is expected and what to do as result of the overbearing

negotiations of the therapist within their contexts. As identified, therapists often

become lost in their agency, and subsequently identity within practice, losing

their intent and purpose of why they became an occupational therapist, as

Cathy (DG3) notes, *"are they OTs?"*

11.3.3 Negotiating individual philosophy

The participants highlighted that the tensions of negotiating the philosophies

impact upon their intentions to carry out their occupation as occupational

therapists. Eastyn, (DG3) a therapist of 10 years, emphasised the negotiations

and tensions from his early years as a practitioner. He highlighted that,

regardless of his individual philosophy of practice he was shaped by the

occupational therapy community that were consistent in their negotiations with

the service and profession. This consequently shaped his initial, practice to

meet the demands of others, rather than his individual philosophy or those of

his clients. Although he lacked the skills and the exposure to practice to question their approach; *"I was cultivated into the profession, I had a rough idea, but I had no reason to question their practices. I think at the time though, that was the way things were done, dare I say it best practice.* Eastyn's (DG3) experience refers to socialisation, which is classically defined as the process that individuals use to acquire and internalise the values, norms, role and skills that enable a person to function as members of cultural groups. Sabari (1985) asserts that, *"socialising to which students are exposed during their professional education may have greater impact on their future practice than the academic and clinical information they learn". (p.96).* Though, it was expressed that essential to the student's preparation were learning new skills, behaviours', patterns and norms, learning values, attributes and internalising them to assess one's own self-identification in the role (Sabari, 1985). By contrast, this does not take into account the practitioner's philosophy, such as, what if the socialisation is in conflict with the practitioner's own experience, philosophy and values, and even that of the occupational therapy profession. This therefore begs the question, how does this impact upon the occupational therapist's ability to carry out their valued occupation, and what is the consequence? (see consequences of negotiations 11.14). The level of negotiation remains a factor despite the participant's length of experience when considering practices adopted to carry out their valued occupation. This suggests that our experiences shape our habits in our environments, and our response reflects our experiences where perceptions are derived from our personal, professional and ongoing exposure to practice (Kelly, 1955). Accordingly, the concept of occupational agency, the process of negotiation of: values, habits,

roles, routines, skills, meaning of engagement and perception between the internal system (person) and the external perceived structures (context and environment), shapes our perceptions for future actions (Kelly, 1955); Bandura, 2006).

This property outlined the dynamic negotiations of the conflicting philosophies that are part of and shape the occupational therapist as an occupational being. It highlights the relationship with the perceived external structures that shape the therapist occupation. Throughout these experiences, the essential process of exposure and the skill of negotiation is highlighted. This is now discussed.

11.4 Exposure and the skill of negotiation

The process that the participants experienced were the foundations of exposure, these being meaning length of time in practice, experience and developing the skill of negotiation. Throughout the data generations, the participants reflected on why and how they may engage with the performance profile. However, because of the participants perception of external structures, initially, the conversations began with what the therapist *cannot do in their role* rather than *what they can do.* By contrast, through discussion and engagement in reflective processes, the participants tended to adjust their position to acknowledge the performance profile as an opportunity. This process was indicated as "initial information provided", "negotiating expectations of practice", a "process of reflection" and subsequently, "introspective reflexivity through action" (either passive or active) (See DG2).

Using constant comparison of DG1 and DG2 the concepts of exposure and skill of negotiation was solidified within DG3. This identified the lens of the practitioner being shaped by their exposure to the context, experiences and continued development (see figure twenty one DG2 conversation). However, it was acknowledged as challenging for students and newly qualified graduates as a result of their lack of exposure to practice and the ability to negotiate the philosophies.

Evidence suggests that occupational therapy graduates have particular problems when transitioning from student to practitioner (Tryssenaar and Perkins, 1999, Gary, Clark, Penman, Smith, Bell, Thomas and Trecan-Hawke 2012; Nayar, Gary and Blijlevens, 2012; McCombie and Antanavage 2017). These difficulties concern issues of self-confidence, relationships with others and uncertainty about their professional role. Toal-Sullivan (2006) explored the experiences of learning to practice in occupational therapy. The transitional experiences of the participants revealed that the graduates were challenged by their limited practice experiences, the responsibilities of the client care, system issues and role uncertainty. As Schön (1987) identified, the practice setting involves indeterminate zones of practice: messy situations, value conflicts or ethical dilemmas that cannot be approached with technical problem solving (p.6). Therefore, one must develop *"the professional artist"* (p.17) which involves knowing how to make practice judgements that are optimal for the client and the context despite the uncertainty of the problem. DG3 participants allude to this transition as their responsibility to support future practitioners through this challenging time. The participants felt that this would promote the client centred

practice in which they long to engage, in the hope to live through their values and protect their personal wellbeing, their students and their clients.

Cathy: *I feel like my new role is really helping students get past that entry-level practitioner sooner to make more gains with somebody. Michelle. What does entry-level mean?..... Cathy: It means that you are still trying to understand your role in the profession with patients and how you want to become a practitioner... It's shaped by... I think the environment that you're practicing in, who your mentor is, all of that context.*

Iris: *"actually I just met up with one of my previous students last week, and she is so stressed out. She has been in the profession for a year and a half and she is so stressed out because of productivity".*

Eastyn: *Using professional development to find the voice to shape and develop the professional identity and then transitioning into a role which is more valued towards this (education) you are burnt out from the services and there's only so much you can do, now it's about changing that vision for students to be able to be prepared because of your experiences... what's your vision for the future of OTs? Or your continuum of your vision?*

The continued process of skills and negotiation was present regardless of the therapist's length of time in practice. This was evident through the expressed challenges they are exposed to throughout their career, and not just from an early practitioner perspective. Despite the participants ability to negotiate their roles, the transitive dynamics which are part of and surround the therapist, at times created an overwhelming tension, and clear conflicting philosophies between the therapist and the environments that occupational therapists' work, and, the profession. Consequently, the participants would freeze when they were exposed to the level of negotiation to ensure they are true to their occupational therapy values. It was often stated that; "*this is what we are supposed to be doing*" (DG1 and DG2). It is clear that this causes a sense of "*disingenuous*" (Sophie, DG2) feelings towards engagement within the occupation of being an occupational therapist which forces the therapist to adapt the context and their role as specified by Victoria (DG1) and Leanne (DG2) to work in an alternative service and context in the hope of carrying out their

professional values to live coherently (see consequences of negotiations 11.14).

The property outlines the process of participants' exposure to practice, information and knowledge, to negotiate agency to develop skills throughout the life span of their careers. It indicates that without the reflection and reflexive processes it restricts the therapist to acknowledge their transition, opportunities for action and subsequently, development.

11.5 Perceived time, Transitions and Reflections

The properties of perceived time, transitions and reflections were initially evident through Victoria (DG1) and Bonnie's (DG2) interaction with the performance profile to negotiate how they would transition their artistry (Schön, 1987). The active process enabled the participants' to consider their historical exposure, and knowledge when applying their skills and the performance profile to their practice. These interactions provided the participants space to form constructs (Kelly, 1955) to negotiate and revise what they can, or cannot do as a result of time. DG3 solidified these properties when discussing time, transitions of their role and skill development as integrated concepts.

11.5.1 Perceived time

Perceived time was a factor, which affected all of the participants when utilising their reflective reasoning. Time was challenged by the services which the participants worked, when the participants' needed to consider their skills that contribute to their approach and subsequently, occupation. It is

understood that time has a reciprocal relationship with occupation which helps to define and give meaning to both (Pemberton and Cox, 2011). Christiansen (1996) reviewed traditional concepts of occupational balance and their relationship to time, including time use. Consistency was identified across western notions in the distribution of time, between obligatory (work and self-care) and discretionary (leisure) tasks. Although, this provides little understanding of the intensity and value of time allocation, and the impact of engaging in meaningful occupation, and subsequently, the influence upon health and wellbeing (Pemberton and Cox, 2011). Velde and Fidler (2002) considered time within a variety of dimensions, with a framework that incorporated both inner models of time, including biological rhythms and self-perception, and external influences, such as cultural understanding and expectations. These can be synthesised to enhance the meaning of the occupation to the individual. It is believed that to have purpose, an activity must have a temporal location, and if people are given skills to perform a task, but without a place for it either within their routines or as a priority for their time, it is less likely to be integrated into their daily life (Pemberton and Cox, 2011) (see negotiating philosophies 11.3). It however is important, to locate the occupation within the internal and external temporal context of the individual and what influences their engagement in occupation (Kelly 1955). The participants of this study reside in western culture, and therefore may hold an economic view of time as a precious commodity that should be invested wisely. Pierce (2003) identified time as causing problems through the pressured feeling that it can produce in people, where she refers to the cultural phenomena such as *"hurry sickness and workaholism"* (P.179). This

could be said for the participants as noted by Sophie and Cathy, who both

express the challenges to make sure "they *work effectively and efficiently*",

Cathy (DG3): *"Yes, I probably knew I was in that transition, but did I have the time or energy to focus on that transition? No" ...It's how you learn from them and grow from them reflect and communicate them."*

Sophie (DG2) *"how therapists are demanded to work so efficiently and never pause to make sure the quality of care is there and that we are client centred"*

Like Cathy (DG3), Cox (2017) discussed the differences in terms of effort, time

and energy and questioned *"if the energy used in occupations differ*

depending on whether they are what you want to do, or what you perceive you

need to do" (p.527). She refers to the concept of considering the energy of

engaging in what is meaningful to a person, from low, medium and high-level

commitment (Cox, 2017). The participants Sophie (DG2) and Cathy (DG3)

questioned the level of energy in respect of learning a skill, negotiating their

values in the system in which they are employed, and working against the

culturally subscribed clock time that would equate to the energy that the

participants could respond to their desired occupation. Therefore, as Cathy

noted, her experience of transitioning was through the clock time rather than

"event time" to focus on the activity (Meyer, 1977). This construction highlights

that transitions have the tendency to become unrecognised through

autonomous and learnt skills. The lack of reflection therefore limits explicit skill

identification that enables a conscious negotiation, to consider the meaning of

their role as therapists, causing one to freeze when perceived time is fraught

with tensions and new information cannot be considered as highlighted by

Pemberton and Cox (2011). This was evident through the participants'

response when initially considering the performance profile. They often referred to "what they couldn't do, before what they can do" prior to reflection and negotiation of their occupation within their context, which enabled a transition in their view of occupation and practice.

11.5.2 Transitions

The participants' highlighted transitions as an indicator of their adaptations to practice. It was identified that transitions can occur at any point within the occupational therapy career, and this was often as a result of their experiences within practice which challenged their taken for granted knowledge, habits, roles and routines. Transitioning is often referred to as life development stages within the occupational therapy literature. A transition considers the process of life stages and is signified as the passage of a life state and stage from one place to another (Orentlicher *et al*, 2017). However, whilst these considerations of transitions are useful within practice, it is imperative to consider transitions as a property engagement within occupation. Occupational scientists emphasise adapting while doing things, with the underlying premise that action facilitates one's transitions, personal development and consequently, wellbeing through occupation (Wilcock, 2002).However, it is essential to recognise that, occupation is a social process (Kiepek, 2002), and therefore transitions may also refer to Passive or active actions (Stuart, 2013). The domain of psychology lends insight into understanding the management of personal change through social process as experienced by the participants (Hopson, 1982; Cohen and Sherman, 2014). Adams *et al,* (1976) described transitioning as a discontinuity in a person's life space. The idea of interruption of the patterns of daily life and implications are

of interest. The concept of a discontinuity requires an alteration to routine, often and taken for granted configuration of occupations (Blair, 2000). Therefore, it requires the personal awareness and the ability to recognise the event to develop new responses to deal with the outcomes. Blair's (2000) study concerning the centrality of occupation during life transitions, lends insight into the implications of everyday transitions within occupation. She identifies that this process can be *"frequently painful and result in protected denial"* (p.233). The findings indicate that from the perspective of analysing engagement in occupation, someone experiencing this phenomenon may reveal the constant urge to keep active, and essentially frantically do (Pierce, 2003).This was identified by Eastyn and Victoria who highlighted the level of work they have to do through the transitions and the implications upon their health and wellbeing;

Eastyn (DG3)*: "I am currently transitioning, and I'm swamped in paperwork",*

Victoria (DG1): *"O gosh you can tell I'm currently burn out, can't you? I'm transitioning".*

It is acknowledged therefore that a person may protect their engagement in familiar occupations and postpone the requirement to alter roles and possibly associated occupations, and I suspect new information such as research and or alternative practice opportunities, like the performance profile. This evident within the findings where the participants highlighted that they loved the thought of the performance profile to be true to their philosophical values of being an occupational therapist, however, it was in conflict with the health care system. Yet the process of reflection in order to negotiate their role and skills

enabled the participant to act and be creative to adapt their position (Schön, 1987). The process however, was fraught with tensions with new information being provided, and as Blair (2000) speculates, this could be "*inherently linked with self-esteem and reappraisal*" (pg.232) of who, what, and how the individual or in the case of the findings, negotiation of agency and will to adapt to change when considering transitions of the participants occupation.

The transitive event of transitioning causes implications on self-esteem and the self-concept is embedded within time and experience (Nicolson 1990, Pemberton and Cox, 2011). As Kelly (1955) notes "*Any living creature together with his perceptions, is part of the real world, he is not merely a near sighted by standard to the going on in the real world, life then, to our way of thinking, is characterised by the essential measurability in the dimension of time and capacity to represent other forms of reality, whilst still retaining its own form of reality*" (p.8). This is relevant to Cathy's experience (see quote p.305) where she specifies that she was in transition, but her reflective awareness of time to take on further information and concentrate on reflective measures was fraught with tensions, which Blair describes as *"the sense to frantically do*" (Blair, 2000).

11.5.3 Reflection and Reflexivity

Reflection and reflexive properties were apparent throughout all of the data generations. Reflection occurs when one chooses to stop and engage in an in-depth review of events. Reflexivity uses reflection to find strategies with which to question our own attributes, theories in use, values, assumptions, prejudices and habitual actions, in order to understand our complex roles in relation to others (Bolton and Delderfiled, 2018). This is identified as a core concept of the internal system, how the participant's acknowledged their historical notions; to take into account their negotiations between practice philosophies, perceived external structures, skills, habits, roles and routines. In practice, as identified within data generation two, the participants tended to initially appraise the information being provided, negotiated the expectations of practice, and then entered a process of reflection of experiences which was either passive or active (Stuart, 2013). This formulated the basis of how the participants experienced their transitions and perceived time to ascertain their future actions in their perceived external structures. Data generation three (DG3) solidified this property to consider the reflections over time and its relationship with transitioning.

Initially, the relationship of perceived time and experience surrounded the conversation of transitioning from student to practitioner within the occupational therapy career (see exposure and skill of negotiation). Where it is recognised that this time is fraught with tensions, and dependent upon length of exposure to practice, the implications upon the participants successful engagement in their occupation was substantial in comparison to their experienced colleagues.

However, it is recognised that to transition is evident within any occupation, despite exposure to practice (Blair, 2000). The contextual differences lie in understanding learnt behaviours from previous experiences, which enable transitioning of skills. Prior exposure enabled the participant to reflect upon their experience and recognise that they were in a transition as identified by Eastyn and Victoria. This enabled the participants to accept the uncomfortable notion that they are transitioning, which warranted reflective and reflexive awareness for negotiating their occupational agency. As Blair (2000) notes the *"occupational therapist encounter tensions between what is, and what might be with virtually every interaction with the client"* (p.234) …and I suspect with their career and the changing systems and context within which they work. Throughout the data generations, a period of time adjustment enabled new ways of working as Victoria (DG1) and Bonnie (DG2) demonstrated. For the therapist to practically reason, reflect, and adjust their artistry to enable them to successfully engage and develop constructs which make the imaginable manageable within their perceived external structures (Pemberton and Cox, 2017). This construction alludes to the constant process of exposure to the therapists' practice, how they develop their reasoning and position to approach their occupation through negotiating their occupational agency. Consequently, the experience enables the person to form their occupational or professional identity. This relies on negotiation of what is known, their exposure to new information, skills, perceived time, values, habits, roles, routines and meaning, to transition to shape their perceived external structures to formulate action and engagement In their occupation, of being an occupational therapist as seen in figure thirty four.
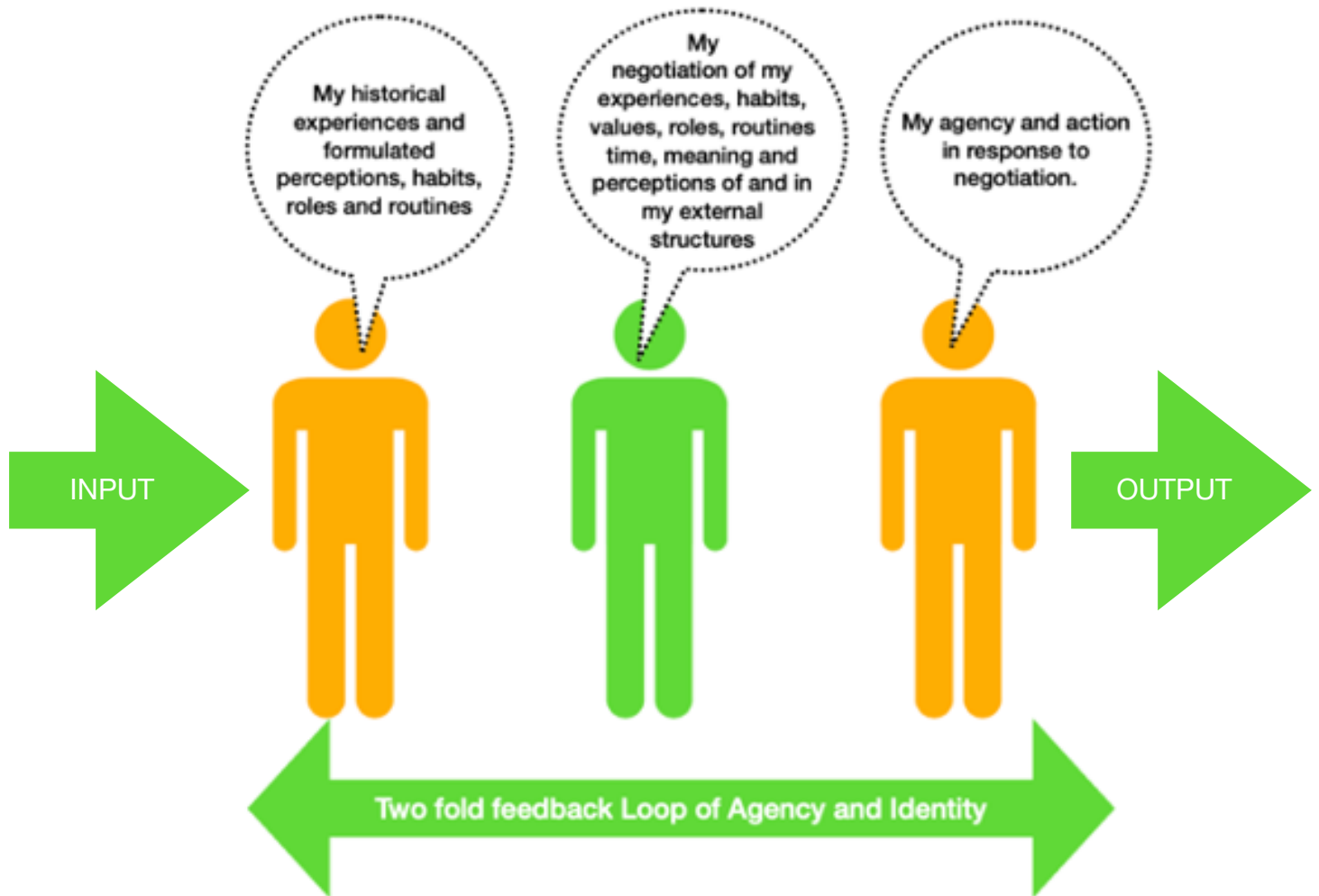
Figure Thirty Five: Process of Occupational Agency from participants responses

11.6 Section Summary

The construction identified with the relationship of the internal system and occupational agency. It was determined that this is dependent upon how the participants' perceived their time, transitions and skill of reflection, which enabled sustained engagement in their occupation to formulate future actions (passive or active) and subsequently, their identity.

11.7 Occupational Agency Properties and Relationships

The internal finding has enabled understanding that the concept of occupational agency is innate and driven through the participant's negotiation of their context, philosophy and developing skills. The interaction does not determine agency to be with or without motivation and volition, it is the imbedded process of will and hope to imagine the future successes through their previous exposure (Kelly, 1955; Bandura, 2006). The properties of exposure, skill, transitioning, perceived time and reflections, are embedded within the internal system, and formulate occupational agency. Occupational agency therefore permits the creative processes for a person to adapt to ensure outcomes are true to their occupational values. This highlights the core assumptions of occupational agency; the process that stimulates negotiation and action in occupation, which forms future imaginative process of agency and identity through the feedback loop.

- Agency is not without motivation; hope is a core foundation.
- Agency is a cognitive and physical process of a person, which invites negotiation of values, habits, roles, routines, meaning and perception of our internal reality, which, is foundational in determining future actions in our perceived external structures.
- Agency is contextual to the person
- Agency is shaped by perceived time and experience
- Agency is an interplay of the internal system, and external structures which form a system.
- Agency permits creativity

- Agency requires reflection, reflexive and negotiated skills that enable meaningful action, which is determined as occupation.

- Agency stimulates responses that could be perceived as positive or negative to a person's experiences, that is either a barrier or facilitator to occupation, which may determine the response of engagement in future occupation.

The perceived external structures and the consequences, which shape and are shaped by a person's occupational agency must be addressed in light of the findings, which is now outlined.

11.8 Category: Perceived External Structures

The category of the perceived external structures has been consistent throughout all of the data generations. Annabelle, highlighted structures that were separate, yet integrated within her decision making to engage with her occupation as a professional <u>(see illumination memo).</u> This was further evident within DG2 and DG3 when participants expressed the challenges of the external structures upon their *"ability to do"* what they needed and wanted to within their occupation as an occupational therapist.

Participants' articulated that the structures were not static but represented a dynamic interaction within their context. Therefore, the term *"perceived external structures"* in preference to *"external structures"* was adopted. The external process can take many forms and is individual to each participant due to the interplay of their internal system i.e; how they act, react, or explore their decision-making as a result of the perceived structures. However, it is speculated that grouping professional identities <u>(see fight on memo)</u> stimulated consistent properties across the participant's responses. The negotiations highlighted the relationships between a number of perceived external structures that exist throughout the participant's context, which were either a barrier or facilitator to their occupation as occupational therapists.

This section presents the conceptual transaction of the internal, perceived external structures and occupational agency. The subcategories and properties are outlined within table ten, and the relationship between the perceived external structures and internal category is briefly introduced. The participants responses and extant literature is presented, which also considers

the implications for practice. The section concludes with a statement of occupational agency as the foundation for engagement.

11.8.1 Perceived External Structures and Occupational Agency

It is recognised that structures are distinct parts, which invites overall form or organisation of something that may determine a set of rules or defining behaviour (Burr, 2015). Arguably, the concepts of structures are identified within occupational therapy literature through the environment. However, as explored, (see chapter 10) commonly, western models consider the environment as static and separate from the person and their self-determination, and has impact upon agency (Iwama, 2006). Although, structures are known to determine or limit a person's agency and decisions over time (Giddens, 1984), it is important to locate occupation within the internal and external temporal context (Kelly, 1955) of the individual in order to grasp understanding of engagement in occupation. These are identified as the institutional, political, physical environments and even a person's cognitive belief structure, formed through their experiences within the social world, their derived perceptions, and the perceptions of the structures that surround them (Kelly, 1955). Therefore, it remains challenging to separate the internal and perceived external structure categories as they are inter-determinate, meaning that; the perceived external structures shape and are shaped by a person's agency. Agency theory considers the structures to be embedded within the person and the social construction of their life development and how they see the world (Shapiro, 2005). Therefore, alongside agency theory, this research does not intend to predict the structures which were determined as barriers or facilitators to the participants occupation, but

rather the intention is to understand the process and to identify the structures that the participants are negotiating, giving preference to making assumptions.

11.8.2 Subcategory and Properties

The subcategory of the perceived external structures: "negotiations of occupational agency" accounts for the process by which the occupational therapist negotiates their occupational agency with the external structures and its properties (see table ten).

Table Ten: Perceived external system, category, subcategories and properties.

Category	Subcategory	Properties
Perceived External Structures	Negotiations of occupational agency	Negotiating the social view of health care policies and finance Negotiating the expectations of professional identity and values Negotiating tensions of frameworks and theory

11.8.3 Transitive relationship: perceived external structures and the Internal System

The relationship between the perceived external structures and the internal system is identified as occupational agency. As a result of this transitive relationship, it is identified that the internal system and perceived external structures are inter- determinate, meaning they are two fold, one impacts upon the other and progress is made in light of the person acknowledging their transitions and negotiations through reflection and reflexive processes (see internal system 11.2.1). Figure thirty five indicates the conceptual relationship between the categories of the perceived external structures and the relationship with the internal system.

Occupational Agency

Professional Philosophy

Societal View

Policies and Finance

Health Care Culture

Practice Guidelines
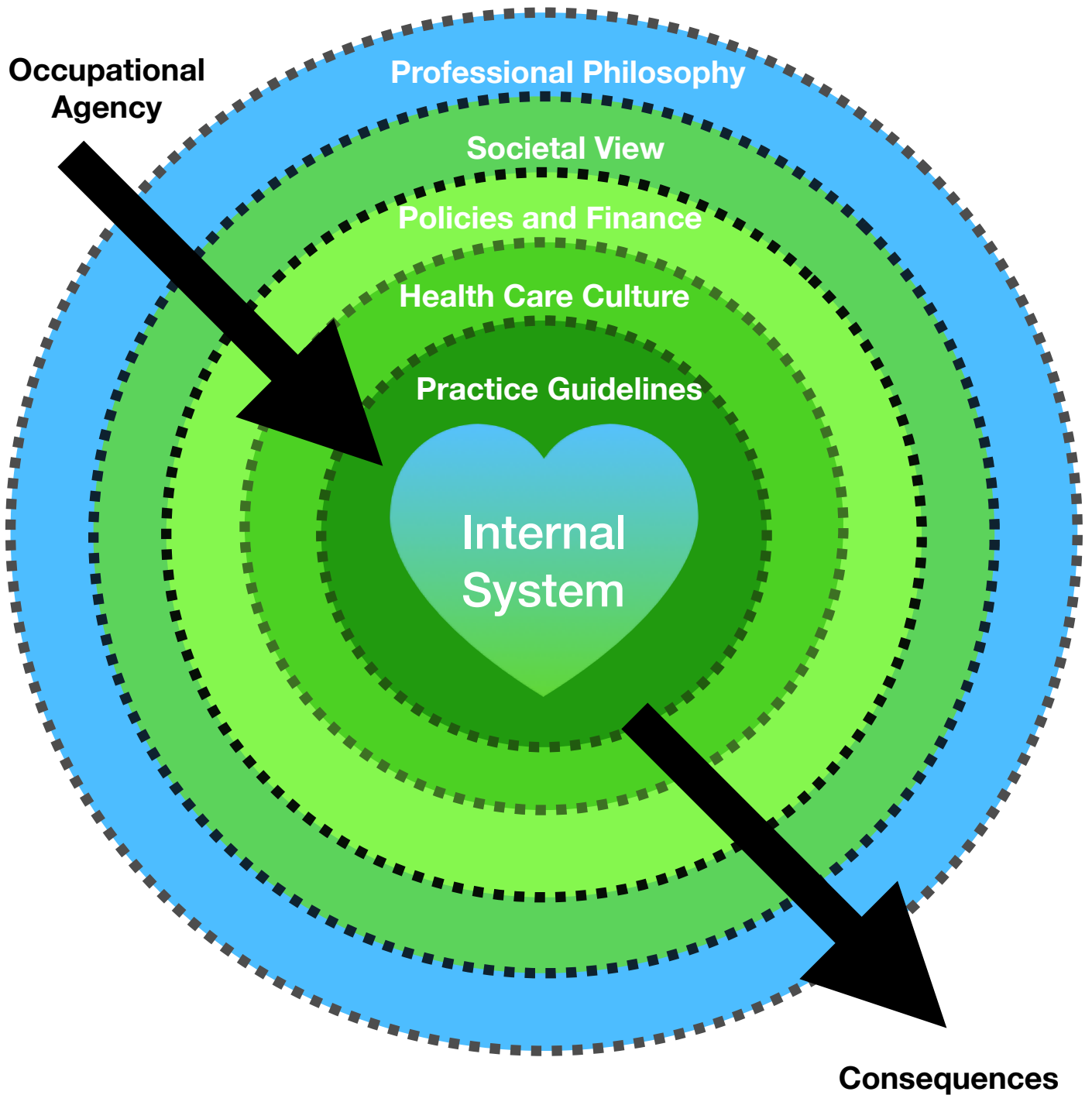
Internal System

Consequences

Figure thirty six: Conceptual relationship between the perceived external structures and the internal system

11.9 Negotiating societal view of healthcare policies and finance

The participants' expressed challenges of negotiating the social view of what pertains to health care and the policies and finance when attempting to carry out the full scope of their occupation. The finding was constructed initially within DG1 discussions. Annabelle (UK) indicated the challenges of the formulated expectations of what is seen as health care and how it is prioritised by commissioning groups. (UK). It was identified that this results in the profession shaping their practice in response to the funding available. Victoria and Sarah (DG1) recognised this discourse within occupational therapy practice, specifying that prescriptive frameworks are developed as a result of the priorities of the healthcare system (UK) or the expectations of insurance companies (USA). This acknowledges that occupational therapists are forced to function simultaneously as part of a profit-making business and with the health care providers' responsibilities, for a client's health (Jongbloed and Wendland, 2002).

The barriers were expressed as impacting practice range based upon the client's need. For example, within the U.S.A physical interventions were prioritised over mental health for insurance purposes, and whether it is regarded as a priority or an opportunity to make profit. Similarly, DG2 negotiations identified that, cost control occurs at the point of service delivery determined what accounts for occupational therapy intervention. This lacked any consideration of the profession in meeting their full holistic scope of practice through the social view and expectations of what accounts for health care and wellbeing (Mattingly and Flemming, 1994). From an occupational perspective, it

is essential to understand the effect of negotiating the social view of health care, politics and finance, its form, function, and meaning for the participants' engagement in occupation.

11.9.1 Form of negotiating social view of health care policies and finance

The form of the negotiation indicates the two-fold process of the internal system, negotiating occupational agency, and the external structural tensions upon the participants reasoning to engage in their occupation. As voiced by Cathy (DG3): *"It kind of gets lost too because you can't necessarily always do the hobbies…or the leisure … because you're focused a lot on the ADL part of it, based on the system."* It has been recognised that occupational therapists who work in a high-pressure environment that the scope of occupational practice is determined by the service (Perryman-Fox and Cox, 2020). Reimbursement systems have been expressed to shape practice more powerfully than the theory of the profession, where the reimbursement system rewards the use of the medical model (Jongbloed and Wendland, 2002).

Unfortunately, the priorities of the health care system overshadow the sense of what is defined as rehabilitation and occupation for the participants. Therefore, as noted by Cathy, the participants felt pressured (see negotiating philosophies 11.3) to shift the focus from occupation and occupational performance, to the performance components of occupation, which emphasise the defects of functional performance (Woodson, 1995). Speculated that this is because it is easier to demonstrate improvements such as the strength to enable a person to

engage in daily occupations. In acute settings (i.e., hospitals), focused occupation concerns mobility and the ability to perform self-care, bathing and dressing, which disregards the core value of the profession to enable clients to do what they want, and need to do (Wilcock, 1993). This negotiation highlights the impact of priorities upon how the occupational therapists shape their occupation (the form) and the implications upon the function of their practice.

11.9.2 Function of negotiating the social view of health care policies and finance

The function of the participant's negotiation indicates the process by which the external systems held implications for occupational therapist's occupation. Cathy expressed the challenges to practice created by the political and financial impacts upon her ability to live true to her occupational values. Cathy (DG3); *"It limits it because there is a lot you could do, but you're totally limited on what you do, because you're always worried about the system, not necessarily the patient" ... I try to accommodate the client's needs, but the politics don't allow me to, because I can't go home and see someone carve wood. I can't you know.... Insurance drives everything in the States.* The negotiation of what describes health care and rehabilitation enabled the consideration of the profession's acceptance within health care. For example, in the USA physicians prescribe access to Occupational Therapy services, but this excludes communities due to the physician's lack of awareness of the occupational therapy profession and its values (Urbaniwski, 2005). Additionally, Kronenberg and Pollard (2005) voiced that a *"critical look at everyday practice reveals a dissonance between our proclaimed philosophical roots, values and beliefs who we say we are, and what we stand for, our*

rhetoric and what we do, our practice in the real world, in relation to the people we serve" (p.85). Conversely, Eastyn highlights the business nature of health care and the trauma caused by institutions boxing procedures in order to meet the service expectations. Urbaniwksi (2005) lends insight to this stating, *"that the business nature is potentially damaging when OT's negate deny or refute the implications of the systemic barriers to the daily lives of those we serve"* (p.302). Therefore, as a consequence occupational therapist are forced to act as marginalising agents rather than the agent of enlightenment, enablement and empowerment (Urbaniswki, 2005) due to the system's expectations of the role. Eastyn (DG3): *"We do assessments all the time which we don't know why, its related to institutional trauma and there's a lot of research around that, it creates a bad relationship with the health service which can have a full on effects when the client doesn't know what they are doing it and why which will stop them from seeking further support. If something seems more benign, that doesn't matter, the clients continuous experience of being asked the same question at times, and similar assessments which psych and social workers might do is just so frustrating to them, and therefore we need to be aware of why we are doing something to get a better outcome for the clients we are working well.* The negotiation highlights, not only the implications upon the therapist occupation, but those people the occupational therapists serve.

11.9.3 Meaning of negotiating the social view of health care policies and finance

The form and function of the participant's negotiations and engagement in occupation shape meaning. This indicates the process in which the internal system and external structures interact to develop perceptions and agency for future action. It is identified that the level of expectation and essentially the

meaning of the participant's occupation shape the social view of "what is health care". The participants' often referred to how the social, political and financial structures shaped both their internal process and the negotiation of meaning and action within their occupation.

However, as noted throughout the findings, it is imperative to acknowledge that the internal system and the process of negotiation has the potential to create tensions within the participants' transitions of practice and knowledge (Blair, 2000). If remained unchallenged, it may continue to result in a consistent conflict between the purpose and intent of occupational therapy practice, and feed into the system perspective of meeting expectations where funding for meaningful rehabilitation continues to be restricted. Although, through reflection and reflexive practices the therapists demonstrated hope of developing their skills to shape and reshape their engagement in occupation. This finding lends insight for understanding how the negotiated process of the internal system and external structures impact the value of one's occupation, and consequently, well-being.

11.9.4 Implications for practice

Although the societal view, policies and finances are grouped in this subcategory of negotiating the societal view, they are described as separate entities, yet connected in their alternate contexts by the participants. This rendered the possibility for them to be reformatted into separated structures. These properties contributed to the participant's negotiation of occupational agency, which indicated the form, function and meaning of their negotiated

actions. However, it is important to note that; the influences will be perceived from an individual therapist perspective and contextual influence, and therefore, for practice, this would need to be continuously explored through reflection of occupational agency; the process that simulates negotiation and action in occupation.

11.10 Negotiating the expectations of professional identity and values

Negotiating the expectations of professional identity and values for practice was a prevalent theme throughout the three data generations. This indicates the interwoven process of the environment such as; the physical, social, political and financial perceptions that shape the health care system being a product of the negotiation of occupational agency for the participants'.

Annabelle (DG1) communicated the impact of health care shaping services, the professionals' reasoning and identity. Both Annabelle and Victoria (DG1) questioned whether the therapist could let go of the expectations of service. Equally, within the context of the U.S.A, Sarah (DG1) alluded to the systems expectations upon professional identity when she referred to the occupational therapy community to be envious of service opportunities within the UK, and other countries as they were able to meet their values in practice. Expectation of practice were further specified within DG2 where the therapist expressed that they loved the thought of uncertainty but within the practice expectation, it was in conflict with the health care system and *"the demands upon the therapist"*. DG3 refined the property to consider the implications of receiving orders from the

medical team (Cathy DG3), Cathy (DG3); *"I'm limited with the professionals, is I'm thinking of this one doctor in particular. He will come in and be like you need to do wrapping on this person or you need to make them a new cast for their residual limb because they're going home tomorrow and they need to go home tomorrow versus because they made that plateau versus what if we do some exercises and work on some manual drainage and give them the time for their kidneys to start working and then they won't need that aggressive compression and throw them into kidney failure and have that spiral effect.... There are a lot of side conversations and trying to educate the doctors as much as you can and what your thing is, but you get overrode often".* and in contrast the productivity level of the system, Iris (DG3;*"Luckily I've never worked for a larger organisation and fortunately I've never had productivity quotas to meet. I've never been faced with that, but it's a common stressor with a lot of OTs in the state.".* Yet. Iris noted, despite the productivity not being a stressor upon her practice, she was often faced to negotiate her role as a paediatric occupational therapist with her client's family expectations. She expressed this was partly due to the financial implications of seeking health care within the USA. Consequently, the negotiations, highlighted a wider level of skill requirement to communicate, advocate and educate about occupational therapy, to doctors and client's families.

This was a property that the participants felt was challenging within their negotiated transitions, and therefore, at times their identity was either reduced, or they had diminished responsibility for other expectations (see consequences of negotiations pg 342). Mattingly and Flemimng (1994), associated this with the underground practice of occupational therapy. The darker side of the complex, interwoven practice considers the frustrations of trying to *"treat the whole*

person" (p.295) without offending colleagues by treading upon their professional territory or looking unprofessional because treatment and activities lack specialised precision and outcomes are difficult to measure. They acknowledge the conflict of essential occupational therapy values, such as the importance of the individual in making choices when constructing a sense of self and essential medical model values. For example; *"scientific objectivism and the need for control of therapeutic outcomes"* (Mattingly and Flemming 1994 p.295). This subsequently, causes a professional image dilemma where the therapists do not feel valued in their skills and identity of practice.

Professional identity refers to the occupational therapist's concept of what it means to be and act as an occupational therapist. It represents the philosophy of occupational therapy (Fagermoen, 1997). From an occupational perspective, when considering identity, it is proposed that the things we do everyday shape our identity through occupational competence and adaptation (Kielhofner, 2008). Yet, because of consistent negotiations, it was observed that; this can cause professional insecurity and identity confusion where the participants were unable to engage with their true values (Finlay 1998; Parker, 2001). Mackey (2007) acknowledged professional insecurity and identity confusion when considering challenges to professional ways of working from the structures and systems of authority, accountability and autonomy are consistently revised. She specifies that the constant revision of the role of occupational therapists when working within health care to utilise their skills more flexibly is challenging, and therefore calls for a revision of what it means to be an occupational therapist. She acknowledges that the profession must *"evacuate"* (P.169) their culture to

free space for innovation and creativity. Eastyn expanded this notion, through similar experiences that are associated with health care and the value of their role. His investigation to seek wider exploration of occupational therapy, highlighted findings that OT's are utilising their skill set as external to the health system expectation: "*a lot of the OTs that are in private practitioners entrepreneurs are taking a skill set and allowing them to shape what they do building their own environments. Rather than going into health care system and the walls which tell you what you can do with your skill set where they are not really reaching that full scope of what OT can do, whereas what people are in private practice they are doing it their way, but they are developing their lens through their practice and the client needs and using their creativity and art.... If I go back into practice, this is what I want to do, that I believe that is 100% OT and I believe in the benefit of OT in so much that it would be amazing, and the job satisfaction is so worth it".* However, this does not consider how the participants appear consistently torn between the three masters the person, the service, and their professional values as an occupational therapist (Drummond, 2010).

Drolet and Desormeaux-Moreau (2016) interviewed occupational therapists in Canada, to explore which professional values are important to their professional identities. They identified 16 professional values, including autonomy, human dignity, occupational participation, social justice, and equity. Hanson (2009) interviewed occupational therapists who worked in a hospital in the United States, investigating the constructive concepts of their professional identities. Participants indicated the negotiation of their constructive concepts by reflecting on the chronological, physical realities, and the payment system for medical services that made them adjust their response in practice. Similarly, according to Britton, Rosenwax, and McNamara (2016), occupational

therapists who worked in an Australian hospital in an acute care setting described difficulties constructing their professional identities. The participants negotiated their practices by developing strategies such as: becoming the client advocate, being the facilitator, and applying clinical reasoning. These negotiations were said to enable the occupational therapist to gain authenticity in their practice, although, the studies did not identify with the process of the negotiations, and the impact upon the occupational therapist's occupation. Mattingly (1998) however used ethnographic research methods with occupational therapists who worked in a large hospital to identify a *"double vision of occupational therapy"* (p.142). Mattingly (1998) acknowledged that therapists held a double vision of practice, the body, a biomechanics conception (body as a machine) and a phenomenological conception (the lived body). In conclusion, this double vision was a source of conflict for therapists when considering what is expected of their occupation, and what they feel they can do, to feel they are a valued resource within health care.

This supports the finding of negotiating the philosophies of the occupational therapists, the occupational therapy profession and the service in which they work (see internal system). It highlights that the action of the therapist is in conflict with their philosophical nature, which aims to carry out holistic practices that view the person as an open system (the whole person). Yet the participants expressed the expected levels of the process to impact their ability to carry out their occupation as a result of the overbearing negotiations with the external structures, and as identified within the extant literature the time taken to educate and advocate for their position. This however, at times,

becomes intertwined when the context stimulated an interference with the negotiations and forced action without reflective and reflexive process. Therefore, it is important to acknowledge the initial disassociation *"a moment of freeze"* (see <u>fight on</u> memo) describes where participants refer to the time required to consider the external influence upon their internal process that stimulate the reflective and reflexive processes of their actions in terms of what they do, and why they do it. This could refer to the participants objective view of their occupational agency and subsequently, occupational identity. It identifies with the continually changing contexts and the negotiation of their values of practice, habits, roles, routines and meaning. This generates the perception of the external system and how it relates to their internal processes. This being to engage within their occupation, and essentially, to develop professional identity within their occupational transitions into alternative contexts.

11.10.1 Implications for practice

This negotiation identifies with the findings from studies of professional identity and the implications upon the function of the therapist meaning and their occupation. Because it is important to recognise that professional identity is fluid across time and place and is co-constructed in changing communities of practice, (see internal system socialisation 11.3.3). Occupational therapists must therefore be enabled to understand their negotiations of occupational agency and its relevance to their professional identities in their context. To question, what this means, and how this enables them to maintain their true values of practice rather than respond to the structural expectation. As

Mackey, (2007) advocates, *"researchers and practitioners… need to look for professional identity not in central locations of the professional associations and academic institutions but from the bottom up perspectives of everyday lives of local and particular occupational therapists" (p.100*). This will enable the profession to seek understanding of its values and action to do, to support skill identification, to engage in our occupations to create, shape and inform the professions identity. Therefore, considering the negotiations of occupation to learn to reflect on our actions of what we do, and why we do it is essential to developing the flexible identity of the occupational therapist. Instead of continually being in a state of conflict between perceived external structures and negotiations that exist, as Sophie (DG2) advocates "to *take time to be truly client centred"* where an opportunity for the performance profile lies (see chapter 13).

11.11 Negotiating tensions of frameworks and theory

Negotiating the tensions between frameworks and theory was prevalent throughout the data generations. This indicates the challenges for the therapist when negotiating their role in practice settings; guidelines and theories of practice and transitioning of skills that utilise evidence that is associated with practice yet remains unvalued within external structures.

These negotiations were evident throughout all of the data generations. DG1 and DG2 investigated the use of the performance profile, and participants questioned *"where is my role"*. Participants expressed feelings of being *"disingenuous"* when teaching students as a result of the service restrictions. Consequently, the participants recognised that *"this is what we should be doing"* when considering the intent of their practice. It became evident that a tension existed between the therapist need to *"fight on"* (see memo fight on OTs) despite of the external structures that influence the internal negotiations of their occupation. DG3 refined this concept where the theories, philosophical intent of practice and frameworks were expressed to either be supportive of their occupation, such as, for others to acknowledge their practice intentions, or a barrier, where the frameworks are seen as an answer to the client's needs over a guideline of practice. Cathy (DG3) alluded to the dependence of the frameworks and the internal negotiations of the therapist in feeling that they have to respond and act on generalised reasoning, which lacks contextual relevance to practice and the client: "*I don't know. I don't think it's messing it up, I think it is needed to help doctors, to help insurance companies, to help PTs understand what we can do, but it's messing up our internal profession. So, it's helping the extrinsic factors, but intrinsically us, as a profession, it slows us down, because you have to then take what you learned based on that framework*

and make it abstract and that's where the years of practice comes into." This indicates the challenges of transitioning skills and the essential need of exposure, to utilise evidence through reflective and reflexive reasoning. It suggests that the participants were often expected to adjust their occupation to service expectations and the framework (USA) regardless of the client's needs. It represents the participants "act of survival" to engage in their occupation, when feeling undervalued for their contribution (Clouston and Whitecombe, 2008; Hasselkus and Dickie, 1993).

It is recognised that client and professional perspectives differ in many critical areas such as the preferred approach to service delivery; priorities of treatment goals and definitions of rehabilitation are a few examples of the discrepancies between the service, client and professional (Corring and Cook, 1999; Hammell, 2007; Rebeiro; 2000; Griffith, 2000) McCormack and Collins, 2010; Townsend and Polatajko; 2007). This is relevant to the views of Iwama (2006, p. XV1) who indicated that; clients of occupational therapy represent constellation of unlikely and socially constructed spears of experiences. Yet occupational therapy as a profession holds on to its own narratives of occupation and occupational therapy including those borrowed from other disciples such as *"medicine and proceed to translate them onto our unwitting and often vulnerable clients".* This indicates that the imposed tensions of the participant's daily practice were constantly negotiated through socially constructed perceptions because of their exposure, the service, and the professions expectations. Subsequently, the tension forced reasoning beyond the participant's professional philosophy, to ensure that their relationship remained strong with the service and a collaboration with the client

as determined by the framework of the occupational therapy profession (AOTA, 2017) (USA). Consequently, in the sense of belonging meaning: *"a life worth living"* (Hammell, 2004 p.6) it is suggested that the knowledge and information of the profession becomes embedded as assumptions and taken for granted (Hammell, 2009) without, critical appraisal that enables the framework of evidence to be associated with the clients need to feel authentic to practice, and a sense of belonging (Hammell, 2004) (see figure thirty six).
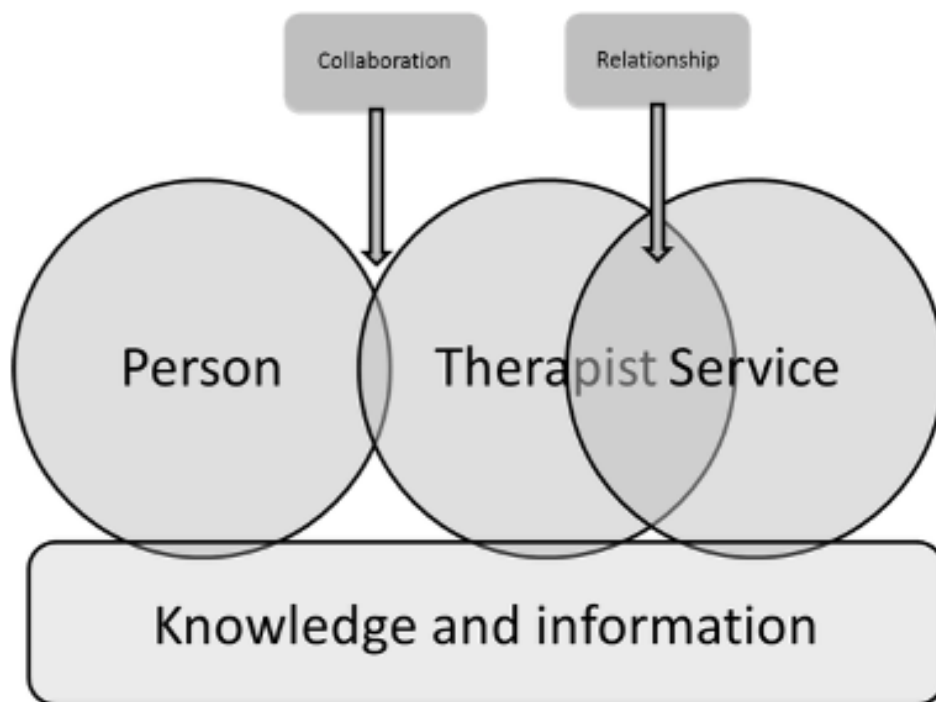
Figure thirty seven: negotiated tensions between the client therapist services and frameworks of practice. (Perryman et al, 2019).

Accordingly, Eastyn (DG3) expressed the challenges of the delimiting language of the profession to enable others to understand the occupational therapy value in practice. For example, to understand the occupational therapy role e.g. the term *"function"* which takes for granted evidence that appears to be lost in the context of what is regarded as gospel of reasoning.

This highlighted the challenges of imposing views on the participant without the ability to negotiate the understanding for their client's needs, Eastyn (DG3): *the term function is delimiting to the profession we are losing our own concept of occupation. If you are using occupation and you are doing occupation practice, no wonder why people don't know what we do. You are losing the role without language.... the royal we OT really know what assessments actually mean and how they are developed and how they relate to population and context. Standardised assessments have a place, but they need to have a critical eye to not be taken as gossipal.* Eastyn (DG3) and Cathy (DG3) further speculated that these theoretical frameworks and guidelines enforce the position of the occupational therapist in practice. Eastyn (DG3) however noted that therapists can become confused in terms of **"what is our position";** *"OTs are not medical, but we are the guide to re-engage people after illness etc., the people we work with have innate needs which may lack the opportunity or justice due to varies of reasons, may lack the modified skills to engage in occupation. It's a bullseye some people can do what they do themselves, but I work it out with them to be a tool and have the capacity to enable them to maintain the standards in which context they are developed".* Conversely, Cathy (DG3) voiced that due to contextual restrictions, *"occupational therapist try to be more medical",* when questioned why? she queried *"are they are OT's?"*

 She speculated that during the transition of becoming a therapist through the early career perspective and socialisation, (see negotiating philosophies 11.3) many do not understand what it takes to activate the holistic role of being a therapist, and were unsure if the opportunity arises to consider this in-depth beyond a five year perceptive. *"Because we get taught the social component, therapeutic communications, the engagement, the relationships, but do you really understand it until 5-10 years out*

of it? I feel like there are a lot of new therapists that act like the medical model until they can conceptualize some of the components." This was evident in Iris response when asking her of the framework, she noted: *"To be honest with you it's not really something I seek out... Its embedded in my brain, bits and pieces of it, I couldn't rattler off the entire thing, it makes me on the fence, because its helpful to shape the practice... but it is limiting too.* However, Iris did not explain or explore her limiting factors, which contribute, to her disregarding the (USA) practice framework (AOTA, 2017); it was something she would need to ponder up on as she was not bound by its rules or guidelines due to her private sector work.

11.11.1 Implications for practice

This negotiation indicates the challenges of interpreting and questioning the therapist role in terms of the evidence provided, the essential need to develop critical thinking skills and the ability to integrate this into the in occupational therapy practice. It alludes to the essential components of one's awareness of imposed frameworks upon the action and responses of the therapist. This is useful to understand and support reasoning of; what we do, and why we do it, yet, it does not apply contextually to all practices. However, as Eastyn (DG3) recognised, frameworks do not include up to date reasoning and therefore, must continue to challenge the evidence with populations and context. Consequently, as Cathy (DG3) asserted, it is essential that we remain aware of the guidelines for practice and how this limits the scope of what we can and cannot do; Cathy (DG3): *"Yes, You learn about all of this stuff that you can do and should do, but then you get in the system and what you can't do. You try to simulate a lot, but that doesn't help with generalizing if they can't generalize in a cognitive level".* In line with the concept of the

health system's expectations of practice, it is essential to understand how the frameworks are placing expectations upon the role of the therapist. As Eastyn (DG3) referred to, confounding one's creativity to break the bond of practice to carry out the true role of therapist as *"defined by the client in which you are working with"* and to Cathy (DG3); *"stop to attempt to make an abstract profession concrete."* Yet to educate the therapist to use skills, which will enable them to carry out their role and make informed decisions, based on clients' needs in preference to the process of applying one set "frame" of practice. The finding highlights the essential component of development as Cathy (DG3) expressed, *"feedback and mentorship",* which, alludes to the ability to reflect and negotiate exposure of skills through occupational agency within a context.

11.12 Occupational agency as a foundation for engagement

The perceived external structures of the participants were identified as the social, political and financial negotiations of occupational agency, to engage within their occupation, as occupational therapists. This shaped how the therapist engaged within their practice intentions and scope of skills within their occupation. Participants' expressed that they were bound and guided by the expectations of the perceived external structures. This led to expectations of their identity and values of practice, causing tension between the associated frameworks and theories of the occupational therapy profession.

Professional identity is constantly negotiated through structures and actions, which shapes agency, and subsequently, engagement in occupation. The findings recognise that the negotiation of occupational agency is seen as imperative in the process to allow the therapist to make the unimaginable manageable and to provide a sense of freedom in their ability to act and carry out their occupation of being therapists. This process is essential to understanding the internal system where the therapist adopts these skills through exposure that adjusts their transitions within their occupation. It therefore is imperative to acknowledge occupational therapists not just as human beings, but as occupational beings, who possess the innate need to make and create. To recognise, how the profession is divided continuously by an inner world, and an external reality, and how this tension, compels the participants to engage within imaginative processes is paramount. This will

enable *"movements to give a sense of balance, and deepest consolation of our greatest glories"* (Thompson and Blair, 1998.p,54).

As occupational therapists, within the profession we must acknowledge the ability to step back from the caring role and be seen as part of a system. To provide the opportunity to consider the profession as occupational beings who are intrinsically active and creative in engagement with a balanced range of activities in our daily lives in order to sustain our health and wellbeing (RCOT, 2015) and those of the people we work with. It provides an opportunity for the profession to embed our methods and the craft of being an occupational therapist. To acknowledge that; to craft is a skill, but creativity can be taught. Through utilising creativity, the therapist is able to craft their time using reflective and reflexive processes to develop creativity and innovation. To question, the interconnected components of our barriers to be an occupational therapist, to manipulate environments and develop skills to create opportunities for action through professional artistry (Schön, 1987). Hence forth, our ability to do, to be, and to become is found within the process of creating, and to practice occupational therapy through our craft, with the vision to craft our creative occupation (Perryman-Fox and Cox, 2020).

11.13 Section Summary

This section outlined the interwoven perceived external structures and internal system of occupational agency when considering the occupation of the occupational therapist. It highlighted the internal system, required skills and

the negotiated transitions of the occupational therapist. This subsequently identified the properties of the perceived external structures, which impel the therapist to negotiate their occupation in practice. Following the process of how this impact upon the therapist is now outlined through the consideration of the consequences of the negotiations.

11.14 Consequences of Negotiations

The category of the consequences of the negotiations has been consistent throughout all of the data generations. The finding became apparent because of the participants sustained negotiations of their agency. It highlights the impact of the conflict between the participants internal system and perceived external structures. To remain true to the values of this research*, to hear the participant's voice,* this category is presented solely from the participants perspective over being compared with extant resources. Table eleven highlights the category, subcategory and properties.

Table Eleven: Consequences of negotiations, category, subcategories and properties

Category	Subcategory	Properties
Consequences of negotiations	Consequences of negotiations	• Changing roles and services • Fighting on or diminishing responsibility • Transitioning and skill development • Health and wellbeing of the therapist

11.15 Changing Roles and Services

Throughout all of the data generations, the participants felt they were negotiating the values of their practice, the expectations of their client and the service they worked. Consequently, this led to the participants choosing to work in alternative settings. For example, in DG2 Hannah highlighted her ability to work holistically within the veterans' health care service, although for Leanne, the service restricted her values for practice. This resulted in Leanne moving to an alternative service and system. DG3 solidified this concept;

Cathy, expressed that whilst she enjoyed being a therapist, she also maintained a second role within academia, to step away from the politics of practice; "*Cathy; because you can get out of the politics of it… such as productivity (how many people you see every day…. Just because it is frustrating with the politics and there are so many different avenues with OTs which is good, but at the same time, I see people getting frustrated and just changing what they are doing altogether.*" Similarly, Eastyn (DG3) emphasised that he adapted his practice intentions, "*I was getting over the politics in the job I was in, and the job came up at the university came up and I took that instead.*" The aim of both of the participants was to contribute to the "*next generation*" of the profession, to enable students and newly qualified graduates to transition successfully to prevent burnout and the impact upon the newly qualified therapist's wellbeing.

The action of changing services indicates the challenges for the participants to maintain meaningful engagement in their occupation. It identifies with the negotiations of values, the perceived external structures and their agency. This consequently led the participants changing their role and services they worked in the hope to live coherently.

11.16 Fighting on or diminishing responsibility

The concept of fighting on or diminishing responsibly was an observation where the participants would creativity resolve their conflict with the services in which they worked. Annabelle indicated that she did not respond to the demands of the service stating, "I *never subscribe to determinism*". This was the same for Sarah and Victoria who appeared to exercise their "professional artistry" (Titchen and Higgs, 2001) and adjust their direction of practice to carry

out their values for practice. This process involved the essential transition between negotiating their occupation and the environment they are placed. Amy DG2 expressed that despite that the performance profile would be in conflict with the health care system and insurance expectations; *"insurance, I don't care about that"*. This finding indicates the process of diminishing responsibility from the external structures expectation that impact her values as further voiced by Cathy; *"Not really caring what the policies say. I'm very vocal about it. I think some of the policies that are out there right now, I don't agree with it, but at the same time, I'm still there for the patients"*. Although, as Eastyn (DG3) expressed, the participants engaged within the process to creatively move beyond the borders and barriers of practice to utilise their skills purposefully, it was evident that this takes exposure and resilience.

Before DG3 I was able to gasp the concept to *"fight on"* and how this appeared prevalent within the profession at the time. One year later Cathy expressed this tension and the need to *"fight for my needs"*. This indicated the impact of the constant negotiation upon the therapist wellbeing. It was specified that the success of transiting and the skill development can affect the occupation *Cathy: You'd like to say it doesn't, and I think as a new practitioner yes, it does, because there is always talk about it, but I think that is one of the benefits of being pool or filling in for people, because then I get to truly focus on the patient because if they don't make gains it's not on me.*

This suggests enabling the therapist stance within practice is to provide time for professional development and consequently their health and wellbeing. The opportunity will therefore provide space to ensure the negotiation of their

values and purpose are taking into account to carry out their occupation, of being an occupational therapist with valuable meaning.

11.17 Seeking Balance and Choosing Priorities

Participants referred to other important roles with their life, such as being a wife or mother. This determined whether they had the energy to continue to *"fight for their rights"* to associate priorities of their occupation. The concept was voiced initially by Victoria who expressed the pressure of social expectation to carry out multiple roles as a women, painter, coach, and occupational therapist (memo; can we let go? p.198). This negotiation she experienced restricted her time to prioritise others, over being able to engage in her occupation and identity as a professional. I later inferred in my following memo, that it was if she was expressing, she *"must embrace her restrictions of engaging in meaningful occupations, to enable others to participate"*.

Accordingly, Gina (DG2) also identified her role as a mother and the continuous pull she feels between her worlds to engage in her meaningful role as a therapist; i*n occupation; " I have 5 children and even in terms of those fabulous 5 children and the utilisation of my skillset to help support them in each of their different needs, being very clearly 5 individuals, my daughter has ADHD and my son had a couple of things going on health wise and all of that really to kind of help facilitate how they really do function in life and what you have to do help kind of get someone to the point where they can do things successfully with little support or guided support or all of that kind of stuff."* and further, Cathy who expressed the priorities between her roles; *"I'm still there for the patients and my number one role right now is mother, so what fights do I want to fight? "*. This emerged concept identifies the tension within

the negotiations of personal and professional values. Yet despite this tension, the participants expressed a calling to be an occupational therapist;

Bonnie (DG2) ; *I needed to find it on my own and I already had kind of a foundational understanding of what it was and realized the same things that brought me to farming, which is this foundational, essential thing that you are providing for people, you're growing their food, and O T similarly kind of uses the foundations of our life to support healing or give meaning to life, so it made a lot of sense and it was a really smooth transition*

Gina (DG2) ; *It's interesting, even in this conversation that we're having that it chooses you;*

Cathy (DG3) *OT is A life. I do some of this stuff on my husband. I do it with my kids all the time. I do it with my dad all the time. Granted, everybody has stuff to work on and I think it is always a learning thing, but I feel like I am more adept to dealing with life struggles being an OT myself.*

This indicates that whilst the participants continue to seek change of the services, they are forced to negotiate their embedded values where their profession is part of the person that they are. These skills therefore contribute to what they do and why they do it. Furthermore, it highlights the constant pressure and tension of meaning, where at times some may think you can leave behind at work, but as a professional and from a personal perspective you are consistently seeking that change in the hope to live coherently between your roles.

11.18 Transitioning and Skill development

The dynamics of the consequences is observed as a transition. This transition is seen within occupation (see internal system) and as a consequence of engagement. The experience is identified regardless of what stage you are within your career. The main transition, which was alluded, was from student to practitioner, it was identified that the therapists are cultivated by the service expectations, which were in conflict with the occupational therapy philosophical intent. Participants therefore alluded to the skill requirements to gain the opportunity to move beyond these tensions to obtain *"a real-life view of what is practice"* (Iris, DG3). Likewise, Eastyn and Cathy both voiced the concept that the students require skills to push them beyond the *"5 year practitioner mark", to ensure as Sophie (DG2) expressed not "feel disingenuous" when teaching the students the ideal perspective of practice.*

Iris (DG3); *" I am honest with my students, I enable them to see the challenges of practice and I throw them into it, its important for them to be exposed to learn from the process to be able to understand it". (taken from notes)*

Eastyn (DG3); *" Using professional development to find the voice to shape and develop the professional identity and then transitioning into a role which is more valued towards this (education) you are burnt out from the services and there's only so much you can do, now its about changing that vision for students to be able to be prepared because of your experiences".*

Cathy (DG3); *"Like, having a free clinic or having patients come in and this is their story and this is what you could do with them, because that's how they're really going to learn, and right now, we're teaching conditions and then they take 5 years of learning on the job to be entry level, why if we can't make those experiential learning in the classroom, would we be more successful in the long run?"*

The skills which were identified were "soft skills" meaning the ability to communicate and move beyond the barriers of practice such as;

- developing resilience against external pressures,
- communication within the profession and external teams, interacting within these teams,
- reasoning outcomes and purpose of their interventions,
- advocating for their role and the clients,
- negotiating between learnt skills and professional development,
- questioning current practice areas and expectations of practice,
- critical thinking and debating the current "expected" services,
- to carry out analysis and appraisal and its association to one's role.

It was articulated that, despite the steep transition from graduate to a newly qualified status, it is essential for the therapist to identify their continued commitment to professional development. They recognised that transitions happen consistently, and it is how you manage and redefine these through your experience and introspection (also known as reflection), which determines its success and progress within the occupational therapist career. However, it was recognised that in the process of transitioning, this has consequences upon the therapist health and wellbeing, when therapists ae

unable to *"take time"* (Sophie, DG2) to reflect and negotiate their role as expressed previously through the feedback loop of exposure and transition.

11.19 Health and wellbeing of the therapist

Consistent throughout the data generation, the concept of the health and wellbeing was prevalent. The implications of the perceived external structures and the interplay between the internal value create the ultimate consequence of impacting the health and wellbeing of the professional. This could be as a result of the lack of balance to be able to carry out their role as practitioners, and the influence of understanding of the pressures of the external structures upon the therapist wellbeing, Iris indicated this challenge.*"it's bad and I think burnout and stress and mental health, emotional health of the therapist, I think that is something that is really lacking our society as a whole right now, because how are we supposed to deal with really challenging situations of clients that are experiencing disabilities and illnesses and accidents and all of this kind of stuff and if we are so stressed out ourselves as therapists, how do you help when you can't even help yourself at this moment?"*. Eastyn speculated that this could be because of the philosophical nature of the profession, which has the tendency to provide which could essentially be harming the wellbeing of the professional; *"I mean we work in a caring profession and it can be hard. Doing that, moving into health care and not having good coping strategies for and this is just me talking from my personal experience it burns you out. It has the potential to hurt you, so I think I guess my role is now to better prepare the OTs for the health care but also the reality of the changing health care system"*.

This finding is alarming from the perspective of individuals attempting to enable a healthy society, it would appear that the profession remains to be

marginalised in a system where we are contributing to the health and wellbeing of society yet restricted in our freedom to enable our roles as professionals. As Iris highlighted it is conflicting to our purpose to support others, how can we contribute to the wellbeing if we cannot declare our own occupations as occupational therapist. If the perceived structures remain to enforce us to forfeit our wellbeing in the process?

11.20 Section Summary

This section outlined the main categories and subcategories of the developing theory, suggesting that due to the restriction to enable the values to of the professional to meet the desired outcomes, the therapist is consistently restricted in their values of engaging in meaningful occupation, their agency, actions and identity. This forces the therapist to adapt their practice and forfeit their intentions as a professional. It is clear this process involves a time of transition and exposure to build the skills, and as Eastyn (DG3) noted, the coping strategies to enable the therapist to carry out meaningful and purposeful occupation as an occupational therapist. Consequently, the therapist remain *to hope to live coherently*, and therefore either move to an alternative area of practice, *fight on* or *diminish responsibility*, or become *burnt out* professionals who are cultivated to practice their role as defined by the environment they are placed.

As Cathy notes; *"are they even OTs?"*. From a macro perspective, the outcome is the lack of understanding of the occupational therapy profession. Therefore, the consideration of the dynamics between the internal system, external

structures and the consequences is essential to understanding not only the implications upon the individual therapist, but the professional standards. To question, how the impact of the structures creates tensions within and upon the occupational theory procession, and how can we educate our future practitioners, to consider the process of occupational agency. It is suspected that this will enable the profession to successfully negotiate how we use theory and frameworks appropriately to inform our practice.

11.21 Chapter Summary

This chapter presented the affirmed categories of: "the internal system", "perceived external structures" and the "consequences of negotiations". The process consisted of constant comparison between the data sets to aggravate the conceptual categories, the emerging theory, their relationships and properties. Extant literature served as a fourth layer of analysis, which supported the abstraction of the theory. Chapter 12 highlights the theoretical abstraction and relationships of the categories as a presented theory, occupational agency the hope to live coherently.

Chapter 12: Occupational Agency the Hope to Live Coherently

12.1 Chapter Overview

This chapter presents the constructed theory of occupational agency, the hope to live coherently. The three categories of the "internal system", "perceived external structures" and the consequences of negotiations identify how the experiences of occupational therapists shape their agency, action and consequently, their professional identity. Chapters 8, 9, 10 and 11 ground the categories and developing theory through the participants' voice. It is acknowledged that while participants discussed their experiences, this was not in absence of the external structures, which was identified as a product of their perception and reflective experiences. The three categories whilst complex in nature have the capacity to freeze the professional or create an active engagement within a transition period. However, despite the challenges, all participants expressed *the hope to live coherently*. The status of one's professional, occupational identity and the ability to engage within the negotiation of the internal and external structures has been identified as the *occupational agency*.
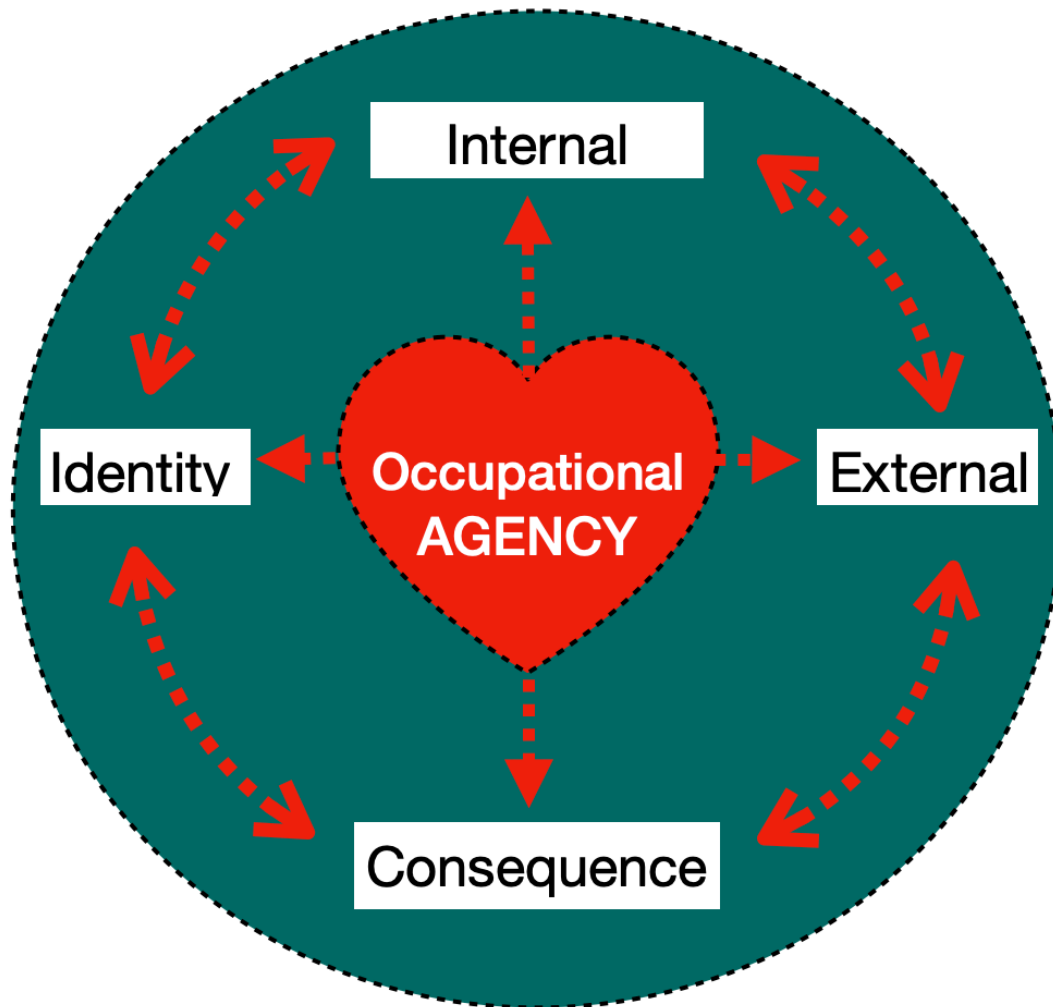
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Figure Thirty Eight: Illustration of the substantive theory of Occupational agency the hope to live coherently.

The core category of **"occupational agency the hope to live coherently"** is adopted by the challenges within the process to enable the status of occupational agency to be fluid within the context of practice. The main factors, which describe this, can be viewed as the following concepts.

Internal system: the internal process of lens development, interpretation of external structures which transitions to expose the therapist to establish their internal capacity. This stimulates a response of negotiation of values, habits,

roles, routines, meaning and perception of the internal reality. This forms action within the perceived external structures and subsequently engagement in occupation that contributes to professional and occupational identity.

Occupational agency the negotiation of engagement and performance is the process of negotiation between skill and capacity to engage with the perceived surrounding structures to engage in occupation true to their values.

Perceived external structures: the perceived barrier or facilitator which enables the therapist to carry out their intended occupation in the hope to live coherently with their values. This is twofold, transitive process it is not a one-way system and consistently dynamic between the internal system and occupational agency.

Consequences of the negotiations are the experience of the therapist's negotiations. This is identified as either a barrier or facilitator to successfully engage within occupation. How the consequences are perceived formulate exposure that simulates future agency and actions. This ultimately, shapes the professional and occupational identity.

These four factors are bound together by the unifying core category of "occupational agency the hope to live coherently". This unified theory is depicted in figure thirty seven. This stance is adopted, and the interaction occurs in the context of coping with the dynamic and ever-changing occupational therapist, occupation, identity and role within the health care system. The tension is shown

within the diagram which encloses the therapist within their perception of the dynamics in figure thirty seven the theory proposes that, whilst the therapist's occupation is typically seen as independent and expected to be driven by the professional, this is in fact a question of external forces which can be perceived as beyond their control. Therefore, the absence of skills does not in fact highlight that the therapist cannot do their role, yet the external structures need to be aware of the consequence of expectation, which are beyond the capacity of any individual person and their values. Consequently, the experiences create an environment where many misinterpretations exist that concern, the feelings of the professional, misunderstanding of their identity and experiences, coping strategies and capacity to engage. It identifies that to enable a therapist to engage within their occupation. It is foundational to enable the therapist to recognise the challenges to regain a sense of creativity, agency and negotiation to live coherently, where perceived time is the one of the core foundation and factors. The impact of this information is to bring to light the consequence upon the occupation of the therapist and their wellbeing to the broader profession and services in which we work.

The following interpretative statements or theories are proposed to describe the negotiations the occupational therapist, which are interpretatively constructed from the data;

• A process of negotiation exists between the internal system and perceived external structures of a person. These negotiations have the potential to

render the persons true values of occupation when capacity to engage is challenged.

- The person's identity is consistently fluid through external structures, their negotiations and the perceived external impact upon their role. Transitions are identified to be present within and as an outcome of engagement in occupation. These transitions are identified to be a barrier or facilitator that maybe fraught with tension.

- The engagement in occupation considers the cognitive and physical process of a person which invites negotiation of values, habits, roles, routines, meaning and perception of internal reality, that form action in our perceived external structures and subsequently, engagement in occupation. This stimulates occupational identity, which results in either a barrier or facilitator to occupational performance.

- A person's interactions and perceptions are contextually and culturally bound. The negotiation is determined by their previous exposure and perception, which continues to develop throughout their transitive experiences (See figure thirty seven).

- Perceived time to work with clients and carry out personal development is a core foundation to the value of the role of the therapist

- Reflection and feedback form exposure to develop skills and strategies is paramount to maintaining the values and purpose of the occupational therapist, occupation.

- Creativity is foundational to the therapist identity and ability to make decisions to carry out their purposeful occupation and those of their clients

- Therapist continued negative experiences renders their agency, which causes "disingenuous" feelings towards practice and education.

- Therapist adapt their role through either changing services or disregarding external pressures in the attempt to live coherently with their values of their occupational therapy role.

12.2 Constructing Theory Summary

A comprehensive description of the research analysis process, the narratives and diagrammatical representation of the theoretical coding generated from each data generation and the methodological techniques used to construct the grounded theory have been outlined In chapters 8, 9 10 and 11. The steps in this process of theory generation are outlined within <u>chapter seven</u>. These steps were carried out in this study are described here in detail. Constructing theory is a complex activity, which requires, intuition, interpretation and creativity. Facilitated by the consistent interaction with the data.

This study construction of the theory has enabled the concepts and the categories identified to be examined and explored from multiple perspectives. This has been constantly compared to the previous data, tested, challenged, verified and substantiated until the construct theory was viewed as the best fit to describe the generated data alongside the final layer of analysis of the extant theory. Because of the constructivist approach and the main purpose of the research, that every voice count, the findings have included all of participants within the chapters to ensure that the broad stance and influence upon decision-making was made explicit. This provides the reader with an understanding of the unique and shared experience that they brought to this study. An analytical and descriptive representation of the concepts and the theory was used to illustrate how the findings of the study were constructed and supported by the generated data.

To finalise briefly the findings of this study it is useful to acknowledge the developing research questions. The final research question of this study was; *what are the negotiations of the occupational therapist?* The overarching constructed and explanatory theory is that occupational therapist engages within the process of:

"occupational agency; the hope to live life coherently"

The main constructed grounded theory categories developed from the generated from the rich data to understand the negotiations of the therapist are:

- The internal system

- The perceived external structures

- Consequences of negotiations

And the impact upon the experience of the occupational therapist is:

- Reduced wellbeing purpose and engagement

- Switching roles within the profession

- Loss of identity and purpose

The performance profile as an opportunity for action is now presented in line with the findings of the research.

Chapter 13: The Performance Profile: The Opportunity for Action

13.1 Chapter Overview

This chapter presents the performance profile as an opportunity for action. It highlights its purpose, background, theory and the relevance to the participants' responses. It concludes the potential to use as a professional development tool to address the occupational agency of the occupational therapist. The administration process can be found in appendix one.

13.2 Background

The Performance Profile is used for the evaluation and planning of any component of performance. The technique provides understanding and quantifying perceptions of experiences and measuring these against action (Butler, 1999a, 1999b). The Performance Profile is a natural application of Kelly's personal construct theory, Doyle and Parfitt (1997 p.116) stress '*Essential to the development of Performance Profiling strategy is Kelly's assertion that whilst people can interpret situations in a similar manner, fundamentally, they are unique in their interpretation of events'*. This enables the opportunity to review and revise actions for professional or personal development.

13.3 Theory

The Performance Profile process has been developed as a natural application of Kelly's (1955) Personal Construct Theory. Kelly (1955) postulates that, *"a person's processes are psychologically channelized by the way in which he*

anticipates events" (p46). This process is determined as construing, which represents the way we interpret the anticipatory process to review meaning from the success of events that we experience, (Gucciardi and Gordon, 2009) with *"people place and hypothetical ideas and the ideal self"* (Hare, Durant Hendy and Wittkowski 2012 p.468). Although, the PCT identifies that persons may feel an apprehension of their constructed reality, this reality is developed from a personal perspective and therefore, the interpretation is deemed to be free. Kelly (1955) proposed that a range of interpretations might be made of an event that reflects the biography of an individual. Therefore, experience is shaped by our social identities; class, gender and ethnicity that are also patterned collectively (Cree and Macaulay, 2002). Consequently, to actively seek to make sense of our world, we must review our perceptions, which are maintained hierarchically organised internal representations to make predictions that we test for their efficiency (Gucciardi and Gordon, 2009). Kelly (1955) proposed 11 experience corollaries, which may respond to our anticipatory choices (figure thirty-eight) (Butler, 2009). It is proposed that this is the core element of the theory which explains the persons' psychology, not from a historical perspective, although as it is a reflection through a *"rear-view mirror which is respective of anticipatory chocies"* (Shotter, 2007 ; Butler, 2009). The fundamental postulate implies that:

- We reach out to the future

- We discriminate (construe) the events before us

- Construing enables us to anticipate future events to predict what may happen,

- and we strive to make sense of the world ourselves;
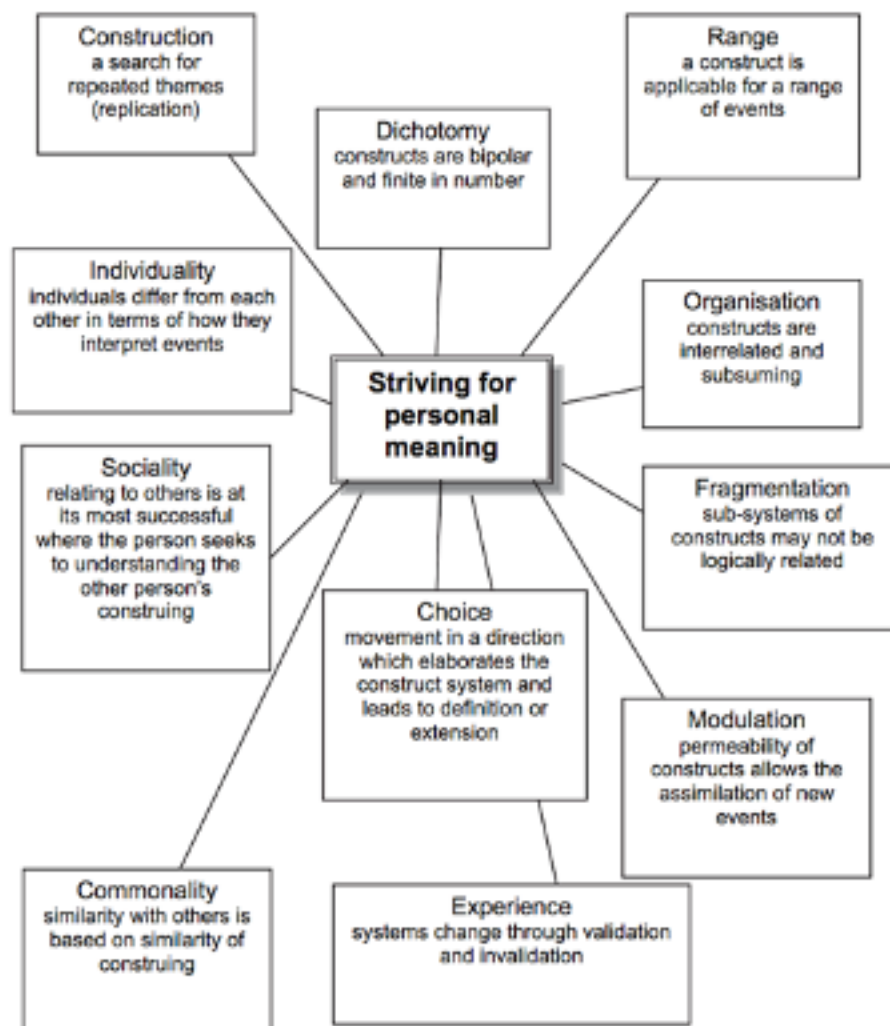
Adapted from Butler & Green (2007) with permission.

Figure Thirty Nine: Kelly's (1955) eleven experience corollaries.

Butler (1989) identified with Kelly's notion that "we as scientists make personal *meaning as a dynamic process that proceeds the process of experimentation*" (pg.76). Therefore, while we as scientist's act, we are testing our hypothesis about the effects of our intervention. If the action has the expected outcome, then the hypothesis is confirmed until the next occasion. If the outcome is negative or unexpected then our theory of our world, may be

modified and on the next occasion we may consistently be adjusting our hypothesis to test this (Cree and Macaulay, 2002). The outcome of the performance profile is to create a personal understanding to create self-directed development with a long-term impact. This promotes the monitoring and evaluating of perspectives and internal drive.

Kelly (1991) recognised the significance of *"action method"'* for person to feel empowered and to be able to make action or behaviour happen. It is recognised that this ensures a sense of opportunity for one's role to be fruitful. Kelly (1991) agreed with Jacob Moreno (1988) humanistic psychologist when considering a person's role to "*engage the emotions, imaginations and commitment of a client, often rather better than through talking about them"* (Palmer and Whybrow, 2007). It is recognised, at any moment, a person's actions contribute to the unfolding personal story they create in a living and by revisiting these actions, they not only provide feedback, on a behavioural experiment, but they provide messages to others about the goals that they strategically chooses (Palmer and Whybrow 2007).

13.4 Action

The performance profile provides an opportunity for use as a reflective tool to identify the professional's personal constructs, and their bias when working with their client. This allows the client to independently identify their perceived strengths and weaknesses without influence, and therefore intervention is devised with the clients own predetermined qualities to enhance the self-awareness of goal setting.

It is important however to recognise that constructs rarely standalone (Butler 2009). As outlined within the organisational corollary, constructs are both interrelated and subsuming which structures as a hierarchical architecture depending upon exposure and experiences (Kelly, 1955; 1991a and 1991b). Therefore, a diagrammatic representation of the self through the organisational corollary (figure thirty-nine) was developed by Butler (2009). This identifies with the idea that constructs become dynamic over time and subsume pre-existing ideas and responses. Therefore, they are described as superordinancy and subordinancy. The imperative appreciation of behaviour and implying a worldview is demonstrated at the base of the hierarchy reflecting a superordinate constructs through the use of performance profiling with the intention to support behavioural or personal development. This allows the opportunity to consider the action of 'doing' and revising what we "do". The opportunity lies in inviting the professional to identify the qualities of the occupational therapy role, to reflect upon their worldview and the possibilities of changing their theory through experimentation, where, the therapist are reconstructing constructs to enhance behavioural and performance outcomes and essentially meaning of their role.
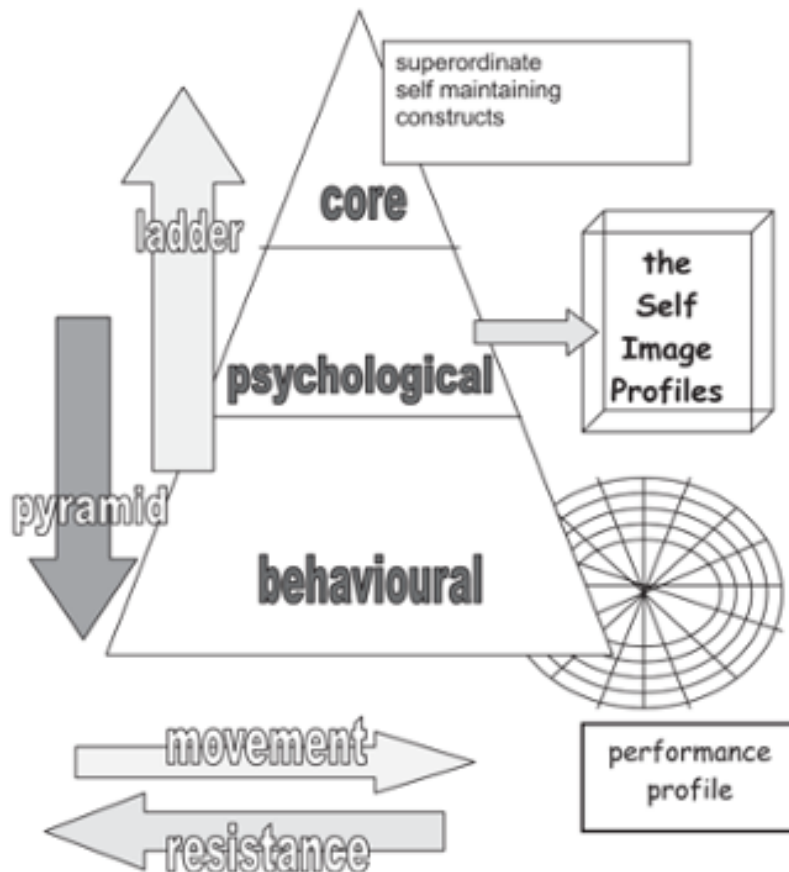
Figure Forty: Diagrammatic representation of the self through the organisational corollary

13.4 Opportunity

Occupational agency has been determined as the process of negotiation of values, habits, roles, routines, skills, meaning of engagement and perception between the internal system (person) and the external perceived structures (context and environment) which shapes our perceptions for future actions. It is recognised that essential to the process of negotiation is the persons narrative where constructs are revealed to be able to review, adapt and amend their theories of and for practice (Kelly, 1955). The participants not only outlined the opportunity to hear their clients voice but identified their self within the process to enable them to investigate their occupation (see DG1 Victoria, and DG2

Bonnie). This will enable the therapist to seek understanding of their values and action to do, to support skill identification, to engage in occupations to create, shape and inform the professions identity. Therefore, considering the negotiations of occupation to learn to reflect on our actions of what we do, and why we do it is essential to developing the flexible identity of the occupational therapist (Mackey, 2007). Instead of continually being in a state of conflict between perceived external structures and negotiations that exist, as Sophie (DG2) advocates "to *take time to be truly client centred".* Importantly, it creates the opportunity to investigate the transitive view that motivations and processes are never fully independent form our physical, social and cultural realms, therefore by identifying with our desires and reflecting upon the perceived external structures, provides an opportunity to seek alternative constructions of the world and enable action in accordance with ones intentions. Therefore, the performance profile provides the opportunity to carefully investigate our taken for granted knowledge and process of engagement to stimulate change and action, which consequently, could protect the therapist health and wellbeing through engagement within purposeful occupation.

13.5 Chapter Summary

This chapter briefly introduced the performance profile, highlighted its purpose, background, theory and its relevance to the participants voice and action. It concluded as presenting the performance profile as a professional development tool to address the occupational agency of the occupational therapist, and its relationship to this study through the participant's voices. The following chapter outlines the limitations and implications of this research.

Chapter 14: Limitations and implications

14.1 Chapter Overview

This chapter addresses the limitations and implications. For the limitations I readdress the; methodology, ethical considerations, participants, data generation tools, analytical tools, trustworthiness, credibility, and time and reflection. The implications consider, this study's original contribution to knowledge, practice implications and future research questions to consider. In the final chapter I outline the conclusions of the study and end with a final reflection of the research process.

14.2 Limitations of this research.

14.2.1 Methodology

This research used a pragmatic constructivist grounded theory method (Charmaz, 2014) to explore the negotiations of occupational therapists. The participants engaged with the research to share their barriers and facilitators of their occupation of being an occupational therapist. From these generated perspectives using performance profiling as a tool, a constructed grounded theory of occupational agency the hope to live coherently emerged. The social constructivist nature of the methodology means that the outcomes within this research is just one of many potential stories. Data generation and reflexive tools were used to ensure that the story is one that is trustworthy and credible to permit the participants voices to be heard, and bias were addressed within the process. There was a clear need for this constructivist grounded theory to be

used to inform practice guidelines to support occupational therapists' occupations.

14.2.2 Ethical Considerations

Ethical considerations for this research were considered to maintain confidentiality of the participants, this imposed some limitations. For example, direct access to express the participants place of work and area is a foundational factor to consider contextual analysis of the participants responses. Using these examples would have supported further data generation and gained depth of perspectives. Although, the contextual factors have been used and reflected in the findings, the whole story line could not be presented within this thesis due to protecting the participants identity. The data generated was very rich and extensive, and all has been inducted within the analysis, this has focused upon the generated research question which could have been taken further. For example, the narratives could also address questions associated with their client interactions, rather than the service they work. The thesis therefore could not include each participants response on the basis of the world limit and as a result of the focused methods of constructivist grounded theory examples were chosen to support the developing theory, which frames the analysis and results in bias when presenting the findings. However, it is important to acknowledge that this study is an interpretative construction (Charmaz, 2014) and therefore does not claim to be bias free and these issues have been explored through reflection and reflexive processes.

14.2.3 Participants

The findings have implications and transferability for practice guidelines, education and research. However, the findings now require further investigation with a more diverse population. The participants who engaged within this research were 90% white able-bodied females from western countries. The participants stories and dynamics of their negotiations is therefore may not be reflective and generalisable to the wider population of occupational therapists and their experiences.

14.2.4 Data generation tools

The findings of the study were based mainly on data generated from interviews and focus groups which means that there is an inherent bias and limitations (see chapter 7). it is important to note, that given the participants were provided with research information to consider the performance profile or their role within practice. By showing this interest it would have meant that the participants would have reacted in a   particular way to my questions, which could have impacted the depth and clarity of their perceptions, either as an assumption of my knowledge due to being part of the profession, or my lack of contextual understanding. While my international advisor was able to provide some clarity in the process, not all of these approaches would protect against inherent bias within the process as all person's interactions are formed through their experiences and henceforth perceptions are generated (Kelly, 1955).

Charmaz (2014) advocates using multiple interactions with participants to generate data. Familiarity was addressed with this research by collecting data

with my colleagues (see section). Therefore, it was felt only one method would need to be carried out, this was also limited due to the participants time available and financial commitments. However, constant comparison provided useful where multiple data sets confirmed or challenged the generated categories and theoretical developments.

14.2.5 Analytical tools

In line with any other research methods, grounded theory methodology has its critics and limitations. It is considered to be a complex methodology, thorough and time consuming. The analytical process of initial or open coding is very meticulous and can overwhelm the researcher (Creswell, 2007). I acknowledged my sense of analytical paralysis, which took time to check and recheck my constant comparison and theoretical synthesis of linking the categories due to the wide range of numbers of codes. The method approach to break the data into fragments have been criticised to impact the interpretation and meaning of the data set. Atkinson (1998) describes this concern as "the fragmentation of data implied in the coding strategy often leads the researchers to overlook the form of the data and its detail" (Cited in Hollway & Jefferson 2000 p 68). In this research, to capture the micro processes of data generation its form was addressed by utilising symbolic interactionism (Blumer, 1979) as an informant. However, as a novice at the time, it was daunting to manage the data when constructing the theoretical categories and subcategories. The early development of the theoretical categories, which inform further research, has been criticised because it may prematurely influence later data generation and close down other avenues of interests. Although, through the use of constant

comparison and scrutiny of the research through reflexive and reflective processes it is argued this was effectively managed and the credibility of the findings were constructed alongside the participants voices.

14.2.6 Explicit trustworthiness and credibility

This study has followed the methodological guidance of Charmaz (2014), see chapter 7. It has informed the approach to gathering and analysing the interviews, focused groups and contextual data. Due to the flexibility of the method, it is acknowledged that many studies are labelled grounded theory studies inappropriately (Bryant, 2007). This is where the study is said to lack methodological precision which mixes methods to the point of dilution. However, this research addresses the methodological stance form a pragmatic constructivist grounded theory process, the philosophical positions have been justified which align with the method approach of constructivist grounded theory (see chapter 7)**.**

It is recognised that the subjectivity of the theory generation and it's affirmation that it represents the "truth" is questioned. This is particularly from the post-positivist stance such as adopting the "original" Glaserian approach. However, this research declares the constructivist stance which embraces the interpretative approach within the findings of the study. I presented the influences of subjectivity of my position to the research so the credibility of the findings can be judged as identified in chapter four.

14.2.7 Time and reflection

The time taken to complete this research has been a four-year period. It could be argued that this invalidates the findings, especially with the shift in occupational therapy practice due to the current (2020) pandemic and the governmental influence upon the health care service. It would therefore be useful to reconnect with the participants and seek understanding how their negotiations are challenged in the light of the swift change within the healthcare culture.

Over the time that it has taken to carry out the research, this has permitted me to mature as a researcher and therefore I was able to explore issues raised in depth, as an insider and outsider to the profession and context. The time elapsed between data generations, transcription and ethical procedures enabled me to complete analysis. This permitted me to gain skills and confidence to develop and continue to question "what does this mean" throughout the research process. This was enhanced because it coincided with my development as an academic within both teaching and research, where I gained the ability to critically explore, think and analyse. The opportunity resulted in the constructed grounded theory to be firmly grounded within first the participant's voices and the extant literature.

14.3 Original Contribution to Knowledge.

No other studies have been identified which have investigated and grounded the voice of the occupational therapist concerning their occupation. The unique contributions to knowledge are in the form of considering therapeutic approach, the practice reality of the therapist, and a theoretical position to understand the process of their engagement within their valued occupation, as an occupational therapist.

Therapeutic approach contribution: The performance profile as a discussion tool provided insight into the structures that are part of and surround the client centred approach to practice. This resulted in an introduction to use the performance profile as a professional development tool of the occupational therapist to stimulate negotiation of their valued occupation in practice.

Practice reality contribution: investigating the performance profile meaning to the therapist enabled understanding of their negotiations of practice, and the impact upon their occupation, health and wellbeing.

Theoretical position contribution: The contribution to theoretical knowledge is the concept of agency as a part of and a result of occupation. It identified the process that the participant's engaged within their negotiations, the implications upon their actions, and ultimately identity as a professional. It addressed the consequential implications and their engagement in meaningful occupation, and subsequently, health and wellbeing.

Therefore, there is an indication that as a profession, occupational therapy needs to address the wellbeing of the therapist within practice. It identifies the need for ongoing research to enable an occupationally focused approach for the occupational therapist and client. It is suggested with this focus, it will support sustainable therapy and enhance health and wellbeing.

14.4 Implications for practice

Despite the small scale of this research it has contributed to the existing evidence base and emerging implications for practice. The development of the theoretical model which addresses the process of occupational agency and describes the therapist engagement in their occupation has provided new insights (see chapter 12) to understand the implications upon therapist occupation, wellbeing and practice. These should provide insight into the dynamics of the health professional to provide opportunity to facilitate effective practice, approaches and interventions for the clients we work with. This constructed exploratory model could be used to support the occupational therapist understanding of their engagement within their occupation, its meaning and the structures that surround them with are either identified as a barrier or facilitator to their practice. This would provide access to professional development to consider skill requirements to address their transitions within their occupation and professional development to permit their intentions for practice, values and professional philosophy. The opportunity lies in rather than claiming a static identity for practice which continuously is challenged and re-challenged, which creates overbearing negotiation's and "moments of freeze" it

permits insight into professional development for the therapist to question "what is happening". (see chapter 11 for relationships and further implications for practice).

This study does align with the emerging understanding of burnout within health professionals. It permits understanding that the professional is not only a machine within a system, but a human whose health and wellbeing is integral to the development of community health and wellbeing alongside sustainable health care.

14.5 Future Research

Future research would need to consider:

1.Does occupational agency exist in everyday occupation throughout the life span? And if so in what way?

2.What are the negotiations of occupational therapists beyond the white western able-bodied female perspective?

3.Repetition of this research addressing the limitations of the study in respect of triangulation through interacting with colleagues beyond my scope of access.

4.Repetition of this research to investigate the contextual implications upon the occupational therapist within their services they work, alternative contexts and cultures.

5.Further research into the impact of negotiations and agency upon the therapist home and work life balance.

6.The role of the transition within occupation and the implications upon early year and expert practitioners.

7.Skill requirements and development to enable and engage in successful transitions and the ability to develop a fluid identity for practice.

8.Does occupational agency enable one to hope to live coherently?

9.In depth exploration into the factors of negotiation which account for occupational agency.

10.The use of the performance profile in and on practice to enhance professional and personal development early year practice and throughout the life span of the career.

11.Investigating the transitions of early year practitioners using the performance profile tool.

12. Performance profile and the service user, does this enhance the client therapist relationship?

13.The occupational therapist as an activist in practice, education and research, what does that look like?

14.Developing methodological stances throughout research without prior declaration, does this enhance trustworthiness and credibility through constructivist principles?

Translational Opportunity

The biggest shift for me in this work, is hearing a client identify that "therapists want to help, but they don't want to help me the way I want to be helped". This enabled me to see that my participant wasn't the clients of our profession, it was

the occupational therapist (see chapter three). I therefore identified that translational research is essential to supporting the occupational therapist as occupational beings. The purpose enabled me to identify with the professional, their negotiations and restrictions of their occupation which would enable them to truly hear their clients voice. Ultimately, this research raises for consideration the process within occupation, the negotiations between systems occupational agency, the inner system and the external system and the consequences. Furthermore alongside Twinley, (2017) it highlights the spectrum of occupation, which, typically, the profession has identified occupation as a core concept such as making the bed, but often, we miss the purpose of a persons engagement with their occupation, such as, what does to make the bed mean to them? What are the components that make up that occupation? What provides them a sense of belonging in that action? This research raises the question of what makes up occupation, how do we elicit the meaning and what does it truly mean to a person's engagement? As a consequence of my engagement in this research, practice and through heuristic analysis (Moustakas 1990), the impact of this research has enabled me to see the world differently, I am able to acknowledge the alternative lenses of a person's engagement in their occupation, identify with their negotiations and how this impacts on their belonging. This has provided me the opportunity to effectively communicate with people to enable them to do what they want to and need to do in life, to live with value and purpose, and it is the hope that the profession can adopt these practices to promote a shift of culture to release occupation from its supposed static constraints to enable occupation to transact. The intention is to highlight that every persons

negotiations differ, and occupation has individual meaning and value that requires to be unlocked through hearing the clients voice.

14.6 Chapter Summary

This chapter has offered a critical review of the research study through an exploration of the limitations of the research, the implications for practice, the contribution of knowledge and consideration of some areas for future research. The next chapter concludes the thesis by returning to the research question and objectives which concludes with a final reflection of the research process.

Chapter 15: Conclusions

15.1 Chapter Overview

This chapter outlines the final research question, the aims and objectives of the research and ends with an Epilogue of the research process.

The final research question was to consider:

"What are the negotiations of the occupational therapist?"

The aim of this study was to ground the voices of the participants within theory to understand their negotiations and the process of engagement of the occupation as an occupational therapist. The objectives were;

1. To develop the research question within the data using heuristic analysis (Moustakas, 1990) reflection and reflexivity.

2. To ensure the participants voice are grounded within the theoretical development.

3. To investigate the participants interactions within the research when engaging within their occupation.

4. To investigate the participants responses within the extant literature.

5. To discuss the emerging implications of this study for practice, the theoretical underpinning of occupational therapy, and wider health care for further research.

15.2 Methods used to achieve the objectives were:

Objective 1 and 2: was achieved by methodological congruence and pragmatic response to the data generation (<u>see methodology</u>).

Objective 3: was achieved by reframing the analytical process of constructivist grounded theory (Charmaz, 2014) methods using symbolic interactionalism (Blumer, 1969) and heuristic analysis (Moustakas, 1990).

Objective 4: was achieved by conducting a literature review in response to the data generated using a social constructionist approach (Burr 2015) to investigate engagement in occupation. The historical philosophical underpinning of social science, occupational therapy theory and science were explored using the evidence base.

Objective 5: is discussed within chapters 8 through 14 which highlights the integration of the participants experiences to the extant literature and addresses the literature for occupational therapy practice and research.

Chapter Summary

This final summary chapter outlined the final research questions, aims and objectives; I highlighted the methods used to meet the purpose and intentions of this process. The final memo and epilogue of this research addresses the Moustakas (1990) heuristic notion of creative synthesis, where the research and researcher are combined.

15.3 In Summary

• The properties of the societal view, policies and finance contribute to the negotiation of occupational agency, which shape the form, function and meaning of the occupational therapist negotiations in practice.

• It is acknowledged that professional identity is constantly negotiated through structures and actions which shapes agency, and subsequently, engagement in occupation.

• The therapist is consistently restricted in their values of engaging in meaningful occupation, their agency, actions and identity. This forces the therapist to adapt their practice and forfeit their intentions as a professional.

• The consideration of the dynamics between the internal system, external structures and the consequences is essential to understanding not only the implications upon the individual therapist, but the professional standards.

• To question, how the impact of the structures creates tensions within and upon the occupational theory profession, and how can we educate our future practitioners, to consider the process of occupational agency. It is suspected this will enable the profession to successfully negotiate how we use theory and frameworks appropriately to inform our practice.

- The status of one's professional, occupational identity and the ability to engage within the negotiation of the internal and external structures has been identified as the *occupational agency*.

- Internal system: the internal process of lens development, interpretation of external structures which transitions to expose the therapist to establish their internal capacity. This stimulates a response of negotiation of; values, habits, roles, routines, meaning and perception of the internal reality. This forms action within the perceived external structures and subsequently engagement in occupation that contributes to professional and occupational identity.

- Occupational agency the negotiation of engagement and performance is the process of negotiation between skill and capacity to engage with the perceived surrounding structures to engage in occupation true to ones professional values.

- Perceived external structures: the perceived barrier or facilitator which enables the therapist to carry out their intended occupation in the hope to live coherently with their values. This is twofold, transitive process it is not a one-way system and consistently dynamic between the internal system and occupational agency.

- Consequences of the negotiations are the experience of the therapist's negotiations. This is identified as either a barrier or facilitator to successfully engage within occupation. How the consequences are perceived formulate

exposure that simulates future agency and actions. This shapes the professional and occupational identity.

Epilogue: The Creative Synthesis

The opportunity to deeply reflect upon the participants occupations for practice has been eye opening, comforting and challenging. The process has allowed me to connect with the purpose of occupational therapy beyond a scope which I could have never imagined. Upon commencing this research, it could be suggested that I was the burnt out professional, who lacked hope in our intentions to enable an equitable world where people can engage within their meaningful and purposeful occupations. Yet I realised, that, I'm not the only one. This process has provided me the skills to break the boundaries of my expectation and taken for granted knowledge and see the profession in a new light. I have come to realise what occupational therapist continue to "fight" for, their occupation. My fire has been re-ignited to believe in my abilities to do what I need and want to do as an occupational therapist.

The "product" of the research a new understanding of the process of engagement in occupation and agency, is very much in its infancy and needs further identification in other occupations through alternative contexts. This is to really understand the negotiations of the wider occupational therapy community. However, from the feedback I have received this far, the response is often "YES! That makes total sense" –

yet its usefulness can only be told within time and further research. I hope that by understanding our negotiations of our occupation and agency, will provide a framework to support the personal and professional development of occupational therapist within their transitions, to reach my ultimate goal. To enable our client's voices to be heard.

My development within this research process has been huge. I have set out what I have intended to do, I gained faith in the process and that I am consistently changing with my interactions within the world, and therefore I was able to connect with a methodological process which is very untypical to many other research positions. Yet I gained the skills to be able to explain, explore and apply to my practice as a researcher. This has provided me space to grow personally and professionally, and gain the confidence that, I can live out my future career asking questions and challenging the status quo of the structures and power that are part of, and shape my occupation as an occupational therapist and researcher.

In this process the most interesting enlightenment that I discovered was that, you do not choose occupational therapy, it chooses you. Upon finalising this research process, I sought to understand further my pragmatic notions and stimulus to ensure that my participants voices were heard. I discovered that, pragmatism is a long-lost part of the disciplines

core philosophies (Breines, 1986). Jane Adams a social worker, identified occupational therapy as a social, critical and community discipline, yet this was reinterpreted as a mechanistic and reductionist paradigm (Morrison, 2016). Adams, is recognised as one of the founders and of occupational therapy at hull house, Chicago, which was influenced by the pragmatist school of Blumer and Mead (1969) who constructed "symbolic interactionism". This is recognised to stimulate the concept of grounded theory methods (Charmaz, 2014). It was later that I identified Charmaz was also trained as an occupational therapist, which influenced her thoughts and actions to construct the method of CGT to ensure participants voices are grounded within theory development. It appeared, that symbolically my actions and reactions to my methodological stance and its progression over time, was embedded within the historical roots of occupational therapy, and this natural process enabled me to acknowledge, that it is in fact true, you do not choose occupational therapy, it chooses you. I therefore remain grateful and privileged for this challenge to serve the community and ensure that "voice(s)" are heard within the therapeutic process. I therefore realised, what I gained was the valuable insight that; "I have in fact come full circle—and as they say, my blood does run green".

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Appendix One: Performance Profile

Administration includes:

Stage 1: Introducing the idea of Performance Profiling and educating the client. Current feelings regarding performance are reviewed. This process can be aided by a sense of mutual trust. There are no right or wrong answers involved within the process. Therefore, honest appraisal will facilitate a productive outcome (Butler and Hardy, 1999a 199b).

Stage 2: Eliciting the client's constructs, that the client perceives as constituting the fundamental qualities of performance. Open questions should be prompted. For example: 'Do you have an opinion on the fundamental characteristics of an professional in your sport?' Prompts can be used. However, clients should not be directed. Ideally, the client may ascertain psychological, technical or physical attributes of their performance. However, this is compulsory as highlighted in **Figure One (below)** by the athlete who proposed 'organised' as a construct of their sport (Butler and Hardy, 1992)

Stage 3: The client and professional individually assess the client along the constructs and scores, which are presented on a visual profile seen in **Figure One:** 0 (Not at all important) to 10 (Extremely important) (Butler and Hardy, 1992).

Stage 4: The client and professional communicate to understand each perspective and negotiate the importance of the constructs to performance enhancement. When agreed upon, this is transferred to the visual tool. When constructing performance profiles it is important to retain labels generated by the client, as seen in **Figure One** though 'organisation'. This is so the profile accurately reflects what the client perceives as important in terms of executing performance, regardless if this perception is at odds with what the client and professional consider important (Butler and Hardy, 1992).

Stage 5: The performance profile is consistently reviewed and updated with treatment. To accordingly generate communication, eliciting both client and professional ideologies that inform intervention throughout the process (Butler and Hardy, 1992; Butler, 1999a 1999b)

Practically, In Short:

• The performer should complete key qualities of performance.

• Useful to categorise (physical, technical, psychological).

• No limit to the number of qualities. (Clarify and agree on terms used)

• Once the list is completed, performer indicates which is most significant

- An additional approach is that; the trainer or coach could also complete the above to promote a negotiation of terms and understanding.
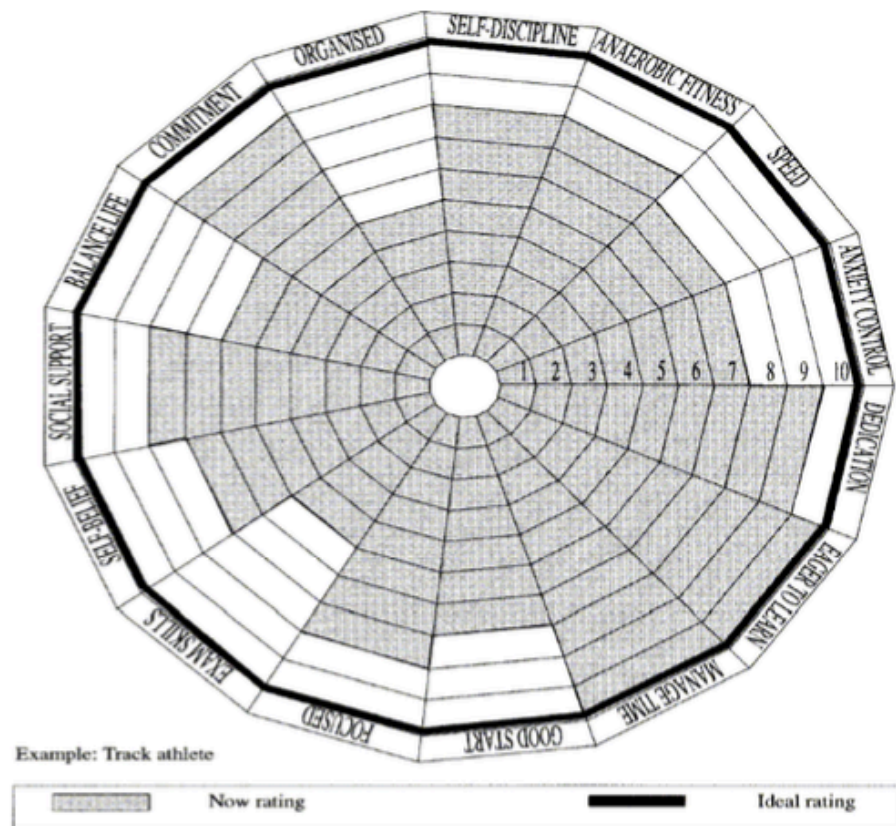
The working Profile:

Figure: Indicates a visual display of athlete constructs *As Assessed by the performer

- Discuss the outcomes

- You and the performer should then create an agreed list (with priority etc; may be useful to mark this on grid).

- The performer should now be assessed. (Butler, 1999a; 1999b)

The Assessment:

- The athlete should assess themselves on the selected competencies

- The coach should assess the athlete on the selected competencies

- Rate out of ten

- Transfer ratings onto repertory wheel

- Any discrepancies should be discussed (Failure to do this may hamper performance/ training)

- To assess performance changes, the process should be repeated at a later date

- Agree ratings with the coach prior to transfer wheel (Butler, 1999a; 1999b)

The Completed Profile: Appendix Two: Ethical Approval Documents

Example: Track athlete

| Now rating | | Ideal rating |
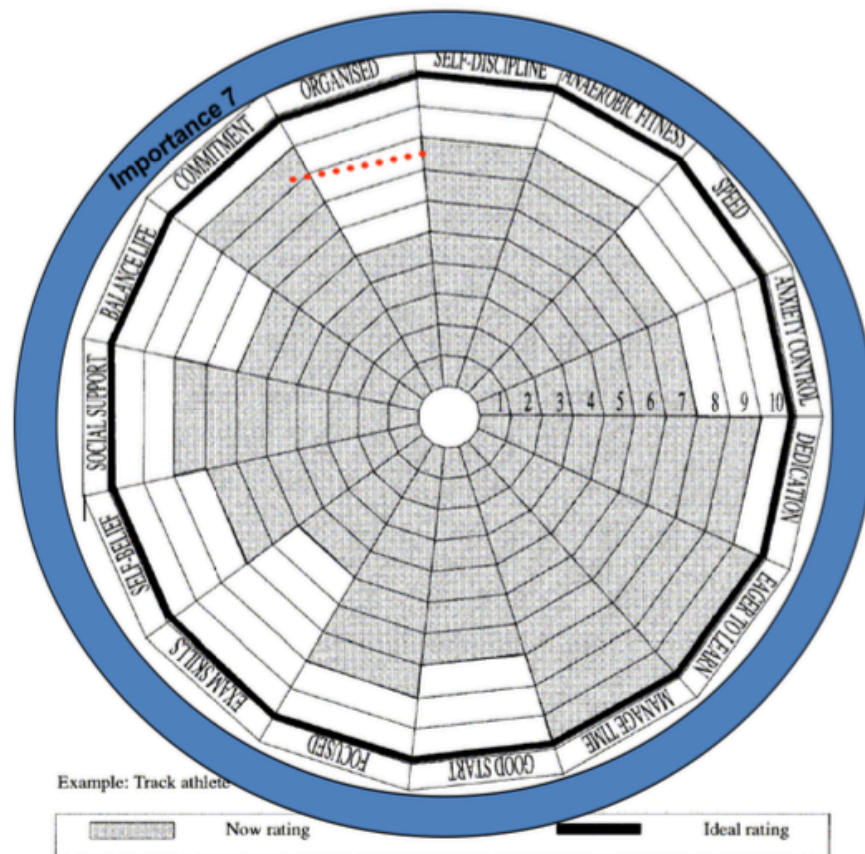
.... Coaches Opinion of Competence   Importance Rating

Appendix Two

Data Generation One Applied: May 2017 and accepted June 2017

26 June 2017

Our Ref: DC/SB 16/76

University of Cumbria

Research Office
University of Cumbria
Lancaster Campus
Lancaster, LA1 3JD

Michelle Perryman
HPSS
Fusehill Street

Tel: 01524 384175
Fax: 01524 384385
Email: research.office@cumbria.ac.uk

Dear Michelle

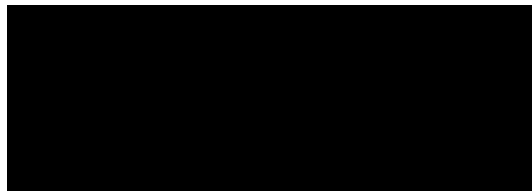**Request for Ethical Clearance – Our Ref 16/76**
Project: The performance profile and occupational therapy

Thank you for your recent ethics application for review. The reviewers agreed that there are no ethical issues.

The reviewers did just have the following points for you to consider:

1) There are a couple of typos on information sheet, as this is the outward facing participant document, you need to just make sure these are proof read prior to starting data collection.
2) You use the date October 2025 as your completion time. I recommend using a shorter time as the completion for just this study - so May 2018? Just to give participants the appropriate context of their participation.

Approval is granted for your study to proceed.

Chair
Research Ethics Panel

Data Generation Two; Applied: October 2017 accepted October 2017

University of
Cumbria

Michelle Perryman
Institute of Health
Carlisle Campus
Fusehill Street

University of Cumbria, Research Office,
Lancaster Campus, Bowerham Road,
Lancaster, LA1 3JD

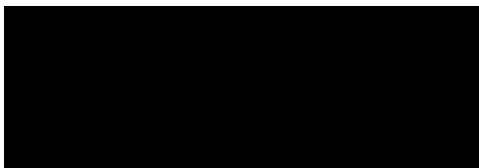01524 590804
Research.office@cumbria.ac.uk
www.cumbria.ac.uk

17 October 2017

Request for Ethical Clearance – Our Ref: 16/76
Project: The performance profile and occupational therapy

Dear Michelle

Thank you for your request to make changes as set out in your letter 4 October 2017
which has been placed in the project file.

Approval is granted through Chair's Action.

Chair
Research Ethics Panel

Data Generation Three; Applied**:** September 2018 and accepted October 2018.

University of Cumbria
Research Office
Lancaster Campus
Lancaster, LA1 3JD

6 November 2018

Tel: 01524 590804
Fax: 01524 384385
Email: research.office@cumbria.ac.uk

Our Ref: DC/SB

Michelle Perryman
HPSS
Fusehill Street

Dear Michelle

Request for Ethical Clearance – Our Ref: 18/19
Project: An exploration into the 21st century occupational therapist: An introduction of the Performance Profile tool. The Transitions of the OT

Thank you for your revised application regarding the issues that required a response.

Approval is granted, however, you need to be aware that you need to use the new University of Cumbria's logo on your debrief sheet.
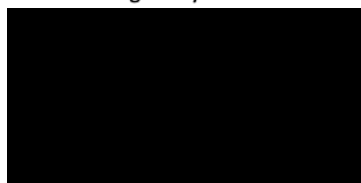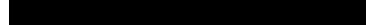
Chair
Research Ethics Panel

International Ethical Approval not required.

Since the project is being conducted for your role as a student at Cumbria then UWM IRB review/approval is not needed.
If UWM faculty/staff become involved in the data collection or analysis of identifiable data for this project, then UWM IRB approval may be required at that time.
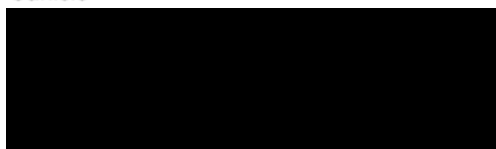Thanks.

Appendix Three: Data Generation Information

Data Generation One: Invitation Letter

University of Cumbria

'The Performance Profile and Occupational Therapy'

Michelle Perryman
Department of Health, Psychology & Social Studies
University of Cumbria
Fusehill Street
Carlisle

Occupational Therapy is a profession which enables people to do the things that they need to and want to do in the recuperation from physical or mental illness. As a keen advocate of Occupational Therapy research in the current professional climate, over the past four years I have been exploring the gap between the application of theory and practice. I have become most interested in the therapist perspectives influencing our client decision making and empowerment in goal setting and intervention planning.

Before completing my Masters in Occupational Therapy, my previous education background is in Sports Science and Coaching with Education Studies, where I came across 'Performance Profiling' (Butler and Hardy 1992) a tool utilised within the sporting psychology domain.

As a result, I would like to explore the concept of this approach within alternative professions to consider its benefits upon human development and the client – therapist relationship. I would therefore like to invite you to an interview lasting no more than one hour of your time.

For further details please see attached the research information and consent form. If you are interested in participation, please could you sign and return the attached consent form. Please do feel free to contact myself or my supervisor with any questions

Thank you for your time,

Kind regards,
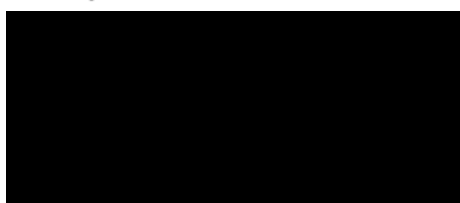
This research is being carried out as a part fulfilment of a PhD with the University of Cumbria.

Data Generation: Participant information Sheet (Example)

University of Cumbria

'The Performance Profile and Occupational Therapy'

Participant Information Sheet

About the study

About the study

This research is the first of a series of a theoretical development. The ideology is derived from Occupational Therapy practice to consider the means of client collaboration which may be achieved through many approaches to therapy, from a professional and a service perspective. However, with the recent increase in service expectations, policy and governance, the client's voice may become lost within Occupational Therapy practice which may degrade the quality of the service. Assessments reviewed within Occupational Therapy are devised on preconceptions of the Occupational Therapy theory, rather than allowing our clients expression of self, indicating ethical considerations of power within the therapist – client relationship. Therefore, this research aims to generate conversations by introducing an alternative method of the 'Performance Profile', derived from the sporting psychology approach and the coaching domain which, was developed from the psycho-analytical theory of Kelly's (1955) Personal Construct Theory. The use of Performance Profiling outside of the Sporting Psychology profession is unknown with little or no research evidence which this research seeks to address. The first stage of this research aims to examine the understanding of the performance profiling application outside of the culture in which it was devised. It questions the further application to society from a female perspective within the domains in which Performance Profiling was developed and the profession that it may possibly be employed.

Some questions you may have about the research project:

Why have you asked me to take part?

As an expert, you have been asked to share your professional experiences to provide insight into understanding of our client's world views from a theoretical and practical stance. This will provide the opportunity to further explore the client therapist relationship.

What will I be required to do?

You are asked to attend a focus group taking a maximum time of two hours.

Performance Profiling Brief:	The briefing will provide you with information of the application of the personal construct theory and the

	Performance Profile and reference its use within the sporting psychology domain.
Interview and research process.	An open-ended focus group will be adopted to explore the perceptions surrounding the performance profile and its possible use within the client therapist relationship. Your perceptions will be recorded and analysed thematically. The performance profile ideology has derived from a time when men dominated the culture and then profession. This stage of the research will allow for the theory to be placed within the current context of society with a famine perspective. Further research will be generated from the outcomes of the paper to consider the theory development within the true context in which it was intended. The research will be submitted as part fulfilment of a PhD thesis which aims to contribute to the theory development of the Occupational Therapy profession.

Where will this take place?
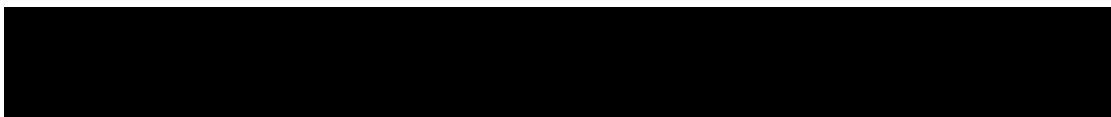
How often will I have to take part and for how long?

Participation is anticipated to take two hours. Member checking will not be available within this research. There is no fixed truth being investigated. The construction of knowledge will be set to a specific time and place where new information will be generated. Therefore, information will be considered only within the context that the data is collected.

When will I have the opportunity to discuss my participation?

You may contact the main researcher at any point during the research process before and after the interview, via email or by telephone 8:00 am – 4:30pm Monday to Friday.

How will the study be recorded?

The interview will be recorded via dicta phone and video recorder. It will then be stored on a password protected computer and deleted from the used device.

Who will be responsible for all the information when the study is over?

The research team will be responsible for the data throughout the research process. To ensure confidentiality, all audio recordings will be stored on password protected equipment. Once

How will you use what you find out?
The data will be analysed using thematic analysis. The data will contribute to a scaffolding approach of action research to consider further theory development and contribution to the Occupational Therapy professional practice.

How long is the whole study likely to last?
The research process will take place from May 2017 till May 2018 when final results are to be submitted for publication.

How can I find out about the results of the study?
You will be contacted directly to advise you of the submittal of the final research.

What if I do not wish to take part?
Your participation in the study is entirely voluntary.

What if I change my mind during the study?
You are free to withdraw personal details at any point from the research, without any reason for doing so with no negative result. Your data collection may be withdrawn up to 30 days post interview, and your data will be removed. Although, your contribution to the research may have support reflexivity of the main researcher which can contribute to the theory development of the research with further considerations for review. After 30 days your data would have been analysed which contributes to the researched overall themes aiding knowledge development, therefore is unable to extract from the main research development.

Will I need to sign any documentation?
You will be asked to sign a consent form before participating in the study.

Whom should I contact if I have any further questions?
Please contact the researcher directly (details below).

Complaints
All complaints from the participants are in the first instance to be directed to the research team or to the Director of Research Office and Graduate Studies,

D a t a   G e n e r a t i o n :   P a r t i c i p a n t   C o n s e n t

University of Cumbria

' The Performance Profiling and Occupational Therapy'
Participant Consent Form

Please answer the following questions by circling your responses:

Have you read and understood the information sheet about this study? YES/ NO

Have you been able to ask questions about this study? YES/ NO

Have you received enough information about this study? YES /NO

Do you understand that you are free to withdraw your personal details from this study at any time withouth having to give a reason for withdrawl? YES/NO

Do you undertand your data cannot be withdrawn after your focus group as your contrinution would have already supported the analysis and themes generated for the research development? YES/NO

Do you understand the interview will be recorded by Dictaphone and Video? YES/NO

Your responses will be anonymised before they are analysed.

Do you give permission for members of the research team to have access to your anonymised responses? YES /NO

Do you agree to take part in this study? YES/ NO

I would like to be contacted by:
Email……………………………………………………………………………….
Telephone………………………………………..

I would like to be advised when the research has been published: YES / NO.

Your signature will certify that you have voluntarily decided to take part in this research study having read and understood the information in the sheet for participants. It will also certify that you have had adequate opportunity to discuss the study with an investigator and that all questions have been answered to your satisfaction.

Signature of participant:………………………………………. **Date:**……………

Name (block letters):………………………………………………………………

Signature of investigator:……………………………………. **Date:**……………

Please keep your copy of the consent form and the information sheet together: (See full address of the research supervisors on the Information sheet).

Appendix Four: Interview and Focus Group Questions

Interview Guide: Data Generation One:

Focus Group Guide: Data Generation Two:

What brought you here today to agree to the research?

- Name
- Working place
- History of occupational therapy
- What is irritating you with policy and practice right now?
- What are your drivers?
- What are your interests outside of occupational therapy?
- What drew you to occupation therapy?

- The performance profile presentation
- This is not a test of knowledge
- I want to know about you… together? What's the importance?

- What does performance profile mean to you?
- What does communication mean to you?
- What restricts your ability to communicate with your client?
- What is your understanding of the psychology of recovery?
- What is your understanding of goal setting?
- Do you think performance profiling fits in the OTs compencies
- How do you explore your clients occupational routines?

Setting up the focus group: focus groups 3rd edition a practical guide for applied research- Richard A Krueger and Mary anne casey (2000) sage publishing inc California

A questioning route;

- Use the words describe?
- Do not ask why…. Break down the questions into several to not permit ill contextual understanding.

Opening 1
- Name
- Tell us what Is your back ground? Work / profession / role?
- What drew you to occupational therapy?
- What are your interests outside of your job?

- What drove you to be part of the research?
- Practical experience
- Educational experience

Opening 2

- This is not a test of knowledge
- As with any discussion I would appreciate you all to respect others opinion and talking
- Please do not disclose other identities of the research in line with the data protection act
- The research is being carried out under the university of Cumbria. No links are with UWM other than me being a visiting scholar
- The final publication of the research can be sent to you, it will be some time away of course but I am happy to share this in the future.

Introductory transition:

Describe what the term performance profile would mean to you?

Introduce performance profiling-

Key questions: should be around 5

- Now What does performance profiling mean to you?
- Describe what you liked and didn't like about the process?
-

Ending questions:

- If you had the chance to change about the performance profile what would it be?
- What do you think it needs to support the occupational therapy process?
-

Things needed for the focus group

- Copies of the performance profile
- Blank paper and pens to support sensory feedback
- Video recorder
- Name tags?
- Extension cords
- Blank tapes / memory available
- Markers, pens, pencils, crayons, paper
- Refreshments
- Thank you cards.
- Extra batteries
- Chargers

Advanced -Notice

- Contact participants by phone two weeks (or more0 before the session
- Send each participant a letter confirming time and date and place?
- Give the participants a reminder

Questions

- Questions should flow in a logical sequence
- Key questions should focus on critical issues
- Use probe or follow up questions as needed
- Limit the use of why questions
- Use think back questions as needed

Logistics

- The room should be satisfactory
- Arrive early
- Check background noise so it doesn't interfere with tape recording
- Have name tags
- Place a remote microphone on the table?
- Tape recorder need the moderator
- Experts and and talkative participants near the moderator
- Shy and quiet across from the moderator
- Serve food

Moderator skills

- Practice skills without referring to notes
- Practice questions know the key questions be aware of timing
- Be well rested and alert
- Listen are participants answering the question?
- Know when to probe? For more information and when to moe on
- Avoid head nodding
- Avoid verbal comments and signs of approval
- Avoid giving personal opinions

After the focus group

- Has the recorder collected the data?
- Debrief and reflection with mentor
- Brief written summary?
- Reflexivity before and after.

Appendix Five: Data Transcription Confidentiality Agreement

Non-Disclosure Agreement for Transcription Services

I hereby agree that any audio recorded information I obtain as a transcriber during **Michelle Perryman's Research 'The use of Performance Profiling within Occupational Therapy'** will be kept confidential on a permanent basis.

I am not to inform anyone else about any of the content of the interviews and focus group discussion. I also refrain from making any copies of the recordings of the interviews and focus group discussion. The recorded interviews and focus group discussions will be kept safe on a password- protected computer.

Moreover, the recorded material will be deleted immediately upon the completion of the transcription. None of the content will be forwarded to any third party under any circumstances.

Date Signatory