Patient, client, service user, citizen: challenging the power relationships in professional practice.

ENO THE 2013
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philosophy, theory and practice
the challenges

• Sandra Galheigo (2011) human rights
• Kronenberg, Pollard and Sakellariou (2009, 2011) political OT
power relationships and professional practice - what's in a name?

- **patient** - is a passive body
- **client** is a consumer
- **service user** is someone on the receiving end
- **citizen** is an active engaged person with some collective power - it invokes an equal relationship with others

words are important
individualism and health care

• The 'I' has no story of its own that is not also the story of a relation - or set of relations- to a set of norms (Butler 2005)
• OT's treat the patient, the client the service user - defined by their difference from the service providers
• neo-liberalism - privatisation of health care and the individual who can pay
OT Education

**Theory**
- Client-centred / person centred care
- Holistic approach
- Working *with* people, not doing *to* people
- Meaningful occupation

**Practice**
- Working to protocols
- Specific remit to work on one issue
- Engaging people with the service
- Basic activities of daily living (as defined by service)
new placement sites and learning

- Your Text Here
- contemporary
- role emerging
- extended practice
- voluntary sector
not all the same thing

• role emerging - to prove need for OT in an area with a view to creating employment and provide more placements
• extended practice / contemporary - to develop new skills for OT's in new areas, new roles in NHS or private practice
• voluntary sector - to work in community, with groups outside of the statutory sector
examples of student work

• Photography project at a shelter for homeless people  Kathy Horne 2011

• Have Your Say - advocacy group for people with learning difficulties  Laura Richardson 2012

• Singing group with older people with visual impairment  David Cox 2011

• Animation project  and Really Neet project - being presented here
have your say!

Aims and Objectives

• Primary Aim:
To empower clients with a learning disability to give feedback on the service delivered at the city farm

• Objectives:
To develop communication skills, leadership skills, self advocacy and advocacy skills, literacy skills
have your say!

Outcomes

- Participation
- Self Regulation – reference to Working Together Agreement
- Team working
- Communication skills
- Leadership
- Empowerment, Increased confidence and self-efficacy
- Literacy
Photography group at a homeless project

- learning use of digital cameras and software
- going out into local community
- re-looking at their environment
- creative outlet / engagement
outline

- 8 workshops in total involving going out and looking around their city
- workshops back at project to use the images - work on them Photoshop
- exhibition
**community practice and professional reasoning**

<table>
<thead>
<tr>
<th>OT reasoning in statutory services</th>
<th>OT reasoning in voluntary sector</th>
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</thead>
<tbody>
<tr>
<td>procedural</td>
<td>political</td>
</tr>
<tr>
<td>condition</td>
<td>structures that marginalise / discriminate against groups/ barriers to participation</td>
</tr>
<tr>
<td>OT knowledge</td>
<td>historical</td>
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<tr>
<td>conditional</td>
<td>how they have come to be a group their purpose, needs and aims</td>
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<tr>
<td>context of the person's life</td>
<td>contextual</td>
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<tr>
<td>interactional</td>
<td>occupational issues and needs. opportunities to challenge and change</td>
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<tr>
<td>the interactions with the therapist</td>
<td>socio-interactional</td>
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<tr>
<td>narrative</td>
<td>challenges in how people are perceived by society - stigma, negative stereotypes</td>
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<tr>
<td>the meaning of what has happened to them in their life story</td>
<td>pragmatic</td>
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<tr>
<td>pragmatic</td>
<td>remit of the service / community, resources etc.</td>
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<tr>
<td>resources, budgets, timelines to work within</td>
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</tbody>
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what students have said

- 'so much scope and potential, no hierarchy..back down to earth working with people not uniforms, black pens and bleeps.'
- 'it's the first time I feel I have worked truly as an OT'
- Now I know what OT is and what it can be'
- 'I felt like I was learning from the people I was working with, they were teaching me.... there was no OT there teaching me'
inequality in health care

Working for Health Equity: the role of health professions. DoH report April 2013

**Placements**

Student placements in a range of health and non-health organisations, particularly in deprived areas, should be a core part of every course. This will help to improve students’ knowledge and skills related to the social determinants of health.
new relationships and old values

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<tr>
<td>Client-centred / person centred care</td>
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<tr>
<td>Holistic approach</td>
<td>sees the individual as relational, belonging to a group</td>
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<tr>
<td>Working <em>with</em> people, not doing <em>to</em> people</td>
<td>working within a community from their identified needs</td>
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<tr>
<td>Meaningful occupation</td>
<td>addressing occupational issues</td>
</tr>
</tbody>
</table>
new focus, new reasoning, new positioning
References