

APPENDIX 5.3

STAGE TWO

INTERVIEW TWO - BEING

Occupational Performance Role Assessment (OPRA)

People with Parkinson's Disease and their Role Partners

Interview 2 - Being

Goals of interview

- 1) To confirm data from interview one (doing) and clarify any outstanding matters.
- 2) To establish which role is of primary importance to the participant, and the place of each role in the role repertoire.
- 3) To establish the principle reason the role is performed.
- 4) To further establish the participant's social and cultural context
- 5) To establish how the participant perceives his or her roles in terms of felt experience; motivation; attitude; value; expectations of self; self identity; self-expression; perceived expectations of others; social fit; ideal role performance; role continuity; role transition; satisfaction with performance; and sense of loss.
- 6) To establish more general feelings about the participant's role repertoire as a whole.

Description

The Occupational Performance Role Assessment (OPRA) utilises the OPM (Australia) (Chapparo & Ranka, 1997) and the Model of Occupational Role Performance (Hillman, 1999). Interview two (being) has 9 parts:

Part 1: Explanation of Purpose of interview

The interview commences with a request to start tape recording. A reminder of the purpose of this second interview follows. This is done by a verbal explanation.

Rationale:

To ensure participant is clear about what is to take place at this interview.

Part 2: Confirmation and clarification of information from last interview

The interviewer asks the participant to read a one page summary of the *doing* interview. The interviewer then seeks clarification of any specific points that were confusing or missing from this

interview. The interviewer particularly seeks re-confirmation that the occupational performance roles that have been identified and recorded are still accurate and to the satisfaction of the participant.

Rationale:

It is important to correct any misunderstandings before proceeding. Provides confirmation of major data reflected so far.

Part 3: Priority sorting

The participant is then asked to sort roles in order of priority and to give reasons for sort. Further probing is done as needed to discover the meaning specific roles have for the participant.

Rationale:

Identifying the value or importance placed by the participant upon their roles provides considerable insight into where the participant is focusing his or her time and effort and why.

Part 4: Discussion of each role in terms of meaning

This is the major part of the interview. The participant is asked what each role means to him or her. Why does she/he have it? What does he or she like about it? What does he/she dislike about it?

Rationale:

Provides great insight into motivation for ORP, satisfaction with ORP and satisfaction with ORP outcomes.

Part 5: Sorting roles under occupational performance area and socio-cultural headings

Identified roles are sorted by the participant using a board and post-it stickers with the named roles written on them. Roles are sorted under the headings of productivity, self maintenance, leisure, rest and socio-cultural. If the participant is unable to categorise the role in this way it is recorded under "other". The interviewer asks about the reasons for the role sort.

Rationale:

Provides further insight into the reason for ORP.

Part 6: Satisfaction with role performance

The participant is asked to sort his roles in order in terms of:

- a) how satisfied he or she feels about personal performance
- b) how satisfied she/he feels about the outcome that is achieved

Rationale:

To clarify whether there is a difference between satisfaction with the experience of ORP and satisfaction with the outcome of ORP.

Part 7: Interview summary

The participant is asked:

- to identify the most important aspect of what has been discussed.
- The participant is asked if there is anything else he or she would like to say.

Rationale:

Provides an opportunity for participant to offer something new or further explain or emphasise what has already been discussed.

Part 8: Conclusion

The participant is thanked and asked if he or she is prepared to continue to the third interview. If this is the case, then arrangements for the third interview to be held approximately a fortnight later are made.

Rationale:

To avoid the assumption that the participant is willing to continue, and to ensure she knows what is to happen next.

Part 9: Field Notes

Field notes should be recorded as soon as possible after leaving the participant and should supplement and expand those recorded for interview 1.

Rationale:

It is important to obtain a good picture of the participant's physical, sensory, social and cultural context.

Equipment required:

- a) Aids to identification: Name badge and business card
- b) Aids to conducting interview effectively: OPRA Interview 2 (being) schedule
- c) Implements for recording information: digital camera, clipboard, form, pen, tape recorder, 3 blank tapes, microphone, batteries for tape-recorder.
- d) Administration:

- Part 2: One page summary of interview 1 (doing), A4 size reproduction of the role sorts done in interview 1.
- Part 3: Post-it stickers marked with roles, pen, OPR Board (plain A4 size board covered in white contact), digital camera.
- Part 5: Role Sorting Board (white-board ruled up in Rexumns with each role area and its brief description written at the top of each Rexumn), role stickers, digital camera.
- Part 6: OPR sorting board
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ADMINISTRATION

Privacy:

When arranging the interview, ask that no third party be present. This is to ensure that the person's own perceptions are elicited and for reasons of confidentiality.

Repetition:

Prior to this second interview the data from the participant's first interview (doing) is analysed and a one-page summary is written. Any information relating to this second interview is noted. Participants should not be asked in this interview to restate something that was discussed satisfactorily in the first interview. Similarly, any information volunteered in this interview relating to a later section of the interview is noted. Participants should not be asked to repeat themselves needlessly. Ideally, the interviewer will speak as little as possible. The suggested questions in each section are only asked if the information has not already been volunteered by the participant.

Discontinuing:

If the participant appears tired or otherwise unwilling to continue the interviewer should immediately offer to stop and be prepared to do so. Similarly, if the participant appears to be flagging but says he or she wishes to continue, the interviewer will abbreviate the rest of the interview and terminate it as soon as possible.

Recording:

The tape recorder should be started as soon as possible. Ask early whether the participant minds being recorded. Valuable information can be lost if not recorded.

Part 1: Explanation of purpose of interview

A brief explanation was given in interview one. Do not assume that the participant therefore fully understands the purpose of this interview. A full explanation must be given. An example of a verbal explanation is as follows:

Interviewer:

Do you mind if I start taping?

As you know, I am interested in the impact Parkinson's Disease has on your daily life, and we have already discussed your roles and what you do in them. I am particularly interested in how you do or do not continue with the areas of your life that are particularly important and meaningful to you. For this reason, I want to ask you in this interview about what the roles you have mean to you and what it is like to do them.

As in the first interview, I want very much to hear about your own ideas and perceptions of your life, because you are the expert.

You are not obliged to continue with this interview or with the next one. If you want to stop at any time, just say so and we will stop. I should explain again that the contents of this interview are confidential - on the form I just write a number. I don't put your name anywhere so there's no way the information can be traced back to you. The information that you give me will be compiled along with the information from the other people I am interviewing. I will be using it to write papers for publication and for my PhD thesis. I will also be using it for talks and conference papers and for educational purposes.

Part 2: Confirmation and clarification of information from last interview

Hand the participant the one page summary of the last interview. Included in this summary should be the list of roles determined at interview 1. Use the reproductions of the role sorts as supplementary information as appropriate. Offer to read the summary to the participant if necessary.

Explain that the reason for this check is to see if the researcher has correctly understood the major points covered last time.

Are there any points that you think are not right?

Does the list of roles look correct?

Make careful note of any disagreements or changes the participant wants to make.

Interviewer may have a list of items that need clarifying from last interview. Say:

Now I would like to check some things for myself.

Once both parties are satisfied, proceed to part 3.

Part 3: Priority sorting

The participant is asked to arrange his or her roles in order of priority on the role sorting board. Further probing is done as necessary to clarify the sort.

Photograph the sort

Part 4: Gathering information about role meaning

Choose the top two or three priority roles, one role in the middle and one low priority role. Ask a selection of the following questions with reference to what the participant has already told you in interview 1. Try not to ask questions about something that has already been covered unless you have a specific reason to do so (e.g. further clarification of something confusing). There is no particular order for these questions. The conversation should flow naturally. It is up to you to ensure that most areas are covered by the end of this section. Refer to the priority sort as needed. Reproductions of the role sorts done in interview 1 might be helpful to the discussion too.

Experience questions

What is it like doing this role?

Gives indication of how the role is experienced, (is it hard work, fun, etc.) and what attitude the participant has towards it.

Provides information about the experience of *doing* role/routine.

What are the pleasant things about doing this role?

What are the unpleasant things?

Provides information about degree of enjoyment involved in performance.

How is this role changing?

Provides information about role development

Motivation/meaning questions

What is the most important thing to you about this role?

Provides information about participant's motivation for doing the role

What does doing this role achieve?

Provides information about perceived outcomes of role performance

What is it that attracts you to being a ... ?

Provides information about what is satisfying/enjoyable about the role

Value questions

What are the good things about this role?

How important is this to you?

How important is this to your partner/other people?

Is this role getting more important or less important?

Sense of choice questions

Can you tell me why do you do this?

How obligated do you feel about this role?

In what way did you choose this role?

How much is this role is done out of need?

How much do you want to do this?

Could someone else do this?

Expectation of self questions

Why do you want to do X?

In what way does doing X help you fulfil the expectations you have of yourself?

Self identity and self-expression questions

In what ways does being an X allow you to express yourself?

How does being an X relate to the sort of person you are?

Tell me about how being an X relates to you as a person.

Does being an X help you to feel fulfilled?

What opportunities does having this role provide for you?

Perceived expectation of others questions

What do you think others expect of you in this role?

*Tell me about any sense of obligation you may have about this role.
How much do others get out of your doing X?*

Social fit questions

*How does being an X relate to your sense of belonging?
What is it you can offer as an X?*

Ideal role performance questions

*If you could do X exactly how you liked, what would it look like?
What are the improvements you would like to make in the way you do X?*

Role continuity and role transition questions

*Tell me about how you have improved the way you do X.
Tell me about ways in which doing X has got worse.
What about reminiscing?
How does reliving past experiences in this role make you feel?
Why is having hope for the future important to you?*

Satisfaction questions

*How do you feel about the way you do X?
How does doing X make you feel?
What are some of the things you like about doing X?
What are some of the things you don't like about doing X?
Tell me about any major concerns you have about doing X.
Could you describe something that makes you glad you have this role?
What makes you feel that way?*

Sense of loss questions

*Is there anything you are not doing now that you would like to do?
Would it matter to you if you stopped doing X?
How close is this to your ideal is this role?*

Role Repertoire Questions

*Could you tell me about something that you did that made you feel good in the last week or two?
So what is it like if things go wrong?*

If you could do anything you wanted, what would you do?

What sort of things make you angry?

If you had more hours in the day what would you do with them?

What would you like to be able to do just for your own satisfaction?

What prevents you from doing this?

Do you ever feel guilty? Tell me about it.

What would you say is your main aim in life at the present time?

What sort of things worry you?

Tell me about something that has made you feel resentful recently.

Tell me about something that made you feel really good recently.

What would you like to change in your present situation?

What makes you feel happy?

What makes you feel sad?

What sort of things do you find frustrating?

What do you do when you feel like that?

How satisfied would you describe yourself as being with your life?

Part 5: Sorting roles under occupational performance and socio-cultural meta-role headings.

Give a brief explanation about the role sorting board and what the headings relate to. Use the short definitions on the board. Ask the participant to sort their roles under the appropriate heading on the role sorting board (productivity, self maintenance, leisure, rest and socio-cultural). Once all the roles have been sorted, ask the person why they have chosen to sort the way they have (if they have not already volunteered this).

If the participant is unable to decide which role area the role is part of it may be sorted under "other". Try to obtain information about why it was difficult to place under one of the other headings.

Photograph the sort

Part 6: Satisfaction with role performance

The participant is asked to sort his or her roles in order twice:

a) Satisfaction with ORP

Could you arrange your roles in order from most to least? I'd like you to arrange them according to how satisfied you feel with the way you do them.

b) Satisfaction with OR outcomes

Now I'd like you to arrange them in terms of how satisfied you are with outcomes or results of having these roles.

Photograph the sort

Part 7: Summarising Interview

Summary Questions

If you take everything we have talked about today, what do you think is the most important thing you have told me?

Is there anything else you would like to say?

Part 8: Conclusion

Thank the participant for his or her time. Ask if he or she is prepared to continue to the third interview and confirm or arrange a time in approximately two weeks.

Part 9: Field notes

Write field notes of the interview as soon as possible after you have completed it. Include anything that you think is of interest and that supplements what you have already recorded after interview one (doing).