APPENDIX 5.4

STAGE TWO

INTERVIEW THREE - KNOWING
Goals of interview

1) To confirm data from interview two (being) and clarify any outstanding matters.
2) To investigate the ORP knowledge held by each participant.
3) To investigate strategies used by the participant in problem solving.
4) To investigate how the participant evaluates his or her own ORP.
5) To investigate how ORP knowledge is used to plan future ORP.
6) Identifying participant’s perception of principal factors that contribute to successful ORP.

Description

The Occupational Performance Role Assessment (OPRA) utilises the OPM (Australia) (Chapparo & Ranka, 1997) and the Model of Occupational Role Performance (Hillman, 1999).

This interview is about *knowing*. It has six parts:

Part 1: Explanation of Purpose of interview.

The interview commences with a request to start tape recording. As this is the last interview, the explanation will be brief and related only to this interview.

*Rationale:*

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

Part 2: Clarification of information from last interview.

The interviewer asks the participant to read a one page summary of the *being* interview. Specifically, is there anything they would like to correct. The interviewer then seeks clarification of any specific points that were confusing or missing from the previous interviews. The interviewer particularly seeks re-confirmation of the priority sorting done in the *being* interview.

*Rationale:*

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

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Part 3: Gathering information about role knowing

This is the major part of this interview. The interviewer uses information about knowing gathered from the previous interviews as a starting point for discussion around the following points.

- The impact of disability upon ORP
- Personal strengths and abilities that help participant to achieve desired ORP
- The impact of the environment upon ORP
- Environmental resources that help participant to achieve goals
- Problem solving tactics employed
- How ORP outcomes are evaluated
- Tactics used by the participant in attempting to control the future
- The participant's sense of self-efficacy
- Participant's perceptions of the expectations of role partners
- Participant's perceptions of the contribution of role partners
- Participant’s perceptions of the principal factors that contribute to personally successful ORP

Rationale:
This will provide valuable information about the participant's environmental knowledge and the cognitive skills he or she employs to achieve personal control of meaningful ORP in the presence of chronic illness.

Part 4: Interview summary

The participant is asked:

- To identify what she or he thinks is the most important aspect of what has been discussed in this interview.
- If there is anything else he or she would like to say about this interview.
- If there is anything else he or she would like to say about the topics covered in any of the three interviews.

Rationale:
Provides an opportunity for participant to offer something new or further explain or emphasise what has already been discussed. Allows the participant to comment about their experience of the research process.

Part 6: Conclusion

The participant is thanked for his or her participation in the research project and asked if they wish to be sent copies of journal articles or other material discussing the results of the study.

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

Part 7: Field Notes

Field notes should be recorded as soon as possible after leaving the participant and should supplement and expand those recorded for interviews one and two.

_Rationale:_

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

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**Equipment required:**

a) Aids to identification: Name badge and business card
b) Aids to conducting interview effectively: OPRA manual
c) Implements for recording information: Copy of OPRA, tape recorder, 3 blank tapes, microphone, batteries for tape-recorder.
d) Administration:
   - Copy of one page summary of being interview
   - Pictures of role sorts carried out by participant in doing and being interviews

**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

Interviewer:

Do you mind if I start taping?

This is the third interview, so I imagine you are fairly familiar with how things go by now. As you know, in the first interview we spoke about your roles and what you do in them. In the second interview we talked about what each role means to you and what it feels like doing them. You have told me a great deal about what you do and what it is like doing it. Now I want to ask you about how you think about what you do.

As in the other two interviews, I want to hear about your own views of your life, because you are the expert. Because I am trying to get a picture of how you reason about the things that you do, some of the questions may sound a little obvious. Bear with me, because I do want to know your answer.

You are not obliged to continue with this interview. 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: Clarification of information from last interview

Hand the participant a one page summary of the being interview. Included in this summary should be the list of roles determined in interview 1 and confirmed in interview 2. Use the reproductions of the role sorts from both interviews as supplementary information as appropriate. Offer to read the summary to the participant if necessary.

Explain that the reason for doing this is to check 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 still 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 the last interview. Say:

Now I would like to check some things for myself.

Once both parties are satisfied, proceed to part 3.
Part 3: Gathering information about role knowing

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 interviews 1 (doing) and 2 (being). 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.

a) The impact of disability upon role performance

I’d like to know more about how your own level of ability right now gets in the way of being a …
What would you do if …
What is really the thing that stops you from doing …?

b) The impact of the environment upon role performance

Tell me a bit more about what gets in the way when you are doing …
How do people affect you when you are doing …
What would you do if …
What is really the thing that stops you from doing …?
How do other people help you to do …?
What are the things that help you to do …?
Is there anything else that helps you to do …?

c) Personal strengths and abilities that help participant to achieve

What are you good at that helps you to do this?
What do you think your strengths are?
What about special abilities that might help you?

d) Problem solving tactics:

Ask about problem solving skills and style, outcomes that have been successful and ones that have not and why they think each was so. Do they have any rules that they use to help them make decisions? Do they have a picture in their heads about the right way to do something? How does it compare to their actual role performance?

Tell me about some strategies that you find have worked.
Tell me about some strategies that didn't work.
I’d like to know a bit more about how you solve problems.
If you have a problem, or something you want to change in your life, how do you usually go about it?

What do you think are your special skills for problem solving?

What do you think is your particular problem solving style?

What about any rules that help you?

When you are problem solving, what sort of image do you have of where you want to go?

How well does what you actually do usually match up with that image?

Tell me about some of the things you have worked out that work for you.

What do you think makes a good ...?

Can you tell me about something that happened recently, where you had a problem with something you wanted to do and were able to fix it?

Could you tell me about a situation recently where you had a problem with something you wanted to do and it did not go very well?

Why do you think it didn’t work out?

When you are solving a problem, what sort of things do you think about?

Tell me about some of the things you have worked out that work for you.

What do you think makes a good ...?

Can you tell me about something that happened recently, where you had a problem with something you wanted to do and were able to fix it?

Could you tell me about a situation recently where you had a problem with something you wanted to do and it did not go very well?

Why do you think it didn’t work out?

When you are solving a problem, what sort of things do you think about?

e) Evaluation of outcomes

Tell me about something that you did well in the last month.

Tell me about something that you did not so well in the last month.

How high a standard do you think you set yourself?

What are the differences between this role and this one in terms of what is acceptable to you?

When you are having difficulty doing ..., how do you know when it is not right?

How do you know when things are going right?

How do you know if you did it better or worse than last time you tried?

What is it that means you have done a good job of ...?

What is that makes you decide you have done a bad job of ...?

What do you think are your reasons for doing this?

In the best of all possible worlds, tell me about something you might change about how you do this role?

f) Controlling the future

How much time do you spend thinking about ...

How does thinking and planning what you are going to do help you to do it?

How much effort do you put into planning ahead?

What would you say was your main aim in life just now?

g) Self-efficacy

How much does feeling confident affect how well you do ...?

How important it is to you to feel you are making a contribution to what is happening around you?

How much does that influence what you do?

What would you like to change about the way you do X?

If you believe you can do something, does this affect how well you do it?
h) The perceived expectations of role partners

If information about what they believe are the expectations of their role partners has not already been forthcoming, then you can ask such things as:

- What aspects of this role do you share with someone else?
- And what does X think about that?
- Why do you do it that way?
- What would X like you to do?
- How does X feel about that?

i) The perceived contribution of role partners

- Does X let you ...?
- Could you do that without X?
- How does X help you?
- What is your contribution to ...?
- What is X’s contribution to ...?
- What sort of team do you think you make?

j) Identifying principal factors for successful role performance in specific roles

- If I were to take over this role, what do you think my goals should be?
- If I were to take over this role from you, what skills would I need?
- If I were to take over this role, what advice could you give me?
- Can you tell me what is the secret of your success in this role?
- What is it that has changed your performance in this role for the better/worse?

Part 4: Interview summary

The participant is asked:

- To identify what she or he thinks is the most important aspect of what has been discussed in this interview.
- If there is anything else he or she would like to say about this interview.
- If there is anything else he or she would like to say about the topics covered in any of the three interviews.

Part 5: Conclusion

The participant is thanked for his or her participation in the research project and asked if they wish to be sent copies of journal articles or other material discussing the results of the study.
Part 6: Field work 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 your field notes from interviews one and two.
APPENDIX 5.5

EXPRESSION OF INTEREST
THE OCCUPATIONAL ROLE PERFORMANCE OF PEOPLE WITH PARKINSON'S DISEASE AND THEIR ROLE PARTNERS

Expression of Interest

I am interested in being interviewed for this research. I am happy to be contacted by telephone.

Name .................................................................

Telephone number .................................................................

Address ........................................................................................................
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