

Department of Occupational Therapy

School of Health Care Sciences

Faculty of Health Sciences

University of Pretoria

(M.OccTher)

**(E)VALUATING THE SUSTAINABILITY OF FINAL YEAR OCCUPATIONAL
THERAPY STUDENT COMMUNITY PROJECTS**

Lené (M) Wessels

Student number: 24068803

Supervisor: Dr M de Beer

13 February 2015

DECLARATION OF ORIGINALITY

Full name of student: Magdalena Wessels

Student number: 24068803

1. I understand what plagiarism is and am aware of the University's policy in this regard
2. I declare that this dissertation titled **(E)VALUATING THE SUSTAINABILITY OF FINAL-YEAR OCCUPATIONAL THERAPY STUDENT COMMUNITY PROJECTS**, which I hereby submit for the degree Master of Occupational Therapy at the University of Pretoria is my own original work. Where other people's work has been used (either from a printed source, internet or any other source), this has been properly acknowledged and referenced in accordance with departmental requirements
3. I have not used work previously produced by another student or any other person to hand I as my own.
4. I have not allowed, and will not allow, anyone to copy my work with the intention of passing it off as his or her own work.

Signature

Magdalena Wessels

Date

ABSTRACT

Community Engagement (CE) has been incorporated into tertiary education with growing emphasis. Service learning as one aspect of CE has been included in various departments at the University of Pretoria (UP) since 2005. The Department of Occupational Therapy at UP therefore also found it appropriate to adapt the CE curriculum to incorporate service-learning principles.

One outcome of Service Learning in the Department of Occupational Therapy was the planning, implementation and evaluation of final-year student community projects. Unfortunately many of these projects have been unsustainable and therefore the process called for evaluation.

The researcher of this study evaluated these projects in a qualitative manner, using the Appreciate Inquiry approach to guide the research questions. Content data analysis was used to formulate themes, categories and sub-categories.

The themes that emerged were 1) Project meaningfulness, 2) Suitable support structure, 3) Maintenance and 4) Growth. The researcher made recommendations for the curriculum and for community projects to be more sustainable.

ACKNOWLEDGEMENTS

I would like to thank the following people for their support in this journey:

My supervisor, Dr M de Beer, who guided me in this research process.

Dr I Coetzee, who gave great insights regarding the formulation of my study.

Mrs J de Bruyn, co-coder of the research.

Ms C Pienaar, who edited this study.

My colleagues, family and friends who supported me.

All the research participants, for participating in this study.

DEDICATION

This study is dedicated to every student who has a passion for the community. May this encourage you to continue your good work in changing people's lives.

TABLE OF CONTENTS

DECLARATION of originality.....	i
ABSTRACT	ii
ACKNOWLEDGEMENTS.....	iii
DEDICATION.....	iv
LIST OF FIGURES.....	x
LIST OF TABLES	xi
abbreviations and acronyms.....	xii
LIST OF APPENDICES	xiii
CHAPTER 1 INTRODUCTION TO THIS STUDY	1
1.1 Introduction and background.....	1
1.2 Problem statement	4
1.3 Research question	5
1.4 Research aim and objectives	5
1.4.1 Research aim	5
1.4.2 Research objectives	5
1.5 Assumptions.....	5
1.6 Significance	6
1.6.1 Practical.....	6
1.6.2 Theoretical.....	7
1.7 Limitations	7
1.8 Definitions.....	7
1.8.1 Community	7
1.8.2 Community centres.....	8
1.8.3 Community development.....	8
1.8.4 Community engagement.....	9
1.8.5 Community member	10
1.8.6 (E)valuation	10

1.8.7	Occupational therapy student	11
1.8.8	Service Learning.....	12
1.8.9	Student project	13
1.8.10	Sustainability	14
1.9	Chapter overviews.....	14
CHAPTER 2 Conceptual framework		16
2.1	Introduction.....	16
2.2	Programme evaluation	16
2.2.1	Programme evaluation methods.....	18
2.2.2	Choosing an approach for programme evaluation.....	19
2.3	Appreciative Inquiry	21
2.3.1	Definition.....	21
2.3.2	Principles fundamental to AI	21
2.3.3	The 5-D cycle of AI	23
2.3.4	Application to this study	23
2.4	Conclusion.....	25
CHAPTER 3 Methodology.....		26
3.1	Introduction.....	26
3.2	Purpose statement	26
3.3	Research aim and objectives	26
3.3.1	Research aim	26
3.3.2	Research objectives	26
3.4	Research design	27
3.5	Paradigm.....	27
3.5.1	Ontology: Relativist.....	28
3.5.2	Epistemology: Transactional.....	28
3.5.3	Methodology: Dialectical.....	29
3.6	Sampling	29
3.6.1	Population.....	29

3.6.2	Sample	30
3.6.3	Sample size	33
3.6.4	Strata	35
3.7	Data generation.....	35
3.7.1	Rationale for data generation method	36
3.7.2	Process of data generation.....	37
3.8	Data analysis.....	38
3.9	Trustworthiness of the study.....	41
3.9.1	Credibility.....	41
3.9.2	Confirmability.....	42
3.9.3	Dependability.....	42
3.9.4	Transferability.....	42
3.10	Ethical considerations	43
3.10.1	Avoidance of harm/ freedom of exploitation	44
3.10.2	Voluntary participation.....	44
3.10.3	Informed consent.....	44
3.10.4	Confidentiality.....	45
3.10.5	Compensation	45
3.10.6	Debriefing of participants.....	45
3.10.7	Actions and competence of the researcher	46
3.10.8	Contributors and sponsors	46
3.11	Limitations of using this methodology	46
3.12	Conclusion	46
CHAPTER 4 Findings and literature control		48
4.1	Introduction.....	48
4.2	Demographic profile of students and community members in the sample.....	48
4.2.1	Demographic data of the students.....	48
4.2.2	Demographic data of the community members	49
4.3	Overview of themes.....	50

4.4	Theme 1: Project meaningfulness	52
4.4.1	Addressing the need of the community	53
4.4.2	Successful implementation	56
4.4.3	Learning experience	66
4.4.4	Conclusion.....	72
4.5	Theme 2: Suitable support structure	74
4.5.1	Resources	74
4.5.2	Favourable working environment.....	83
4.5.3	Conclusion.....	89
4.6	Theme 3: Maintenance.....	89
4.6.1	Taking responsibility	90
4.6.2	Established routines	92
4.6.3	Long-standing university-community relationship	94
4.6.4	Conclusion.....	96
4.7	Theme 4: Growth.....	96
4.7.1	Building on existing projects and planning for the future.....	96
4.7.2	Collaborate and gain support from other entities	98
4.7.3	Growth in resources	102
4.7.4	Conclusion.....	104
4.8	Conclusion.....	105
	CHAPTER 5 Discussion of findings.....	106
5.1	Introduction.....	106
5.2	Application of the themes to student projects	106
5.2.1	Theme 1: Project meaningfulness	106
5.2.2	Theme 2: Suitable support structure.....	111
5.2.3	Theme 3: Maintenance.....	114
5.2.4	Theme 4: Growth.....	116
5.3	Reflection on the role of the researcher.....	118
5.4	Dynamics of stakeholders	119

5.5	Conclusion.....	122
CHAPTER 6 Conclusion		123
6.1	Introduction.....	123
6.2	Research aim and objectives	123
6.2.1	Research aim	123
6.2.2	Research objectives	123
6.3	Conclusions.....	123
6.4	Conclusion: Part 1	124
6.5	Conclusion: Part 2	124
6.6	Conclusion: Part 3	126
6.6.1	Refinement of the learning outcomes	126
6.7	Recommendations for future studies.....	132
6.8	Dissemination of findings.....	133
6.9	Conclusion.....	133
References.....		135
Appendices.....		148

LIST OF FIGURES

Figure 1: Occupational Science 400 module division	2
Figure 2: Flow of projects performed by final-year student during a year.....	3
Figure 3: Application of the 5D-cycle of Appreciative Inquiry	24
Figure 4: Adapted Data Analysis Spiral from Creswell	39
Figure 5: Dynamics of stakeholders within and around student project	119
Figure 6: Three parts of the study	124

LIST OF TABLES

Table 4.1 Demographic data of the students in the sample	49
Table 4.2 Demographic data of the community members in the sample.....	49
Table 4.3: Themes, categories and sub-categories	51
Table 5.1: University stakeholders	120
Table 5.2: Community stakeholders.....	121
Table 6.1: Summation of themes, categories and sub-categories.....	125
Table 6.2: Aspects to consider to improve project sustainability	127

ABBREVIATIONS AND ACRONYMS

AOTA:	American Occupational Therapy Association
CE:	Community Engagement
CHESP:	Community Higher Education Service Partnership
UP:	University of Pretoria
PPM:	Problem Planning Matrix
SAQA:	South African Qualifications Authority
SMART:	Specific Measurable Attainable Realistic Timely
B.OccTher:	Bachelor of Occupational Therapy
WHO:	World Health Organisation

LIST OF APPENDICES

Appendix A: Participation information and informed consent document: students

Appendix B: Participation information and informed consent document: community members

Appendix C: Information leaflet and document for manager permission

Appendix D: First-phase data analysis of research participants: students

Appendix E: First-phase data analysis of research participants: community members

Appendix F: Microsoft Excel Spreadsheet for the explanation of the data analysis process

Appendix G: Ethics clearance letter from the Ethics Research Committee of the Faculty of Health Sciences of the University

Appendix H: Letter from the editor

CHAPTER 1

INTRODUCTION TO THIS STUDY

1.1 Introduction and background

There has been a growing need internationally for higher education institutions to incorporate community engagement (CE) as a priority in teaching.^{1,2,3} Even though many academics engage in teaching and research, they often do not view CE as a main concern. Community engagement has however been proved by a many authors such as Strand⁴ and Renn, Goble and Kastenholz that CE has various benefits.⁵

These benefits include the fact that both communities and universities garner new insights: community practice is better informed, there are more employment opportunities available for students, communities receive assistance in the research process to demonstrate the impact of their services to those who fund them, and community members learn new skills that can improve the quality of their services.⁴

The benefits of CE, as described in the White Paper on the Transformation of Higher Education, laid the foundation in 1997 for CE to become an integral part of South African higher education. In 1998, the *Community Higher Education Service Partnership* (CHESP) initiative was established to both support and embed CE into higher education. CHESP described CE as a collective idea including “distance education, community-based research, participatory action research, professional community service and service-learning.”⁶

Given the diverse nature of community engagement, CHESP decided to focus on Service Learning as the entry point for CE in higher education. CHESP has supported eight Service Learning courses at the University of Pretoria (UP) since 2005, even though UP policy on CE was only approved in 2006 by its Council.⁶

The Department of Occupational Therapy at UP has included Service Learning in their programme since 2005. The occupational therapy lecturers responsible for the Occupational Science 400 module adapted this module to incorporate Service Learning outcomes. *Figure 1* is a schematic representation of the Occupational Science 400 module.

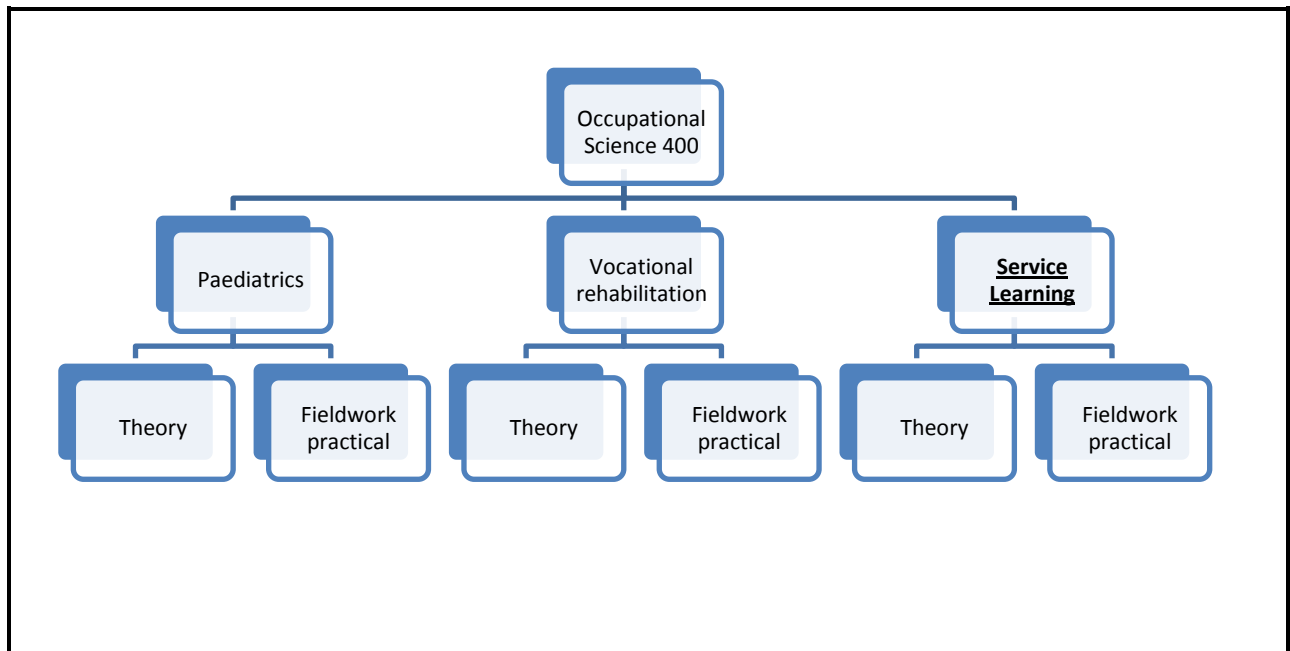


Figure 1: Occupational Science 400 module division

As evidenced in *Figure 1*, Service Learning is constituted of a theoretical and a practical component. The theoretical component consists of all the theory the students have learned since first year, as well as community development theory taught in their final year of studies. The fieldwork practical consists of a variety of occupational therapy interventions, such as those for individual clients, or for large groups, and also includes training sessions, as well as the planning, implementation and evaluation of a community project.

With the planning, implementation and evaluation of community projects students should be able to apply their knowledge on different cognitive levels. Before the planning of a project begins, the students perform a needs analysis to identify the

needs of the community members in a specific setting within the community.⁷ The students routinely explore the outcomes of the previous projects as many settings have been part of various projects that have been previously implemented. Depending on the students' findings, they may develop previous projects further, or they may commence another initiative. These projects are completed in three consecutive Service Learning blocks, since final-year occupational therapy students are divided into three groups. *Figure 2* is a schematic representation of community project implementations during a specific year.

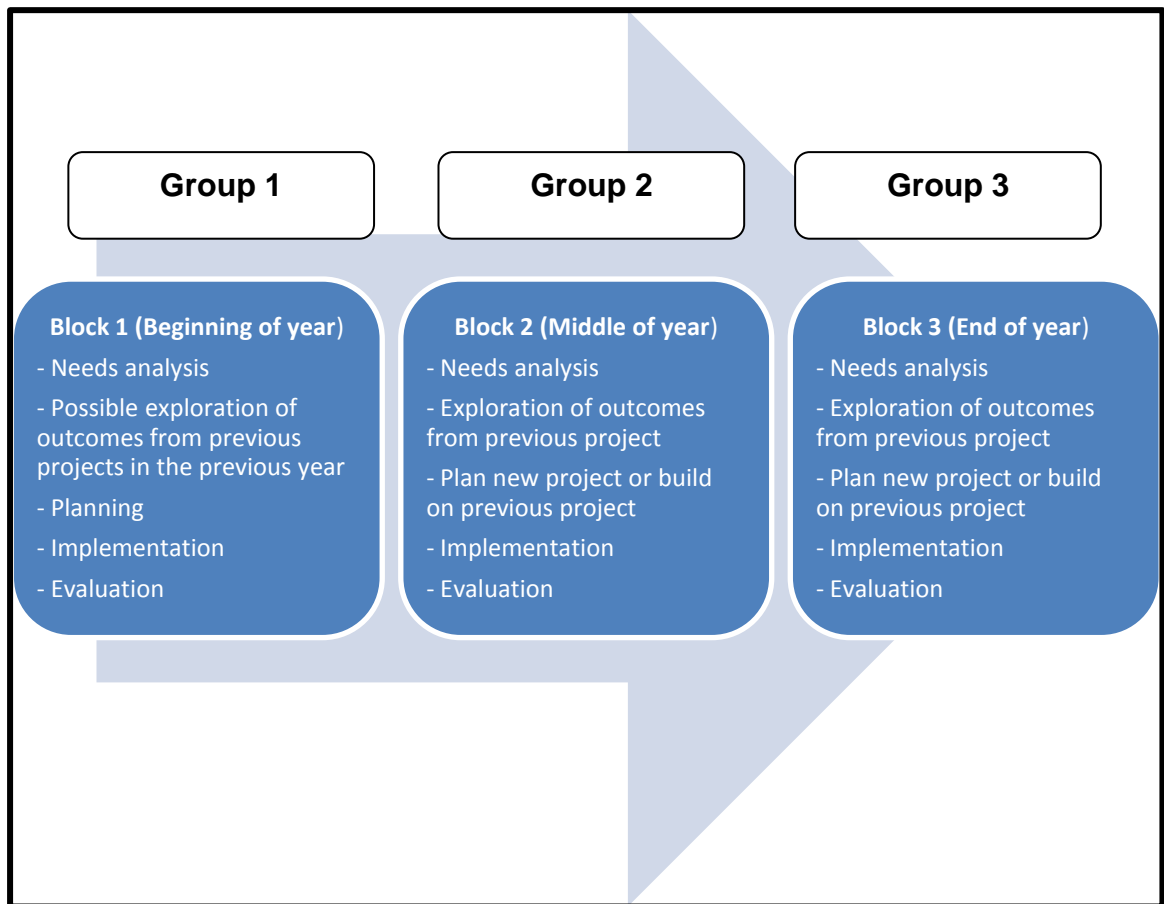


Figure 2: Flow of projects performed by final-year student during a year

Since 2005 community members, students and lecturers have reported that only a limited number of projects that were implemented during the occupational therapy

students' fieldwork were sustained successfully while others ended. The reasons for only some of the projects being sustained successfully raised questions regarding the methods employed to plan the projects, as well as the nature of the implementation of the projects, and whether the projects were feasible in terms of time and money. Furthermore, the uniqueness within these projects was questioned, in terms of the project creating results that would ensure that community members would continue with it. The same questions had been asked concerning unsustained projects.

Although various factors influence the sustainability of projects, no formal research to explore these had been conducted by the Department of Occupational Therapy at UP and the formal programme evaluation ("the process to determine the value of a programme or initiative")⁸ of these projects was therefore necessary.

1.2 Problem statement

Since 2005, occupational therapy students have been required to partake in Service Learning by planning, implementing and evaluating community-based projects in communities ranging from rural to urban areas. Community members, students who follow up on previous projects and lecturers have all reported that most of these projects had not been sustained.

Since no formal research had been conducted to explore the reasons for these unsustained projects, the importance of evaluating these projects became increasingly important.

The researcher therefore posed the following research question that guided this study.

1.3 Research question

What are the factors that influence the sustainability of final-year occupational therapy student community projects?

1.4 Research aim and objectives

1.4.1 Research aim

The overall aim of this research was to, by means of Appreciative Inquiry, (e)valuate the factors that influence the sustainability of final-year occupational therapy student community projects.

1.4.2 Research objectives

In order to have achieved the aim, the objectives were:

- To explore the factors that influences the sustainability of final-year occupational therapy student community projects.
- To describe the factors that influences the sustainability of final-year occupational therapy student community projects.

1.5 Assumptions

The researcher assumed that most student projects were not sustainable. Some factors were obvious and noted by the researcher, like a garden that was simply not maintained.

The researcher also assumed that students would apply both their clinical reasoning skills in occupational therapy and the newly learned community development

principles, even though they did not have extensive experience in this field of practice.

Finally it was assumed that students would perform the tasks that they had planned in writing, because it was not possible for the researcher to observe each contact session.

1.6 Significance

1.6.1 Practical

On completion of their studies, South African occupational therapy students are obliged to complete one year of community service in a government setting in either deep-rural, rural, semi-rural, peri-urban or urban communities. Community service therapists have ample opportunities to commence community development projects, especially where occupational therapy services have not been fully established.

The findings from this study could guide novice therapists regarding the planning and implementation of successful projects that could also be extended to other communities.

Although occupational therapy programmes, including Service learning, vary across the country's universities, all tertiary institutions are accredited with the South African Qualifications Authority (SAQA). Findings might therefore be helpful to occupational therapy students from other universities, but this needs further investigation.

The findings gained from community members and students might be helpful to other professions, depending on their settings of community engagement, or more specifically, Service Learning.

1.6.2 Theoretical

The findings from the research study would assist in the refinement of the content of the Occupational Science 400 module, therefore broadening the ongoing curricular development as well as the contextual preparation of students for their community development projects.

1.7 Limitations

The scope of this study was limited to the following:

- Community members from the Mamelodi community who were actively involved in student projects from October 2012 to May 2013 participated in this study.
- Final-year occupational therapy students from one university in South Africa (University of Pretoria) who completed their Service Learning modules from October 2012 to May 2013 participated in this study.
- The researcher, one of the supervisors of students in the service learning block, is a contributor to this study, inherent to her role as researcher. No other supervisors partook in this study.
- All other stakeholders involved in projects, such as sponsors and clients at community centres, did not have the opportunity to partake in the research study.

1.8 Definitions

Concepts used in this study are explained.

1.8.1 Community

A community “signifies a social grouping of society involved in an interaction at any given moment. Community refers to groups of people united by a common location, or to groups of people that are linked intellectually, professionally, and/ or politically”,⁹ as well-defined by the University of Stellenbosch. “In the natural world,

our community is the unit that orchestrates individual movements in space over time. In the cultural world, community is the setting in which, from one generation to the next, human beings learn how to be fully human.”¹⁰

For the purpose of this study community is defined as a group of people joined by similar interests and a common location, where occupational therapy student projects are planned, implemented and evaluated.

1.8.2 Community centres

A community centre is “where the members of a community can gather for social or cultural activities” or a “building dedicated to a particular activity.”¹¹ These activities can be group activities, public information sessions,¹² for educational or recreational purposes.¹³ The purpose of the centre is based on the needs of the community, as well as whether the centre can be utilised for the whole community or only for a specific group of people.

For the purpose of this study, a community centre is any centre that caters for the needs of people in the community. These people might be children, teenagers, adults or the elderly and either able-bodied with social, developmental or behavioural difficulties, or people with disabilities. These centres might be kindergartens, old age homes, protective employment, etc.

1.8.3 Community development

Community development is “the process of organizing and/ or supporting community groups in their identification of important concerns and issues, and in their ability to plan and implement strategies to mitigate their concerns and resolve their issues.”¹⁴ It can also be “defined as ‘a process by which the members of a society increase their personal and institutional capacities to mobilise and manage resources to produce sustainable and justly distributed improvements in their quality of life consistent with their won aspirations’.”¹⁵

The United Nations defines community development as “the process in which the efforts of the people themselves are united with those of government authorities to improve the economic, social and cultural conditions of their communities. It involves two processes: the participation of the people themselves in efforts to improve their living conditions with as much reliance as possible on their own initiatives; and the provision of technical and other services in ways which encourage initiatives, self-help and mutual help and make these more effective.”¹⁵

In terms of occupational therapy student projects in the community, the students contribute to the development of the communities when they do their Service Learning block by helping community members to gain insight into their circumstances so that they can identify their short-comings and plan intervention strategies that would increase their personal and their institutional capacities.

1.8.4 Community engagement

Community engagement is defined as “Continuously negotiated collaborations and partnerships between the [university] and the interest groups that it interacts with, aimed at building and exchanging the knowledge, skills, expertise and resources required to develop and sustain society”,⁹ as “all negotiated and dynamic partnerships between the university and the community it serves, which is practised through varied initiatives focuses on the interlace of research, teaching and learning aimed at addressing the social, cultural and economic development objectives of society”,⁹ and as “initiatives and processes through which the expertise of higher education institutions in the areas of teaching, learning or research is employed to address issues relevant to the community. Such activities typically find expression in a variety of forms, ranging from informal and relatively unstructured activities to formal and structured academic programmes addressed at particular community needs (HEQC). Initiatives may also range across a continuum from the philanthropic (charitable) to those with a social justice focus. A reciprocal relationship between the University and community concerned is implicitly understood.”⁹

In the occupational therapy student projects, community engagement by students involves learning, at times teaching and on occasion research. The students are part of a formal structured programme, i.e. for the Bachelor's degree in Occupational Therapy (B.OccTher). They present various learning opportunities to both community members and in the process themselves, through their individual therapy sessions, training sessions, large group presentations and implementation of projects. All of these activities are informal in nature.

1.8.5 Community member

A community member is “a role that is automatically given to users when they are assigned to a community”¹⁶ or a “repeat visitor.”¹⁷

A community member is somebody who performs a specific role in a certain community and repeats that role often, even daily. In terms of occupational therapy student project involvement, a community member is any one person who is part of the specific grouping that is involved in the student projects and therefore actively participates in the planning, implementation as well as the evaluation phase. Community members are those who serve clients at a centre, for example a caregiver who takes care of a client, e.g. a child with a disability. In this case community members are not the clients of a community centre, but part of the organisational structure in that the member would be the caregiver of a child (with or without a disability) and the child would then be the client.

1.8.6 (E)valuation

The “E” in “(E)valuation is in brackets, as the emphasis is on “valuation” rather than “evaluation”.

Evaluation is defined as the process “(t)o assess or appraise. Evaluation is the process of examining a subject and rating is based on its important features. We

determine how much or how little we value something, arriving at our judgment on the basis of criteria that we can define.”¹⁸

Valuation is “an estimation or appreciation of worth, merit, or character.”¹⁹

“Appreciative inquiry (AI) is an inquiry into the ‘best of’ which already exists in a system.”²⁰ It “involves conscious value choice to seek the most affirmative, valuing, and generative information available. The intention is to discover and build upon the strength and vitality of human systems as experienced and reported by their members... It choicefully values appreciation.”²¹

In this context, (e)valuation included the appraising of student projects, with the focus on the values and strengths of the projects, those “life-giving factors” in a project.

1.8.7 Occupational therapy student

In order to become a professional occupational therapist in South Africa a four-year academic course in occupational therapy is required to be completed. Occupational therapy “aim[s] to collaborate with individuals, groups, organizations and communities to achieve particular health-related purposes, all of which are associated with everyday occupational behaviours. It is offered to people of all ages if their occupations are restricted because of illness, impairment or disability, or if their circumstances prevent occupational development and achievement. Clients are enabled to participate in treatment and/or achieve goals that they have determined as meaningful and purposeful. In this way, they meet their needs, exercise abilities and develop inherent potential, while learning to adapt and compensate for change and loss. The process is not prescribed or time limited, but from the outset aims to enable and empower people to manage their affairs and make choices that are appropriate to their circumstances and environment.”²²

As described above, occupational therapy is a diverse profession. Occupational therapy students therefore perform diverse roles in the community in which they work. In addition to the above they also have to act as planners, managers and organisers²³ of the projects that they plan, implement and evaluate. Students involved in this research, were already in their final year of study.

1.8.8 Service Learning

“Service-learning engages students in activities where both the community and student are the primary beneficiaries. Herein the primary goals are to provide services to the community and equally to enhance student learning through the rendering of these services. Reciprocity is a central characteristic of this type of learning and an emphasis is placed on integrating community service with scholarly activities.” It is “a pedagogical model that intentionally integrates academic learning and relevant community service.”²⁴

The following principles motivate academic Service Learning:²⁵

- Fostering a sense of civic responsibility in students and community members.
- The community experience must be relevant to the academic course being studied.
- Utilising community-based learning on behalf of academic learning as well as using academic learning to inform the community service.
- Needs must be identified by community members and not be imposed on them by external stakeholders.
- There must be a partnership and reciprocity between the community and the university and the community and between those who serve and those who learn; those who serve are also learners; those being served need significant control over what they are learning.
- Active, participatory learning and passive, information-processing learning should be integrated.

- Academic staff should provide emotional support and intellectual challenges for students.
- The emphasis should be on community development and empowerment so that community members can serve their communities.
- Students need to critically reflect on their experience by writing and discussing it.
- Service Learning should be incorporated through all years of study (At the time of this study, this principle was not applicable.)

All the principles that underlie Service Learning are applicable to the Service Learning module referred to in this study.

1.8.9 Student project

A project is “an undertaking requiring concerted effort”,²⁶ “a plan or proposal”²⁶ or “an extensive task undertaken by a student or group of students to apply, illustrate, or supplement classroom lessons.”²⁶ A student project in the context of community engagement can range from volunteering to performing the full spectrum of applied Service Learning.

For the purpose of this study, a student project is defined as students and community members who collaborate to identify the needs of the community, as well as planning and implementing a specific intervention strategy to address those needs, and evaluate the outcomes and the process of that particular intervention.

Examples of student projects are the running of a community garden, making and selling blankets for income-generation, implementing a gross-motor exercise programme with children in a crèche and training care-givers at a centre for children with disabilities to stimulate the children appropriately.

1.8.10 Sustainability

“Sustainability means the extent to which an activity can maintain itself without external inputs (usually economic or technical),”²⁷ or “opposition to change.”²⁸

If a newly established or adapted activity therefore continues in the manner it was intended for, without needing external contribution, it can be said that that activity is sustainable.

Students implement various projects at a variety of community centres. By building their projects on the principles of community development, students aim towards sustainable projects. Projects are only deemed sustainable if the newly presented or adapted activities during the project implementation can be maintained without further intervention by a consecutive group of students or lecturer at the relevant university.

1.9 Chapter overviews

In Chapter 1, the researcher provided an overview of the background that led to this study. The aim and objectives were formulated and the significance of this study was explained. The definitions of concepts were also described, and the dissemination of the results was discussed.

In Chapter 2, the conceptual framework of this study is discussed. The researcher elaborates on programme evaluation, the chosen research approach for this study and the application thereof.

In Chapter 3, the researcher explains the methodology that was used to execute this study. The researcher describes the sampling methods applied and the manner in which data was generated and analysed. The trustworthiness and the ethical considerations for this study are also discussed.

In Chapter 4, the findings of this study are presented, followed by a literature controlled analysis.

In Chapter 5, the researcher discusses the findings of this study.

In Chapter 6, the researcher provides conclusions and reflections on this study and discusses the limitations and recommendations for future research.

CHAPTER 2

CONCEPTUAL FRAMEWORK

2.1 Introduction

“A conceptual framework is the system of concepts, assumptions, expectations, beliefs, and theories that supports and informs your research.”²⁹ The conceptual framework of this study will therefore guide the reader through the process from where the researcher asked the research question, to the decision on how to explore and answer that question.

The research question was formulated after the background rationale of this research study concluded that programme evaluation of student projects was due. The researcher therefore investigated the process of programme evaluation in an effort to discern the best way of implementing it in this study.

In this chapter, the researcher defines programme evaluation and discusses various approaches in performing programme evaluation. A discussion about the chosen approach for programme evaluation in this study, i.e. Appreciative Inquiry (AI) then follows. Finally, the researcher explains the application of AI to this study.

2.2 Programme evaluation

“Program [*sic*] evaluation is the act of ascertaining, appraising or fixing the value or worth of a program [*sic*] or initiative.”³⁰ Potter further states that “programme evaluation *research* is concerned with establishing whether social programmes are needed, effective, and likely to be used.”³¹ It is therefore a process whereby one determines the parameters of a certain subject to be evaluated, the method of doing the evaluation, and then implementing that evaluation method. If evaluation research is not done, it is impossible to determine whether or not a programme is effective.

This efficacy is not concerned with a social programme's finances, but with the social and human aspects thereof. When referring to social programmes, it is any organised endeavour aimed at educational or social development.³¹

The necessity for programme evaluation is described in a study by Ruch-Ross, Keller, Miller, Bassewitz and Melinkovich who surveyed 123 project directors from 149 community-based programmes that received funding from the Healthy Tomorrows Partnership for Children Program between 1989 and 2003. They were asked questions concerning the evaluation of their programmes, the documentation regarding the outcomes of the programmes and the current status of their projects. Eighty-three per cent of the respondents explained that their evaluations gave useful information. When the evaluations included outcome measures and were conducted as planned, the respondents indicated it as "well evaluated." When at least one outcome was reported, projects were also more likely to be sustained. They concluded that the evaluation of programmes adds to the success as well as the sustainability of those programmes.³²

As mentioned above the worth of a programme cannot be determined unless it is evaluated. Although limited research studies could be found regarding the importance of programme evaluation as an outcome for sustainability, many studies infer the importance thereof when describing the results they gained from evaluating their programmes. For example, Pillastrini *et al.* conducted a study to evaluate an occupational therapy programme with spinal cord patients in Italy in 2008. Their experimental group received occupational therapy in combination with neuro-motor rehabilitation, whilst the control group received neuro-motor rehabilitation only. The results revealed that participants who received the additional occupational therapy had greater total independence and improvements in transfers and wheelchair use. Unmarried patients also showed greater improvement than those who were married. Because this programme evaluation was done, the need for occupational therapy in that context was proven.³³

There is great importance and relevance attached to programme evaluation. The programme in need of evaluation in this research study is the Service Learning block, with specific regard to student projects in the community. A more in-depth description is now provided regarding the implementation of programme evaluation.

2.2.1 Programme evaluation methods

Worthen, Sanders and Fitzpatrick described the formative versus summative axis and the internal versus external axis of doing programme evaluation.³⁴

Formative evaluation determines the value of a programme in order to improve the programme. It is usually conducted by programme administrators, or internal evaluators to provide feedback regarding the improvement of the programme. It identifies aspects that are working well, aspects that are problematic and those that need modification.³¹ This is relevant to student projects, as this study sought to improve projects, as the researcher of this study is the programme administrator.

Conversely, summative evaluation judges a programme to determine whether or not it should continue or be expanded, adopted or otherwise,³⁴ as it has a retrospective outlook that determines outcomes, effects and impact of a programme.³¹ Summative evaluations are usually conducted by external evaluators, therefore personnel from outside the company or programme.³⁴ An example may be if the Health Professions Council of South Africa would conduct a programme evaluation on the occupational therapy programme at the University to determine if the programmes should continue or be removed.

The researcher of this project therefore conducted a formative, internal evaluation. Nevertheless, whether an evaluation is formative or summative, internal or external, the programme evaluator is required to clarify the approach he/ she adopted in conducting such an evaluation.

2.2.2 Choosing an approach for programme evaluation

Rogers and Fraser suggested that an evaluator needs to consider three aspects when considering approaches to programme evaluation. The three criteria they suggest are credibility of its theory, the practicality and whether it is evidence-based.³⁵

The researcher of this study explored many approaches of programme evaluation. Two approaches were considered more carefully as they were relevant to the context of student projects that were investigated in this study. The two approaches were Participatory Action Research (PAR) and Appreciative Inquiry (AI).

Both PAR and AI emphasise aspects such as the partnership between the client and the consultant, the learning that takes place by both the client and the consultant, the exploration of local knowledge, a readiness to re-evaluate assumptions in a system and organisational transformation.²¹ Both these theories are credible and have an evidence-base. As both these theories could be used as an evaluation approach, the researcher had to examine the two to determine which approach would be the most practical.

2.2.2.1 *Participatory Action Research*

Participatory Action Research (PAR) is “the sum of its individual terms.”³⁶ Therefore, it consists of participation, action and research. Participation is concerned with the involvement of all stakeholders in a certain project. Action is the change from a situation of injustice to an improved life. Research is the gathering and analysing of data in order to achieve new levels of knowledge and insight.³⁶ PAR is therefore a circular process whereby all stakeholders participate in research to collect and analyse data (reflection) and then decide what action should follow.³⁷

The main difficulty of using PAR in the context of this study is the timing of projects' implementation. The break between the first two blocks of projects is only a week,

which did not provide the researcher with enough time to analyse data, make changes and implement those recommendations. The gap between the last block of the year, and the subsequent first block in the next year, was sufficient in time but included holidays and other institutional responsibilities. The only adequate time was between the second and the third block, but it did not provide the researcher enough data to analyse. The researcher then turned her attention to AI to explore whether it would be a more practical approach to follow.

2.2.2.2 *Appreciative Inquiry*

Appreciative Inquiry (AI) accepts that evaluation itself has an impact on an institution. It conducts evaluations in an appreciative manner and therefore makes community centres less vulnerable, as their mistakes and weaknesses are not exposed, but their successes are rather emphasised.³⁸ AI is more practical as it is possible to first finish data collection before suggestions for improving projects may be made.

However, AI is largely theory-based and has a small research-base at this point in time. One study conducted by Bushe and Kassam in 2005, examined 20 cases that used AI to determine whether transformational change occurred. The findings showed that only 35 per cent had transformational outcomes. Despite this low percentage, the authors reported that it appears that AI makes vital contributions to large system change. The two changes these authors mentioned were the change of thinking rather than behaviour, and the implementation of self-organising change that flows from new ideas rather than centrally agreed processes to change. Bushe and Kassam also called for further research to be done on these contributions.³⁹

Although AI has a small research-base, many reports demonstrate that AI had an impact in creating transformational change in their specific organisations. One study by Stefaniak described that certain parameters in the nursing staff environment at the University of Kentucky/ Kentucky Children's Hospital led to the assumption that staff would rate all areas of job satisfaction high. However, it was exposed after an annual survey in 2003 that the staff was not satisfied with their professional decision-

making. Teams were formed to apply AI in the working environment, and resulted in emphasising many positive aspects in the working environment. However, follow-up regarding decision-making of staff still needed to be done at the time of this report.

Nevertheless, of the two approaches, only AI was deemed appropriate for this study since it was more practical. AI is described in more depth, including the manner in which it guided the researcher in conducting this study.

2.3 Appreciative Inquiry

2.3.1 Definition

The AI approach is used to create positive effective change, usually in an organisation. Simplistically stated, it assumes that “Every organization has something that works right – things that give it life when it is most alive, effective, successful, and connected in healthy ways to its stakeholders and communities. AI begins by identifying what is positive and connecting to it in ways that heighten energy, vision, and action for change.”³⁸

In conventional problem solving approaches a problem is identified, critically analysed, possible solutions created and then followed by an action plan. In contrast, AI embraces the potential solution before focussing on the problem. AI will therefore explore the best of what already exists in an organisation, and use this as a starting point to imagine and produce greater possibilities.³⁸ To understand this more clearly, the eight principles underlying AI are explained.

2.3.2 Principles fundamental to AI

The constructionist principle is that the growth in any organisation is an ongoing process and dependent on how the people perceive the future of their organisation. The perception of this future is not only dependent on knowledge but on the inquiry of that knowledge. If we aim for constructive or positive organizational change, our

questioning needs to be in constructive and positive manner.³⁸ It is therefore of utmost importance how questions are phrased when organizational change is due.

Principle of simultaneity is the principle that recognises that inquiry and change occur simultaneously. Therefore, as soon as questions in an investigation are asked, change commences. The inquiry becomes an intervention in itself. When any inquiry is based on an asset analysis in opposition to a deficit analysis, the findings are enriching rather than disheartening.⁴⁰ The discussions that the community members have are the inspiration of the future change. Therefore, inquiring about the future in an appreciative way sows positive seeds, which inspires positive change.³⁸

The anticipatory principle includes the assumption that the images we have of the future are the images that guide our actions.⁴⁰ Constructive change would therefore come from constructive imaginings of the future. AI provides the opportunity for organisations to collectively imagine an improved future for that organisation.³⁸

Regarding the poetic principle, it is also assumed that any organisation, like a community centre, is constantly being changed. The past, present and future can be studied in any way.⁴⁰ There are always choices to study either the negative aspects of the centre, or make a study of the positive, creative and innovative aspects.³⁸

The positive principle denotes that “(o)rganizations, as human construction(s), are largely affirmative systems and therefore are responsive to positive thought and knowledge.”³⁸ Therefore, when inquiry about the past and the possible future is done appreciatively, it is best to do in asset-based language. If inquiry is positive, community members are attracted to such inquiry.⁴⁰

The wholeness principle focuses on the understanding that wholeness exposes the best in people. It recognises the enjoyment of people’s differences, rather than attempting to find commonalities.⁴⁰

The enactment principle acknowledges that change occurs when people live out their future dreams in their current circumstance.⁴⁰

The free choice principle refers to the assumption that people and organisations best perform when they can freely choose the manner in which they prefer to engage. It allows people to focus on their interests and therefore liberates them.⁴⁰

To appreciate the foundations of AI, it is important to discuss the process of employing AI as an evaluation method. The 5-D cycle is discussed below.

2.3.3 The 5-D cycle of AI

The 5D-cycle of AI is *Define, Discover, Dream, Design* and *Destiny*.⁴¹ *Define* is the phase where the goal of the inquiry is developed, including the framing of a question that leads an investigation.⁴¹ *Discovery* is the phase where participants in an organisation discover the best facets of the organisation. When participants are asked questions in an affirmative way, it simultaneously allows positive change to occur. When participants *dream*, they envision the possibilities of what they can become. They create a positive image of their preferred future. *Design* is using the successes of the past and the possibilities of the present to design a better, ideal future. It focuses on what the development of the organisation. *Destiny* is the actions that guide the participants of the organisation to the ideal that they are dreaming about.³⁸ The application of these five phases is further discussed below.

2.3.4 Application to this study

The researcher applied these five phases in three parts for the purposes of this study. *Figure 3* is a schematic representation of the application of the AI approach.

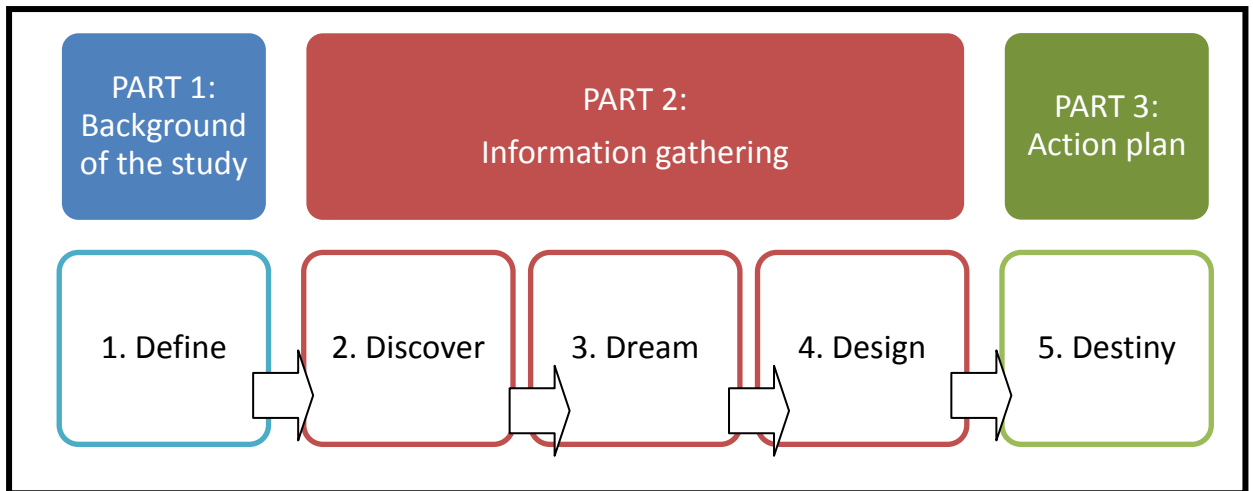


Figure 3: Application of the 5D-cycle of Appreciative Inquiry

PART 1

In the *define phase* the researcher identified the challenge of unsustainable community projects and described it as the background of this study.

PART 2

Part 2 involved the research participants' answers to three questions that could guide the researcher to the final part of this study.

Related to the *discovery phase*, participants were asked about their high-point experiences in projects; the best of what currently is. With regard to the *dream phase*, the participants envisioned the possibilities of what can become; their dream for the best project possible. In the *design phase* participants were asked about their wishes to improve the sustainability of projects.

PART 3

Destiny is the actions that guide the organisation to the ideal that the participants are dreaming about. This phase guided the researcher to formulate an action plan. The researcher drafted an action plan based on themes that emerged from the data analysis and with a literature control. It consisted of two components. The first component is the refinement of the theoretical Service Learning block outcomes for students to be optimally prepared in the planning, implementation and evaluation of projects in an urban community. Secondly suggestions of aspects that should be incorporated into the Service Learning module to improve the sustainability of final-year occupational therapy student projects in an urban community were made. These are discussed in Chapter 5.

2.4 Conclusion

The researcher elucidated that Appreciative Inquiry was the most practical approach to use in doing Programme Evaluation for this specific study. The principles fundamental to AI, as well as the 5-D cycle were discussed. The researcher also explained how AI was applied in this study. In Chapter 3 that follows, the methods that were used in order to conduct this study are described.

CHAPTER 3

METHODOLOGY

3.1 Introduction

In this chapter, the research prompts the reader of the aim and objectives of this study, describes the research design that was used and in which paradigm this study is embedded. It also describes the sampling method and the manner in which data was generated and analysed. The trustworthiness of this study is discussed, together with ethical considerations that were made while the study was conducted.

3.2 Purpose statement

Data that was generated was used to discuss suggestions for improving the sustainability of occupational therapy student community projects.

3.3 Research aim and objectives

3.3.1 Research aim

The research aim was to (e)valuate the factors that influence the sustainability of final-year occupational therapy student community projects.

3.3.2 Research objectives

- To explore the factors that influences the sustainability of final-year occupational therapy student community projects.
- To describe the factors that influences the sustainability of final-year occupational therapy student community projects.

3.4 Research design

“The research design refers to the overall strategy that you choose to integrate the different components of the study in a coherent and logical way, thereby, ensuring you will effectively address the research problem; it constitutes the blueprint for the collection, measurement, and analysis of data”.⁴² The researcher selected a design based on the type of data that best supported the study objectives.

A qualitative descriptive research design was employed for this study.⁴³ This design supports the intent of the researcher to explore and understand meaning of subjective experiences of research participants. It “attempt[s] to provide a complete and accurate description of a situation.”⁴⁴

In this context in particular, the researcher explored and described the students’ and the community members’ experiences during the planning, implementation and evaluation of the occupational therapy student projects.

3.5 Paradigm

A paradigm is “a set of assumptions about the basic kinds of entities in the world, about how these entities interact, and about the proper methods to use for constructing and testing theories of these entities”.⁴⁵ As Appreciative Inquiry (AI) reinforces the activities for this research study, the constructionist paradigm was adopted.

“Users of this paradigm are oriented to the production of reconstructed understandings of the social world.”⁴⁶ It “recognizes the self-reflective nature of qualitative research and emphasizes the role of the researcher as an interpreter of the data and an individual who represents information.”⁴⁷ To gain a more profound understanding, the ontological, epistemological and methodological views are discussed.

3.5.1 Ontology: Relativist

Ontology is concerned with “the nature of the world and what there is to know about it.”⁴⁸ In the constructionist paradigm, the researcher adopts a relativist ontology³⁶ that explains that “the world consist of multiple individual realities influenced by context.”⁴⁹

The researcher of this study assumed the way in which people know the world is relative because each participant in this study thinks differently about student projects. Each community member and student therefore has a certain lived experience of student projects and therefore have varying views when expressing those lived experiences.

For the researcher to provide a truthful reflection of the perspectives of the research participants, the researcher required to become part of the research process, as it would be unrealistic for the researcher to be removed from the context in which the research study took place. Essentially, this conforms to the constructionist paradigm.

3.5.2 Epistemology: Transactional

“Epistemology is concerned with ways of knowing and learning about the world and focuses on issues on how we can learn about reality and what forms the basis of our knowledge.”⁴⁸ When adopting the constructionist paradigm, the epistemology is transactional.³⁶ It “emphasizes the interrelationship between the researcher and participant and the co-construction of meaning.”⁴⁹

Epistemology therefore does not merely state the position of the researcher to the research participants, but rather explains how the research participants reason when they make sense of their worlds. In the constructionist paradigm, the view of the research participant is not independent from the researcher, but is rather constructed in a relationship with the researcher.

The interrelationship between the researcher and the participants in this study is already present since the researcher acts as student supervisor and community coordinator. The researcher's relationship with the participants therefore already has an influence on the participants' responses.

3.5.3 Methodology: Dialectical

Methodology is the description of a "step-by-step sequence of activities that the [researcher] performed in the process of executing the proposal".⁵⁰ In a constructionist paradigm, the researcher adopts a dialectical approach. Dialectical informs the argument of resolving conflict of opposing ideas.³⁶ The application of the methodology is evident throughout Chapter 4 and 5. The reader is able to follow the findings of the text (raw data) that was analysed as well as the arguments that resolve opposing ideas.

3.6 Sampling

Sampling is the process "to select cases or examples from a wider population (which might be too big to be studied completely), so that the research in the end can make statements that apply not just to the individual participant(s)", but to the entire population.⁵¹ The researcher therefore uses research participants, representative of a larger group of people to study, as studying the whole group of people is impractical.

The population and sample used in this study is now discussed.

3.6.1 Population

"A population is the entire group of persons or objects that is of interest to the researcher, in other words, that meets the criteria which the researcher is interested in studying."⁵² The population of this study consists of two sub-groups.

Sub-group A: Students

This is a group of final-year occupational therapy students who have studied at the University of Pretoria since the implementation of the current curriculum.

Sub-group B: Community members

This is a group of community members involved in occupational therapy student projects from the University of Pretoria, since 2005.

3.6.2 Sample

“A sample is a part or fraction of a whole, or a subset of a larger set, selected by the researcher to participate in a research study.”⁵³ The sample of this study consisted of a smaller group of students and community members, selected from the population sub-group A and B respectively. The type of sampling, process of selecting participants, inclusion criteria, sample size and sampling bias is now discussed.

3.6.2.1 Type of sampling

To select this sample, purposive sampling was used. In purposive sampling “subjects or objects that are typical or representative of the study phenomenon”⁵⁴ were chosen. The following samples that represented this specific study were chosen as follows:

Sub-group A: Students

The final-year occupational therapy students of three consecutive Service Learning blocks who study at the University of Pretoria in 2012 and 2013 were included, namely the last block of 2012 and the first two blocks of 2013 were included.

Sub-group B: Community members

Urban community members of three consecutive Service Learning blocks, who were involved in final-year occupational therapy student projects from the University of Pretoria in 2012 and 2013, were included. Community members involved in projects in the last block of 2012 and the first two blocks of 2013 were included.

3.6.2.2 *Consent*

Sub-group A: Students

Before students were recruited, permission from the Head of Department from the Department of Occupational Therapy, the Dean of the Faculty of Health Sciences, and the Faculty of Health Care Sciences Research and Ethics Committee at the University of Pretoria was gained (the ethics clearance number is S135/2012).

Sub-group B: Community members

Before community members were recruited, permission from the head of every community centre involved in projects were recruited. This included three managers of respective centres, two principals from respective kindergartens and two principals of respective primary schools. Permission from the Department of Education in South Africa was also gained to approach the principals of the two public primary schools. Permission from the Faculty of Health Care Sciences Research and Ethics Committee at the University of Pretoria was also gained. Refer to Appendix G.

3.6.2.3 *Recruitment*

Sub-group A: Students

Students were recruited for this study in the last week of their Service Learning block (three respective blocks). They were asked whether they wanted to take part in this

study and were informed that the collection of data would take place after the completion of their last task on the last day of the block. Time was allocated in the afternoon for those students that gave consent.

Sub-group B: Community members

Community members were recruited during the last week of each Service Learning block that the group of students completed. The managers of centres were called telephonically or contacted by means of a personal visit to retrieve permission to collect data. After permission was granted, community members that were part of the projects were approached to arrange a time during the two weeks following a Service Learning block. Because students mostly return to the same community centre in a consecutive block, community members of the same community centre was not approached twice in order to avoid duplication of data or rehearsed responses. When new community members joined a community centre, and they adhered to the inclusion criteria, they were approached for the second data collection. Because of this process, most data was collected in the first block, less information in the second block and no data in the third block.

3.6.2.4 Inclusion criteria

Sub-group A: Students

- Final-year occupational therapy students, registered for Occupational Science 400 in 2012 and 2013.
- The student had to provide voluntary consent to be included in the sample.

Sub-group B: Community members

- The community members that were active participants during the planning, implementation and evaluation phase of the project. If community members missed certain contact sessions, yet were involved in all the phases, they were still viewed as active participants.
- The community members had to provide voluntary consent to be included in the sample.

3.6.2.5 *Exclusion criteria:*

Sub-group A: Students

- There were no exclusion criteria.

Sub-group B: Community members

- Community members that were not able to read, understand and write efficiently in English. “Efficiently” in this case meant that the person could follow an instruction after reading and respond to it in the English written language, even if they were not fluent. The reason for asking research participants to respond in English was because of budget constraints for recruiting translation and interpretation services.

3.6.3 Sample size

A total of fifty-eight research participants gave consent to partake in the research. Their division is described below.

Sub-group A: Students

Ten students gave consent to participate in the first data collection (Block 3 in 2012), 12 in the second round (Block 1 in 2013) and 11 in the third round (Block 2 in 2013). A total of 33 students participated in the data generation process and were included in the sample. Five students did not participate in the study for personal reasons.

Sub-group B: Community members

Twenty community members gave consent in the first data collection (Block 3 in 2012), and seven provided consent in the second round (Block 1 in 2013) to be included in the sample. However, in the first round, one community member's raw data was excluded during data analysis as it became clear that she did not adhere to the inclusion/exclusion criteria. The raw data of a community member of the second round was also excluded during data collection as the researcher realised afterwards that the particular community member had already participated in the first round of data collection. In total, twenty-five community members' data were used after they provided consent and participated in the data generation process. There were no community members that did not want to participate in the study.

3.6.3.1 Sampling bias

Bias is "any influence that produces a distortion in the results of a study or that strongly favours the outcome of a particular finding in a research study."⁵²

The researcher made use of purposive sampling.⁵² This sampling method ensured that the population is well presented. It prevented the researcher from recruiting participants that only represented a certain view. In this way, sampling bias was avoided. The following characteristics are representative of the populations:

Sub-group A: Students

- Students are mostly female
- They are most of the time between the ages of 22 and 26 years
- Some have started or completed previous studies before studying occupational therapy

Sub-group B: Community members

- Community members are mostly female
- They are of African culture

3.6.4 Strata

Sub-group A: Students

All thirty-three students who participated in the study were female.

Sub-group B: Community members

Four of the community members that participated in the study were male and 21 were female.

3.7 Data generation

Data generation is the “procedures specifying techniques to be employed, measuring instruments to be utilized, and activities to be conducted in implementing a research study.”⁵⁵ It is therefore the process whereby the researcher produces data in a format that can be analysed to answer the research questions.

A self-report interview schedule, with three open-ended questions to generate the data from both sub-groups A and B, i.e. the students and the community members respectively, was used.⁵² These questions informed the middle three phases of AI, namely to *discover*, *dream* and *design*. Refer to appendices A and B for detailed questions.

The researcher met the research participants on a day that suited them best after each Service Learning block was completed. The participants wrote down their responses, which took approximately half an hour of their time.

3.7.1 Rationale for data generation method

- This technique supported the study objectives and its qualitative, descriptive design.
- It was a time effective way to obtain data from a large group of people. It only took half an hour per student group to fill in the self-report interview schedule and half an hour per community centre each time. Excluding travelling, data generation and collection took approximately eight hours.
- It was cost-effective to use a self-report interview schedule.
- It provided a greater sense of confidentiality. Responses from participants were also not dependent on the mood of the interviewer.
- When the research participant completed the self-report interview schedule, data was already in written format. This saved time from having to transcribe interviews, if that data collection procedure would have been used.
- Research participants were able to reflect more honestly and confidently on the team-work during the project implementation, as a focus group may not have allowed the same quality of response due to the fear of humiliating another team member.³⁶

Appendices A2 and B2 includes the self-report interview schedules used for both sub-groups A and B respectively.

3.7.2 Process of data generation

Sub-group A: The data generation took place in three dates, each after the completion of a community rotation. The students met the researcher in a lecture hall at the Department of Occupational Therapy after each respective Service Learning block. Participants had the opportunity to read through the consent letter, ask questions if anything was unclear and then they signed the participant information leaflet and consent form. Willing participants then had the opportunity to complete the self-report interview schedule. One student completed it in her own time as she first wanted to reflect on the questions. The researcher collected it in the following week. None of the information obtained from this participant was significantly different from other participants, and was therefore included into the data analysis process.

Sub-group B: The data collection took place in two dates, each after the completion of a community rotation. During the last week of a Service Learning block, the researcher approached the head of each community centre to ask permission to meet the community members at that specific centre. After permission was granted, the head signed a letter of permission. The researcher then asked the community members working at that community centre if they were willing to participate. If they were willing, the researcher scheduled a time with the community members to complete the self-report interview schedule.

When the researcher met with the participants, they had the opportunity to read through the consent forms, ask questions about anything that was unclear and sign it. Thereafter, they completed the self-report interview schedule. Three participants completed it in their own time as they first wanted to reflect on the questions. The researcher collected it in the following week. None of the information obtained from these participants were meaningfully different from other participants, and were therefore included into the data analysis process.

3.8 Data analysis

“Data analysis is the process by which the researcher summarizes and analyzes the data that have been collected.”⁵⁶ This process depends on the type of research that is done.

The researcher made use of *content analysis* to analyse the data for this study. “Content analysis is the systematic and objective procedure used to identify and analyse significant written, verbal, or visual data in order to tabulate, classify, summarize, and compare the contents.”⁵²

For this study, the researcher analysed the written data from the completed self-report interview schedules, using the data analysis spiral as described by Cresswell.⁴⁷

The data analysis spiral proposes that data collection, data analysis and report writing are not a linear process, but are interrelated and occur simultaneously. *Figure 4* below provides a schematic representation of Creswell’s *Data Analysis Spiral*,⁴⁷ adapted by the researcher, and is discussed below.

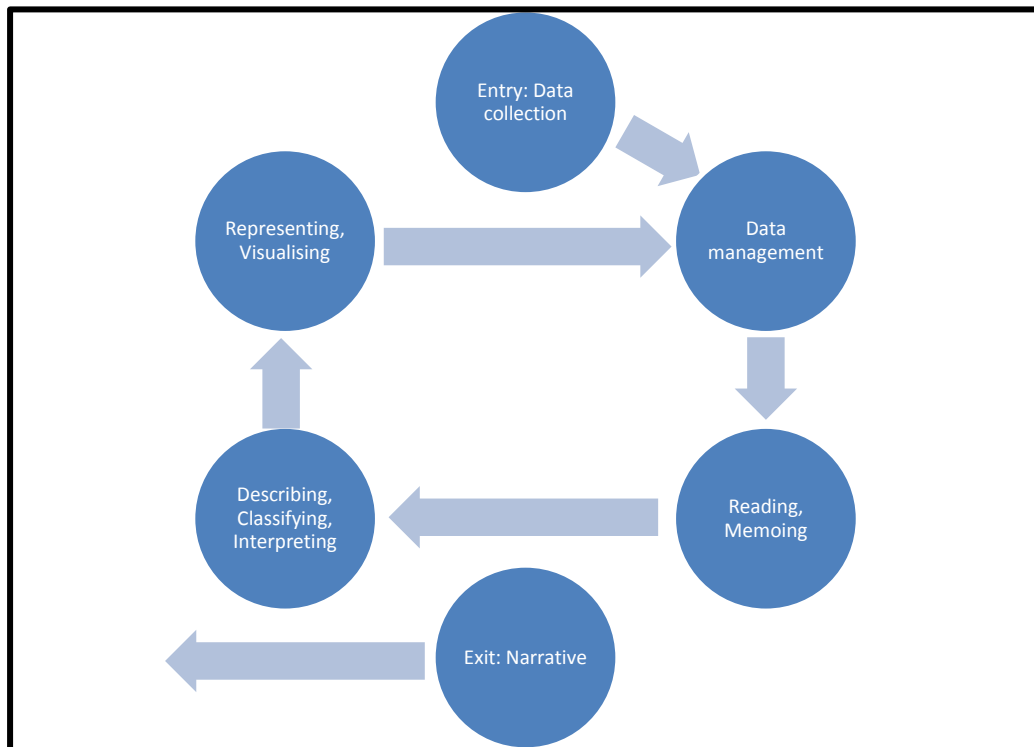


Figure 4: Adapted Data Analysis Spiral from Creswell⁴⁷

The *Data Analysis Spiral's* entry point is data collection or generation. The exit is a narrative or account. The first process in between the entry and exit of the spiral is data management, where the researcher organised her data.⁴⁷ She gathered the self-report interview schedules that were completed by the research participants and filed it alphabetically, keeping student and community records separate.

The next process, “reading and memoing” gave the researcher a sense for the whole database. The researcher read through all the data after each phase of data collection was completed and encircled all possible meanings that emerged. The data was read again and key words of concepts were written in the margins of the self-report interview schedules. Refer to Appendices C and D for a copy thereof.

The next process was the *describing-classifying-interpreting* loop. The researcher formulated a Microsoft Excel Spreadsheet and classified each concept under a

certain category. Some concepts fitted under more than one category. Each category was revised to consolidate or expand it. Some categories were put together if concepts were similar and others were expanded by adding sub-categories to it. (Refer to Appendix G.) In a Microsoft Word document, the researcher then grouped the categories and sub-categories under four main themes and interpreted and described each, supported with quotes from research participants. This interpretation and description considered factors that influence the sustainability of student projects. The researcher read through the raw data multiple times to make sure that all meanings were included into a category throughout this process.⁴⁷

All the raw data from the sample was used for analysis and data saturation was reached at this point. Data saturation is “the point where emerging concepts have been fully explored and no new categories are being generated.”⁵⁷

An independent co-coder also analysed a percentage of the data. The co-coder has a Master’s degree and has supervised a Master’s and undergraduate students with components of qualitative research. Thirteen from the 33 self-report interview schedules of students, and 20 from the 25 self-report interview schedules of community members were analysed. The results were in line with the researcher’s. Some discrepancies in word-choice for the categories and sub-categories were found, but after a discussion with the researcher’s supervisor, conclusions were made regarding the best choices of words, as reflected in Chapter 4.

Finally, the *representing and visualising* process was conducted. For qualitative research, text format rather than graphs and numbers is used. The findings of this study and the discussion thereof are comprehensively described in Chapter 4 and 5.

The spiral therefore entered when the researcher started to collect data on the first date. The entry of the spiral was when the researcher concluded this study with recommendation made.

3.9 Trustworthiness of the study

Trustworthiness “requires that a researcher using the same or comparable methods should obtain the same or comparable findings every time the researcher uses the methods on the same or comparable subjects. Furthermore, the researcher must develop consistent responses, or habits, in using the method and scoring or rating its findings, as well as manage factors related to participants and testing procedure to reduce measurement error.”⁵² Trustworthiness is also “concerned with the accuracy and truthfulness of scientific findings.”⁵²

There are various factors that contributed to the trustworthiness of this study. These are discussed below.

3.9.1 Credibility

Credibility is “the extent to which a phenomenon can be considered authentic within the context in which it is produced.”⁵²

The first aspect that contributed to the credibility of this study is that the researcher had prolonged engagement⁵² in the field of community development, ranging from deep rural to urban communities. She supervised students for two years in their projects and was therefore familiar with the concepts in this research study. She also worked for two years in a rural community and has four years of exposure to semi-rural and rural community living.

The researcher made use of triangulation⁵² to ensure that this study was more credible. Triangulation is “the process of bringing more than one dimension to bear on a research problem in order to increase the trustworthiness of the findings.”⁵² The researcher used data triangulation by using more than one source from which to collect data, i.e. the students and the community members.

A co-coder⁵² analysed about thirty per cent of the raw data of students and eighty per cent from the raw data of the community members. This was to validate the findings of the researcher.

3.9.2 Confirmability

Confirmability is “the extent to which the researchers make available the processes of research for external audit.”⁵²

The self-report interview schedule that was used for data collection was reviewed by peers and supervisors to establish the relevancy of the questions. These aspects advanced the confirmability of this study.

After analysing the data, the researcher approached two students and two community members and confirmed with them that the data that was analysed is a reflection of what they have said.

3.9.3 Dependability

Dependability “focus[es] on the reproducibility of the processes of data collection and data analysis rather than replication of the results.”⁵²

If this study had to be repeated with three consecutive Service Learning blocks of final-year students in 2013 and 2014, the information should be similar. The sample was representative of the population and the sampling technique i.e. purposive sampling, is effective. Data analysis was also performed until data saturation was reached. These two processes improved the dependability of this study.

3.9.4 Transferability

Transferability is the “degree to which the results of a study can be generalized [or be applied to] to other settings or samples.”⁵²

The population of this study was all final-year occupational therapy students at the University of Pretoria, as well as all community members involved in these student projects. If this study was transferable, it would mean that the findings gained from this study would apply to all fourth year students. The sample that is taken in this study, therefore using all participants from a whole academic year of student projects, was representative of the population. This is based on the researcher's experience in the field, from being a final-year student herself in this Department of Occupational Therapy of the University of Pretoria, and having to comply with the same curricular outcomes, and then also being a lecturer, supervising students for the past three years.

As described in the discussion concerning the dependability of this study, the researcher used purposive sampling. This allowed the researcher to sample research participants who best contributed to the subject that was being investigated. In all probability, these subjects provided similar responses to any other academic final-year of possible subjects within Occupational Therapy.

The researcher concludes that this study is trustworthy when considering the credibility, confirmability, dependability as well as the transferability thereof.

3.10 Ethical considerations

When this research study was performed, the researcher collected data from people that was about them. It was therefore important to the researcher to “protect [her] research participants; develop a trust with them; promote the integrity of research; guard against misconduct and impropriety that might reflect on their organizations or institutions; and cope with new, challenging problems.”⁵⁸ The considerations encountered to ensure that this was indeed an ethical study are discussed below.

3.10.1 Avoidance of harm/ freedom of exploitation

From the methodology used, there were no physical or emotional harm done to any participant. One participant became anxious during data collection because it was initially overlooked that she did not adhere to the inclusion/exclusion criteria as the manager of the centre did not relay to the researcher that this community member was unable to write in English. The researcher handled the situation by conversing with the community member to receive her feedback on the study. Her responses were however not used in the data analysis process. No other incidents were reported or observed.⁵⁹

The value of Appreciate Inquiry is that evaluations are conducted in an appreciative manner. It therefore makes community members from community centres less vulnerable as their mistakes and weaknesses were not emphasised. This aspect complements to the ethical behaviour of the researcher in this study.⁶⁰

3.10.2 Voluntary participation

Participants freely entered the study.⁵⁹ They were first asked whether they wanted to and had the time to participate in this study. Then only participants who agreed on completing a self-report interview schedule were given one, and they had the option to discontinue at any stage. This was clearly made known to them before they commenced with the self-report interview.

3.10.3 Informed consent

The manager of each of the community centres signed a letter of consent for the research study that was conducted with the participants of the respective community centres. (Refer to Appendix C). Thereafter, the community members as participants signed a participant information leaflet to provide written consent that they were willing to take part in this study.

Students as participants also signed a participant information pamphlet to provide written consent to take part in this study.

The pamphlet/form included the goal of the study, the approximate duration of completing the self-report interview schedule, the possible advantages and disadvantages to the person, the credibility of the researcher that no harm would be done, that information would remain confidential and that participation is voluntary.⁵⁹

3.10.4 Confidentiality

This aspect was covered in the consent form. All the information that was relayed by the research participants was kept confidential. Each participant received a particular code when analysis of the information was done. No names or centres were made known in the discussion and publication of the findings.⁶¹ It was however necessary to include names on the form in the case that the researcher needed to refer to the students' project to know the context of the answer.

3.10.5 Compensation

No monetary compensation was given to any participants to avoid creating a precept where community members expect other contributions from the university in the future.⁵⁹ Each community member did however receive a chocolate as a sign of appreciation after completing the self-report interview schedule.

3.10.6 Debriefing of participants

After each session, the participants were able to ask questions to the researcher, of whom none did. The researcher provided feedback to all the participants after the study had been published (Scheduled for hand-in in February 2015). The option for further debriefing after the findings have been exposed has also been provided.⁵⁹

3.10.7 Actions and competence of the researcher

The researcher was responsible for the teaching and learning of final-year students during their Service Learning in the community since 2010. The Service Learning included project planning, implementation and evaluation.

This research proposal was approved by the Postgraduate and Research Committee of the School of Health Care Sciences, and the Ethics Research Committee of the Faculty of Health Sciences at the University (the ethics clearance number is S135/2012; refer to Appendix G). All of the above assured that the actions of the researcher were ethical.⁵⁹

3.10.8 Contributors and sponsors

All contributors are thanked in the dissertation on page iii.

3.11 Limitations of using this methodology

Factors that influence projects in deep-rural, semi-rural, rural, peri-urban and urban areas may differ remarkably. As the sample for community members were taken from an urban community, findings may not apply to all types of communities.

The community members of the sample of this study were from an African culture only. The findings can therefore not be transferred to the other population groups in South Africa.

3.12 Conclusion

The researcher described the methodology that was used in conducting this research study. The trustworthiness and ethical considerations were also described. The limitations of using this particular methodology were also included.

In Chapter 4, the themes that emerged from the raw data are discussed. Furthermore, an analysis of the data from the included literature that has been reviewed to either support or oppose the themes is presented.

CHAPTER 4

FINDINGS AND LITERATURE CONTROL

4.1 Introduction

Chapter 3 provided a description of what methods were applied to generate data. The research participants were asked three questions which were analysed to induce themes.

In this chapter the findings are reported in the following way: First the demographic profile of the students and community members in the sample is described, then an overview of the themes, categories and sub-categories is provided, and finally each theme, category and sub-category is supported by quotes from the participants and the responses as controlled by the literature previously reviewed is described.

4.2 Demographic profile of students and community members in the sample

4.2.1 Demographic data of the students

Sub-group A: Students

The demographic information of the students involved in the study is formulated in the Table below.

Table 4.1 Demographic data of the students in the sample (n=33)

Demographics	Frequency	Percentage
Gender: Female	33	100%
Age: 21 years	5	15%
Age: 22 years	10	30%
Age: 23 years	13	39%
Age: 24 years	3	9%
Age: 25 years	1	3%
Age: 26 years	1	3%

4.2.2 Demographic data of the community members

Sub-group B: Community members

The demographic information of the community members involved in the study is revealed in Table 4.2. The ages of the community members were not provided.

Table 4.2 Demographic data of the community members in the sample (n=25)

Demographics	Frequency	Percentage
Gender: Female	21	84%
Gender: Male	4	16%

Certain self-report interview schedules were excluded. One student described her highlights with an individual client instead of the project in the first question. This information was not included. One community member participated twice in the study; only her first round of feedback has been used in this study to avoid rehearsed responses. Lastly, one community member was not *au fait* in English. When the researcher came to collect data at this centre, she was already selected by the centre manager and was ready to participate in the study. In context of the

situation, she was interviewed, but her feedback was excluded from the data analysis as interviewing was not a research method stipulated in the methodology of the research.

4.3 Overview of themes

The questions that were asked to participants, directly derived from Appreciative Inquiry,³⁸ included the following:

Question 1: Write me a story about a high-point/peak experience in the community project.

Question 2: Imagine you have awakened from a long, deep sleep. You get up to realise that everything about the community project is as you've always dreamed it would be. Your ideal state has become your reality. What do you see? What is going on? How have things changed?

Question 3: What wishes do you have to enhance the sustainability of the community project?

These three questions were asked to evaluate the sustainability of occupational therapy student community projects. However, it may be argued that the best part of a project does not indicate a sustainable factor for a community project, and that asking about the ideal project may prompt participants to muster up unrealistic dreams of the future. It is therefore important to understand, as previously described, that the questions are founded on Appreciative Inquiry (AI), which has been proven to be effective.^{38,39,62}

The first question concerning the highlights of projects emphasises the successes and strengths of projects. The strengths of projects are usually the starting point for sustainable positive change, because these are the factors that already indicate success. They are also the building blocks for further positive change.³⁸

The second question, where the participants were requested to envision the ideal project, may indicate the possibilities that can emerge from past strengths. There is a strong relationship between the first two questions. The successes of projects need to lay the foundation on which the dreams can be built. Therefore, neither the successes, nor the dreams of an ideal project can independently indicate sustainable factors for projects. But together, these lead to realistic formulations of those things that bring sustained positive change. Question three confirms the possibilities that are highlighted in question two.³⁸

The four themes that emerged from the three questions were, “Project meaningfulness” and “Suitable support structure”, as well as “Maintenance” and “Growth”. The first two themes were mentioned throughout all three questions, whilst the third theme (Maintenance) mainly emerged from Question 3 and the last theme (Growth) was mostly identified in Question 2 and 3.

A schematic representation of the themes, categories and sub-categories that emerged from the data is presented in Table 4.3

Table 4.3: Themes, categories and sub-categories

Themes	Categories	Sub-categories
1) Project meaningfulness	a) Addressing the need of the community	
	b) Successful implementation of projects	i. Just right challenge
		ii. Buy-in
		iii. Competence of the community members
		iv. Success experience
	c) Learning experience	i. Knowledge
		ii. Insight
		iii. Acquiring of skills
		iv. Planning, evaluation and adaptation

Themes	Categories	Sub-categories
2) Suitable support structure	a) Resources	i. Financial resources
		ii. Human resources
	b) Favourable working environment	i. Physical environment
		ii. Social environment
3) Maintenance	a) Taking responsibility	
	b) Established routines	
	c) Long-standing university-community relationship	
4) Growth	a) Building on existing projects and planning for the future	
	b) Collaborate and gain support from other entities	i. Local community
		ii. External community
	c) Growth in resources	

An in-depth description of each theme, its categories and sub-categories is next described.

4.4 Theme 1: Project meaningfulness

As indicated in Chapter 1, a project refers to “an undertaking requiring concerted effort”,²⁶ “a plan or proposal”²⁶ or “an extensive task undertaken by a student or group or students to apply, illustrate, or supplement classroom lessons.”²⁶ The Oxford English Dictionary describes meaningfulness as “worthwhile”⁶³ and the Collins English Dictionary describes meaningful as “serious, important and useful”.⁶⁴

The theme *project meaningfulness* was induced from the following categories and sub-categories:

- a) Addressing the need of the community
- b) Successful implementation of the project

- i. Just right challenge
 - ii. Buy-in
 - iii. Competence of the community members
 - iv. Success experience
- c) A learning experience
- i. Knowledge
 - ii. Insight
 - iii. Acquiring of skills
 - iv. Planning, evaluation and adaptation

Each of these categories and sub-categories are discussed according to their respective meaning, participants' quotes and the literature control.

4.4.1 Addressing the need of the community

To address a need means that attention is given to something that is wanted or required. Both concrete and abstract needs were indicated by approximately 90 per cent of both students and community members who participated in the study. Concrete needs ranged from having wall wardrobes to a vegetable garden and abstract needs included gaining respect from the community to being part of something bigger. As community projects should address the needs of all concerned, it is imperative that all the stakeholders' needs should be considered in the decision-making process and be prioritised.

Furthermore, the need to benefit a variety of benefactors in the community was also indicated. Examples of most mentioned benefactors were the employer, the community member as an employee, the community member as a personal being as well as the client of a centre. This need to benefit a variety of benefactors was not only an individual's need, but often a shared need amongst the individuals.

Students' applicable quotes regarding addressing the needs of the community

- "... and this made my heart feel warm as we were able to help them achieve something great that **they needed**..."
- "They had their **own ideas and dreams** for the project and it was truly inspirational to see this."
- Ideally they would "have a greenhouse and front trees and a vegetable garden that can provide in their **needs** and enough to sell extra."

Community members' applicable quotes regarding the needs of the community

- "I believe that the overall structuring of the project and the training thereof suites the community **need** very well."
- "We asked them to **help our centre** to have wall wardrobes, storage to keep our centre neat and resources to make it easy for our caregivers to bath children without hurting their back[s]."
- "Then we start talking about **what we need** ... and the time we can start. Talk to one another."
- "This project really brought out the element **we long needed of**..."

Literature control

Iwama said in his Guest Editorial for InterScience in 2007, that "The value of occupational therapy to society hinges on how relevant occupational therapy is to our client's occupational needs and day to day realities."^{65,66} Projects become relevant when the community's real need is addressed. It is therefore important for occupational therapists to provide the community members the opportunity to make an informed decision to address the real need, and not the perceived need of the therapist. Laverack and Labonte also shared this sentiment in 2000 when they said that community development cannot truly happen if the community do not identify

their own need and make the final decisions of what should be implemented. There will not be true empowerment without decision-making.⁶⁷

Students have limited exposure to the community at a more profound level and can make decisions that are not context relevant.⁶⁸ Yet, like one community member said, they found that the project suited their needs well. Pollard and Sakellariou described that therapists often take final decisions in client intervention without taking local knowledge and cultural context into consideration. These authors suggested that the lack of time taken to gain a deeper understanding of the community hinders them from making informed decision.⁶⁹

One study done by Chappell and Johannsmeier in 2009 mentioned a challenge in service-delivery is the poorly identified needs of individuals with disabilities. They also reported that many people with disabilities did not have their basic needs met, and the social situation of their family is not taken into consideration.⁷⁰ Once again emphasis is placed on addressing the needs of the community. When community projects are not need-driven, they are not meaningful.

Fransen observed that one of the challenges in unsustained community-based rehabilitation projects, is not only a frustrated community, that the community also experiences despair when they cannot meet their own needs without outside assistance.²⁷

Demko maintained that community projects are implemented in response to a need to bring constructive change in a community. If tasks, implemented in a project are quickly changed, it jeopardises sustainability⁷¹ and therefore also hinders constructive change. This in turns leaves the community centre vulnerable for further degradation.

Scheirer completed a literature review where 19 research studies were examined to determine the extent to which these studies were sustained, and which factors

enhanced sustainability. She reported that when a local organisation could make changes to the original programme to address a greater perceived need that the programme was then more likely to be sustained. Also, when stakeholders could perceive the benefit that the programme would have for themselves or their clients, it was more sustainable.⁷²

It is therefore of utmost importance that students make decisions in collaboration with community members so that the projects may be relevant, as the process of problem-solving and decision-making is largely influenced by the context in which they work. Carrier, Levasseur, Bédard and Desrosiers described this in a literature review performed on the clinical reasoning of occupational therapists in the community. Community projects have to address the real need of the community and it is important that the benefit it has to the community, is clearly perceivable.⁶⁸

4.4.2 Successful implementation

The second category that contributes to the meaningfulness of a project is successful implementation. Successful implementation means that the planning of project outcomes were reached efficiently and it is done whilst students are in the community during their Service Learning Block. Roughly 90per cent of students and 80per cent of community members referred to the importance of successful implementation of projects. Success is achieved when goals are attained. It was also evident that when success was achieved, it gained praise for the community centre, which contributed to the community taking pride in their projects and ideally gaining local community members to buy-in to the projects.

The research participants described various ingredients that contributed to the successful implementation of a project. When a task was pitched on the just right level, successful results were obtained, which motivated stakeholders to participate. Additionally, community members also needed to show competence to be able to participate successfully. Successful participation led to further achievements in the

implementation phase, and gave more motivation for stakeholders to continue with this process.

Therefore, category two was derived from the following sub-categories: a) The just right challenge, b) Buy-in c) Competence of the community members and d) Success experience.

Students' quotes regarding the successful implementation of projects

- *"The highlight of the project was to be able to **complete it!** To see weeks of planning and **hard work come together** in an end product to be proud of is amazing."*
- *"To have all the different **parts of a project come together** in spite of these negative aspects is one of the best, most proud and satisfied feelings I have ever experienced."*

Community members' quotes regarding the successful implementation of projects

- *"**It is great**, wonderful, interesting, you can use any adjective that is good about it. It is really fantastic."*
- *"It was very exciting as everything **became real.**"*
- *"We had two projects; the second one of helping or erecting a shower assistive device **was a success** and we are grateful to that. Praise the Lord."*

Literature control

When a project is not successfully implemented, it is visible that dissatisfaction follows. This was reinforced by Gruen *et al.* who maintained that when the needs of the community are unmet because of programmes that are not sustained it weakens

the trust and support of community members in any further programme implementations. It is not only to a disadvantage to the community itself, but is also waste of human, financial and technical resources from start-up investors.⁷³

Reaching successful results in implementing and completing a project is important as it motivates stakeholders to continue with tasks, and it puts good use to resources; thereby developing a community.

4.4.2.1 *Just right challenge*

The first aspect in reaching successful implementation is when a project is the *just right challenge*. This describes the level of complexity of a project that suites each community centre. When a project had realistic goals it contributes largely to being pitched at the right level; as one community member mentioned that too high expectations ended in unfruitful results.

Students' quotes regarding appropriate challenges

- *"More **realistic goals** were able to be set; it turned into a measurable project."*
- *"[She] **experienced flow** and seeing her going through the experience made me feel accomplished and so privileged to have the opportunity to see it happen."*
- *"[The community member] would have stimulated the children with regard to gross motor activities, thus **it will be easily used** during the group sessions", said a student regarding the ideally pitched project.*

*Note (Flow is the mental state of a person that focuses on a task without concern for the outside world because they are satisfied with the task and able to do it.)⁷⁴

Community members' quotes regarding appropriate challenge

- *"They worked with the project where possible but as I mentioned above it was **not possible** for them to do it to the end."*
- *"Our concept of **building line [upon] line** describes this project to the T."*
- *"I liked the part because **I performed well.**"*
- *"For the first time ever in my life the gardening **project has been made easy and explained in detailed summary.**"*

Literature control

The concept of the "just right challenge" was conceptualised by Jean Ayers, founder of the Sensory Integration Approach.^{75,76} It describes the interaction between a child and his/ her environment and how it promotes brain development. The principle of the "just right challenge" is described as the therapist creating playful activities for the child, yet with an achievable outcome. This activity is challenging, yet the child experiences success every time.⁷⁷

Du Toit also made use of this concept, generalising it to adults as well. Whenever a person is presented with an occupation (doings) in their life, they need to respond. When this occupation is too challenging, it creates anxiety and the occupation is not completed successfully. When it is too simple, it creates boredom and also results in unsuccessful completion.⁷⁸

It is therefore of utmost importance that projects are done on the just right level. When that just right level is reached, community members can experience flow and they can be most effective in their task execution. Csikszentmihaly described the building blocks to experiencing flow. In the context of the projects, this may be seen as realistic goal setting, receiving immediate feedback on tasks and matching the

skill of the community member with the complexity of the task.⁷⁹ It is also the consolidating of certain tasks before adding onto them. The just right challenge may also indicate training for community members on the right level; thereby considering the relevant level of learning that needs to take place.

When a challenge is on the appropriate level, successful completion of that challenge follows, which is a motivator for participants to further participate. Motivation of stakeholders is discussed below.

4.4.2.2 Buy-in

Buy-in was mainly described in the context of the community members' participation. This could be seen in the way they identified with a task and then initiated that task. If community members identified with a project, there was greater buy-in into the project, which had a direct positive influence on their active participation in that project. Also, when they had an affinity for the project, buy-in was greater.

Students' quotes regarding buy-in

- *"My **heart was in this project** from day one, which made the implementation a 'breeze'."*
- *"It became evident during the session that the **project had been on the [minds'] of the beneficiaries** for a long time and that they had put a lot of thought into the possibilities of the t-shirt printing project."*
- *"[We expected approximately five] blankets [to be] made, but then there were [ten] blankets made from the [first] batch, new material were bought [two] times in only a few days. And an **additional [eleven] blankets were made** and already had buyers."*
- *"...was the day I got to [the community member and she] had **already started** making the aprons by herself."*

Community members' quotes regarding buy-in

- *"It was the **school governing body's initiation** to have Grade R playing equipment cleaned and painted in time."*
- *An ideal is "A world where politics have no place and **communities govern their own affairs.**"*
- *The highlight of the project was: "It [helped] us more as caregivers... so that we may have a break and **love our daily program**, even at home."*
- *"Until to date [I] **am still enjoying** the whole donation process."*

Literature control

Pollard and Sakellariou did a literature review to examine the participation of community members in community-based rehabilitation. They described that active participation of community members, indicated improved ownership and had a positive influence on sustaining tasks.⁶⁹

However, one study suggested that no causal relationship has been established between participation and empowerment. Therefore, it is suggested that active participation of community members in making decisions of a project will not necessarily empower them to take responsibility and ownership of a project to sustain it. Further research in this area is therefore needed.⁸⁰

Nonetheless, Pollard and Sakellariou described that a lack of active participation was often related to the lack of taking part in the decision-making process. If only the opportunity to voice opinions has been given, it acts as a window-dressing activity, with no real achievable goals.

Therefore, when community members decide on the tasks they want to perform (task identification), their willingness to initiate those tasks is greater. Even though it may not by itself result in taking responsibility to sustain projects, it is a step in the right direction.

4.4.2.3 Competence of the community members

Competence of the community members is another vital ingredient to attain successful implementation of projects. Students and community members expressed their ideals and wishes for community members to improve their skills to fulfil their roles in the community projects. This is for them to become fully competent in their current tasks as well as growing as the demand increases. When a community member is competent in what they do and gain successful results, it is also an internal motivator to further participate.

Competence also comes with increased knowledge, which is discussed in the next category. With increased knowledge, comes improved confidence and also independence.

Students' quotes regarding competence of community members

- *"**Skills would be refined** so that quality products could be sold."*
- *"The ergonomic **principles they were taught are being applied** and they actively seek out other methods to improve their work performance or work conditions."*
- *"To have [two] **fully trained** community members to run the workshop independently."*
- *"For [him] to carry on implementing the project and be **competent** in the managerial role."*
- *"I wish that Mrs ... will take the initiative to further train her staff on positioning on the beds (of children) and that **there is insight** into the use of the beds."*

Community members' quotes regarding competence

- *"They would have gained **confidence**..."*
- *"This constant flow of currency from the poor to the wealthy will maintain poverty forever if we do not help the **community to invest in itself**."*

Literature control

Chen *et al.* described challenges countries globally experience, emphasising a skill-mix imbalance and a weak knowledge base. The strategies the authors are using to address these include improving competencies of the workforce. It is done by "educating for appropriate attitudes and skills, training for continuous learning, and cultivating leadership, entrepreneurship and innovation."⁸¹

Community development is also "defined as 'a process by which the members of a society increase their personal and institutional capacities to mobilise and manage resources to produce sustainable and justly distributed improvements in their quality of life consistent with their won aspirations'."¹⁵

It is therefore important to continuously build capacity to rectify imbalances in the skills of community members. Students can do this through training and by providing opportunities for community members to enhance their skills.

4.4.2.4 *Success experience*

The experience of success was the greatest motivator that stakeholders, especially students, mentioned to continue participating and successfully implement projects. Community members emphasised the pride they had when they experienced success, and this was once again a driving force to continue participation.

It is necessary to be attentive to the fact that even though mention of the motivation of both student and community members were made, emphasis was placed on the motivation of community members.

Students' quotes regarding success experience

- *"The first [four to five] weeks were actually one **big high point, as we were very motivated and the staff as well.**"*
- *"...you could see that she (a community member) was **enjoying** this and after an hour still going on, that meant that she is **motivated** to do this and our project is working."*
- *"**We had no idea how proud the teacher ...** was of the project. We saw this for the first time when we realized she had organized a special party for the opening of her remedial class. She had invited district members..."*
- *"... **he became so proud** and couldn't believe it that it was actually his work that he did all on his own in front of him. This was the turning point in our project."*
- *"Finally, after the bag had been constructed it was **great to have something to show** for all the effort. And then when we got so much positive reaction to the aesthetic value of the bag, it gave me new encouragement that all our work wasn't for nothing."*

Community members' quotes regarding success experience

- *"Irrespective of **whatever circumstances on our way**, the gardening project would be sustainable."*
- *"Community will **love the show** and that should be the memory forever."*
- *"... and **congratulate myself** to be part of the project."*
- *"I liked the part because **I performed well.**"*

Literature control

“Motivation to perform the tasks and activities of one’s life roles is an important factor in occupational performance. In the workplace it is an indicator of the level of independent functioning.” This is what Graham said in her article, “The work ability web: A tool for job matching”; a study to find a practical solution to integrate people with disabilities into income-generating projects in 2007. She emphasised that part of the occupational therapists’ holistic assessment of clients, is to assess their level of motivation, as it provides an indication of their level of participation at work.⁸²

Olivier, Oosthuizen and Casteleijn recorded their findings after implementing a pre-vocational skills programme in a community. In evaluating their programme, they found among some positive factors that the lack of motivation on the part of community members’ created a hindrance in the effective participation in the programme.⁷

In the Lancet 2004, Chen *et al.* referred to the availability of incentives for employees in the article “Human resources for health: overcoming the crisis.”⁸¹ In the context of the community, financial rewards are largely limited, but to reward staff in other ways is highly recommended to sustain their motivation. These rewards may include awards, such as “best employee of the month” or taking an extra half day leave.

Motivation can be an internal or external force that drives people to take action. In this study, it was seen that the success experience was the greatest external motivator for further participation. When analysing sustainable solutions, it is best for people to be motivated internally,⁸³ as external motivation, like funding of a project, can change intermittently. However, when a lack of motivation is present, participation in a project is also hampered. It is therefore suggested that attention be given to both internal and external motivation.

4.4.3 Learning experience

The last category in “Project meaningfulness” mentioned by both students and community members was a learning experience. They described that when they gained new knowledge, insight and practical experience, it contributed to the inherent value of projects. This aspect was mostly emphasised by community members as approximately two-thirds mentioned that they attach value to the projects because these are learning experiences. More than one third of the students shared this sentiment.

Student’s quote regarding learning experience

- *"And being able to **learn** from them and they from us is a valuable experience."*

Community member’s quote regarding learning experience

- *"It was a **learning experience** because I realised that at times one need[s] to go an extra mile."*

Literature control

Students and community members attach different meaning and value to their learning experiences. Learning is complicated and develops a variety of knowledge and skills in individuals, especially when learning is experiential, such as in community projects. One example of experiential learning is Problem Based Learning (PBL), which promotes an extensive knowledge base, develops effective problem solving skills, develops self-directed life-long learning and teaches learners to be effective collaborators and to be intrinsically motivated to learn.⁸⁴ Service-Learning, as the name implies is also an experiential learning opportunity, where

both students and community members learn whilst a service is delivered to the community. It is in this context of Service-Learning that the student community projects take place.²⁵

Learning also takes place on different levels. For example, Bloom and Krathwohl already described one such a taxonomy for learning in 1956, which has been an accepted taxonomy throughout the years.⁸⁵ They described that there are different levels in learning, ranging from recognising and recalling information to creating new knowledge.^{86,87} From the sub-categories, the reader is able to ascertain the highlights from the students and community members regarding their learning experiences, as discussed below.

4.4.3.1 Knowledge

The first highlight in learning explained by both students and community members was that they gained knowledge during the implementation of projects. Knowledge, described by Bloom *et al.*, is to “exhibit memory of learned materials by recalling facts, terms, basic concepts and answers.”⁸⁸

Student’s quote regarding knowledge

- *"I loved working with all the stakeholders in [the community]... and **learned** a lot about other cultures."*

Community member’s quote regarding knowledge

- *"The highest point ever about the project was the **knowledge gained** throughout the training."*

Literature control

Knowledge can be the recollection of specifics, knowledge of the manner in which to do things, and as a means of dealing with, or knowledge of the “universals and abstractions in a field.”⁸⁸

To respond to the social responsibility that educational institutions have towards underdeveloped communities, Bodorkós and Pataki aimed at developing these communities by Participatory Action Research in combination with Service Learning.⁸⁹ One aspect they reported on was the process of growth when students learn in a certain order. For example, students first had to learn the different methodologies of qualitative research before applying them in the field. The same is true for this study, as both students and community members reported that one needs a knowledge base before effectively applying it in the community.

4.4.3.2 Insight

More important than having knowledge is the insight one can gain from applying knowledge. The online Oxford dictionary defines insight as “The capacity to gain an accurate and deep understanding of someone or something.”⁹⁰ It was reported that insight into a situation will advance you, but a lack of insight may disadvantage you. For example, a lack of insight into someone’s situation and intentions may destroy a relationship by taking the wrong course of action in dealing with a situation.

Students' quotes regarding insight

- *The ideal in projects would be if "[They community members could] know that the project is [theirs] and that **they are the reason** why things are going so well."*
- *"She will **not be so lazy at times** and wait for students to do the project"; a comment from a student that did not have insight into the level of participation of one community member.*

Community members' quotes regarding insight

- *"My **green [pasture]** is that I gave the University permission to come at any time to do the projects", realising the importance of this role in the community-university partnership.*

Literature control

In agreement with Bloom *et al.*, insight is a more profound understanding of something, in contrast with only knowing the facts about something.⁸⁷ Insight is experienced by different people at different times and in different circumstances.

One study reported the benefit someone can experience in have self-insight. Rhodes and Fiala completed a literature review in 2009 to determine the factors that had an influence on the adherence to physical activity in exercise programmes prescribed by physical therapists. One aspect they reported that enhances the adherence to such a programme was the self-efficacy of clients. This is a client's perspective of the self to be capable of doing a certain task, indicating their level of self-insight.⁹¹

Ehrlinger, Johnson, Banner, Dunning and Kruger described that when a person has poor self-insight, their ability to realistically evaluate their own performance is

decreased. One can foresee the damage this can cause to both students and community members in implementing projects or in establishing stakeholder relationships.⁹²

More important than merely having insight into people and situations, is the skill that one applies in circumstances that is very significant.

4.4.3.3 *Acquiring of skills*

Acquiring of skills takes place when the opportunity for practical application of knowledge is provided. Students mentioned their hesitation in giving a community member the opportunity to perform on his own, but then the success attained from taking that leap. Community members described that learning a new practical skill had value to them.

Students' quotes regarding the acquisition of skills

- *"At first we doubted this decision and wondered how it would work out. It was the turning point in the project. [He] **did an amazing job...**"*

Community members' quotes regarding the acquisition of skills

- *"The ...sewing room forms the foundation for both local women and students to develop their **skills.**"*

Literature control

Recently many calls have been made for occupational therapy to close the gap between theory and practice regarding social needs of communities.^{93,94 95} If

practical skills are not transferred to the community members, the option for them to function independently will not realise.

Bloom and Krathwohl described in Bloom's taxonomy of learning, that application of knowledge is a higher level of learning.⁸⁷ This is the opportunity for someone to execute the procedure of a familiar or unfamiliar task. If stakeholders fail to transition from theory to practical application, learning is not effective.

4.4.3.4 *Continuous planning, evaluation and adaptation*

Lastly, a great part of learning that was described is the process of planning, evaluating current state of affairs and adapting goals accordingly. Both students and community members realised that despite thorough planning, a lack of adaptation cause goals to be missed or reached ineffectively. They acknowledged that appropriate adaptation to a task may improve it.

Students' quotes regarding continuous planning, evaluation and adaptation

- *"**Within 2 days** of this decision we had all the materials sponsored and ready to use."*
- *"... when the project was **adapted** from during school hours to an after school remedial class."*
- *I wished "For [community members] to not be scared to implement **changes** to the project if they know it is going to benefit the centre."*

Community members' quotes regarding continuous planning evaluation and adaptation

- *"As with every project there are challenges. This project had a large challenge in that the very core of the project, the sewing machine, was removed by the donor for another project. The way the students handled and **adjusted** the program in spite of the challenge was impressive to say the least."*
- *Ideally, "Each year's student intake buy-in to the project, build on it and through action research **tweak and better it.**"*

Literature control

Bloom and Krathwohl described that evaluation is a higher level of learning, as it provides the learner opportunity to judge and test knowledge and skills.⁸⁷ When reasonable deductions have been made, it stretches the learner's opportunity to adapt his/her thinking or actions.

Marsh described student evaluation of teaching as early as 1987.⁹⁶ The purpose was, among other things, to contribute to teachers and measure teaching effectiveness. If students did not evaluate the courses, teachers would not have the opportunity to make workable adaptations to courses. Similarly, if students and community members do not both evaluate community projects, it does not give them opportunity to change their own actions and their collaborative effort in the project.

4.4.4 Conclusion

Hoppes and Hellman conducted a study in 2007 to investigate students' attitudes, intentions and behaviours regarding community service.⁹⁷ They used The Theory of Planned Behaviour as their conceptual framework, as it describes that attitudes and intentions direct behaviour (This framework derived from writings of Ajzen in 1985,

1991 & 2002). Findings in the study suggested that occupational therapy students may have greater buy-in for community service when they perceived they had the skill to serve the community, were able to empathise with those in need and had a moral responsibility.⁹⁷ It seems as if students attach greater value to doing community service when it is meaningful, and therefore also deepen their commitment.⁹⁸ This may also be said of community members.

If community members do not experience meaning within their cultural context of occupational therapy interventions, they may be dissatisfied and it may cause intervention goals to be unreached. Fitzgerald addressed this in her article “A dialogue on occupational therapy, culture and families.”⁹⁹

Students also need to align project tasks with the community centre’s vision when they plan such a project, especially when long-term financial sponsorship is not guaranteed. LaPelle, Zapka and Ockene investigated the sustainability of public health programmes with regard to tobacco treatment in Massachusetts in 2006. They described that aligning services with organisational goals is important to sustain programmes, especially when funding is withdrawn.¹⁰⁰

Trentham, Cockburn and Shin discussed that when a shared occupation is completed, like the implementation of a project, that attention be given to the individual’s occupation to improve their health as well as the community’s.¹⁰¹ Polgar and Landry also discussed that each individual engaging in a shared occupation attaches a different meaning to it.¹⁰² Even though it may not be the role of the occupational therapy students to make sense of those individuals’ reasons for participation, it may be to create an opportunity for community members to determine their reason to participate in a project.

It is therefore important that a community project transmits meaning to a student, and even more importantly to a community member. To ensure meaningful projects,

the projects must address the need of the community, and these need to have successful implementation and create a learning experience for stakeholders.

4.5 Theme 2: Suitable support structure

The second theme that emerged from the data was a *suitable support structure*. A supporting structure is a “structure that serves to support something”¹⁰³ or “withstand without giving way.”¹⁰⁴ This theme was derived from the following categories and sub-categories:

- a) Resources
 - i. Financial resources
 - ii. Human resources
- b) Favourable working environment
 - i. Physical environment
 - ii. Social environment

Each of these categories and sub-categories are discussed according to their respective meaning, participants’ quotes and the literature control.

4.5.1 Resources

Resources are one of the most important aspects in a supportive environment for community project implementation. Almost all the students and two thirds of the community members mentioned the difference resources made to their projects’ successes.

Community member's quote regarding resources

- *"We asked them to help our centre to have wall wardrobes, storage to keep our centre neat and **resources** to make it easy for our caregivers to bath children without hurting their back[s]."*

Literature control

Kelly, Caputo and Jamieson mentioned the difference between hard and soft assets (also known as resources) in their article "Reconsidering sustainability: some implications for community-based crime prevention."¹⁰⁵ They explained that when hard assets are increased, such as property, it is much easier to determine its impact, because it is tangible. Determining the impact of increased soft assets such as leadership skills of an individual is more difficult to determine, and that individuals' skills do not necessarily benefit a company, yet is essential. However, even though it may be a balancing act in increasing soft or hard assets in a community centre, attention needs to be given to both.

In their article, Kelly, Caputo and Jamieson also referred to Poole who said that unsustained initiatives are rather an effect of ineffective identification and under-utilisation of community resources.¹⁰⁶

Unsustained projects are therefore not only the effect of a lack of resources, but can partly be due to the mismanagement of resources.

4.5.1.1 Financial resources

The first resource that both students and community members described was financial resources that can provide success to a project, or enhance the quality

thereof. There were three ways in which participants emphasised financial resources, namely that there was monetary gain, as well as receiving materials from family, friends or businesses, and also generating income. Participants stressed that income-generation would address a great need in the community, as poverty is an immense reality.

Students' quotes regarding monetary gain

- *"When we finally hear[ed] from **sponsors**, that our entire project will be sponsored, it was a huge relief."*
- *"Also when [the community member] received a **sponsor** for the roof restoration. Seeing her so excited and seeing how she gives God all the glory was extremely humbling and was so special to see."*

Community members' quotes regarding monetary gain

- *"The highpoint... was to think about the [community] place we [can] [ask] from and where to go [about] **raising [funds for]** the roof... and there will [not be] any risk."*
- *"Some sacrifices were made in terms [of] time and **finance** to have the project done on time and neatly."*

Students' quotes regarding material resources

- "... in one day everything fell into place. We got all the **materials** we still needed and our institution came up [with] their own plan B."
- "Every day that we (the students) **brought something** for the project they could not say thank you enough. When they heard that the shower would be adapted to be higher, they were laughing and screaming and sooo excited."
- The ideal would be for "[the community member to] successfully [obtain] ... **sponsors for off cuts of wood** in order to make the drawers and cupboards."

Community member's quote regarding material resources

- "We asked them to **help our centre to have wall wardrobes**, storage to keep our centre neat and resources to make it easy for our caregivers to bath children without hurting their back[s]."

Students' quotes regarding income generation

- "... they are actually **starting their own business** and people are interested in their service."
- "I see happy sewers that **generate an income** for their families and who is dedicated to work."
- "This project is **providing an income** for [the centre] and assists in fulfilling their needs."
- "Contract work could be obtained as a regular and **reliable source of income.**"
- "To create a project where the staff members actually make something (like blanket) that they are able to sell and in this way **bring in funds to the centre.**"

Community member's quote concerning income generation

- *“Where socialism plays a role at the lower end of society providing **job opportunities** for the poor.”*

Literature control

Quick, Harman, Morgan and Stagnitti did a study in Australia in 2010 to investigate the scope of practice of occupational therapists in the community. Among other findings, they discussed that even though health promotion (enabling people to take control of their own health) was seen as important, that the lack of time and funding hindered them to do so.¹⁰⁷

Even though students may be hindered by a lack of financial support, it is important to realise that though financial resources are needed, by itself it is insufficient for community development.^{83,106} Students should therefore take caution to not hinge the success of their projects on the possibility to receive funding.

However, many studies also refer to the lack of material resources or the inability to access those resources to sustain initiatives.^{108,109} It may therefore be useful for students to create or access low cost or no-cost materials in order to do a project. The profession of occupational therapy has inasmuch been known to be able to create products from scratch.¹¹⁰ Income-generation is therefore also an optimal solution for this challenge.

Surender and Van Niekerk wrote an article in 2008 to describe the growing emphasis on work to be the main way of eradicating poverty. It was upon investigating an income-generating project that was established in the late 1990s that enabled them to conclude this.¹¹¹

Manyara and Jones described in their study that in Kenya, small tourism enterprises were developed as community initiatives in an effort to reduce poverty. Even though they faced many barriers and have not reached optimal efficiency, the small enterprises have already had an impact on the local economy.¹¹²

It can therefore be said the income-generating projects of community members can have a positive effect on alleviating the poverty they face. It is suggested that this may even be a driving force to motivate community members to sustain projects, and so address their own needs.

4.5.1.2 *Human resources*

Three aspects in human resources arose; the inherent skills of the people involved, the time they had available and the effective use of resources.

When community members were effective in their roles and tasks and were able to contribute their own expertise, it contributed to successful projects. Skilled staff was also an ideal expressed by participants.

However, the actual number of people engaged in the projects was often not enough to fulfil their daily responsibilities, let alone be able to take on extra tasks in completing and sustaining a community project. Community members mentioned that their own expectation of student projects is too large for such a short period of time, even though they already sacrificed extra time to make it a success. Their ideal was that students would be able to spend even more time in the community to establish projects. Similarly, it was the greatest ideal for students to have more contact time with community members.

Both students and community members indicated when they used resources (time, people, materials) effectively, it added to the success of their projects. Community

members also mentioned that it would benefit them beyond just the community project, but also improve their personal lives.

Students' quotes regarding personal and professional skills

- *"They ... even contributed their **own expertise** to the session."*
- *"[The community member] is more organized and **needs less prompting** to implement smaller tasks."*
- *"To have [two] **fully trained** community members to run the workshop independently."*

Community member's quote regarding personal and professional skills

- *"Also, my **staff knows many activities** that the student do with children."*

Students' quotes regarding time

- *Ideally "[there] would be **enough time** to discuss needs, find sponsors and really start implementing even bigger projects."*
- *"The **workload** on [the community member] will be less."*
- *"... **extra caregivers** are appointed to help with the huge amount of children."*

Community members' quotes regarding time

- *"The project was a great idea, especially of the wall cabinet; however, it was unrealistic of us to ask a long-term project within a **short period of time**."*
- *"Some sacrifices were made in terms [of] **time** and finance to have the project done on time and neatly." (financial)*
- *To improve sustainability, "[students should] be given more **time** to plan, implement, evaluate."*
- *"[is too much for us; they want us to **work too long**]."*

Students' quotes regarding the effective use of resources

- *"We changed our approach from getting authentic road signs to **making them ourselves**. Within [two] days of this decision we had all the materials sponsored and ready to use."*
- *"We learnt that **asking for [leftovers]** is a lot more effective than asking for new products."*

Community members' quotes regarding the effective use of resources

- *"[T]he project unveiled to us that you need [**not go**] **any further to resource materials**, but sometimes just the combinations of what you [have plus] successful thinking, you strike a lucrative deal."*
- *"We [did] a project [on] how [**to save**] **money** [and] electricity ..."*
- *"[We gave] each other ideas about how to [**save**] **electricity**. It was so interesting..."*

Literature control

In the Lancet 2004, Chen *et al.* described that a challenge countries experience globally is a lack of workers, a skill-mix imbalance and a weak knowledge base. It is similar to what students mentioned regarding community projects.⁸¹ The lack of personnel at a centre causes overburdening of certain individuals and an eventual lack of quality work.¹¹³ Oftentimes the inherent skill of community members to perform a certain task independently is also lacking. The aim in community projects would therefore be to build individual and shared skills to improve the functioning of a centre.

But, as the well-known phrase says: “Rome wasn’t built in a day”, nothing happens in an instant. Community development is time consuming. It takes time to put adequate support mechanisms into place. Many studies agree with this and mention the lack of time to do this sufficiently.^{72,114}

Saraceno *et al.* described “(b)arriers to improvement of mental health services in low-income and middle-income countries” in 2007, also the title of their article.¹¹³ One aspect they mentioned was the lack of time that personnel had in different centres to do their tasks. Rhodes and Fiala mentioned time as one of the most prominent aspects regarding why clients do not adhere to exercise programmes.⁹¹

The time and personnel available is not under the control of students. An alternative for them would be to facilitate community members in creating strategies to use their resources effectively.

LaPelle, Zapka and Ockene investigated the sustainability of public health programmes with regard to tobacco treatment in Massachusetts in 2006. They suggested that when initial funding was withdrawn from such a programme, the effective use and relocation of funds improved such a programme’s sustainability. They also suggested that adjustments in staff tasks be made, to use people skills

that are available, instead of paying a price for consultation.¹⁰⁰ It is therefore important to use resources effectively, not only financial or material, but to deploy personnel skills where it is best utilised. Because the community centres often employ or have unschooled volunteers, it is most important to place a person where they will flourish best in a centre.

Shediac-Rizkallah and Bone suggested that factors that influence sustainability originate from three groups: 1) project design and implementation, 2) factors within the organisational setting, and 3) factors in the broader community.¹⁰ From what has been described above, the project design should be flawlessly executed when the student documents are considered. Strong possibilities that contribute to unsustainable community projects can be the external factors in a community structure that students do not control, like poverty or even the dynamics at a community centre like the rate of staff turnover.

4.5.2 Favourable working environment

A favourable working environment was a category discussed by research participants as part of a suitable support structure for sustaining projects. Favourable can also be seen as complimentary. Eighty per cent of community members stated their ideal of an environment that is supportive to their work and benefits the clients they serve at a community centre. Half of the students referred to the ideal of working in a favourable environment and the impact it has on the morale of the community members and students.

Community members' quotes concerning a favourable working environment

- *"I would see a perfect world to live [in] and the pleasure of working in an **environment that is [user-friendly]** to develop the nature of our children."*
- *"It was a **home** for disabled children."*

Literature control

in 2008 , the American Occupational Therapy Association (AOTA) published the role of the occupational therapist to be supportive in clients' participation in occupations in everyday life.¹¹⁵ As Cottrell described in her article of the Olmstead decision, the lack of participation in life is often due to environmental deficiencies, and not necessarily because of individual impairments.¹¹⁶ When a favourable working environment is therefore established, it provides individuals opportunity to grow in themselves, instead of having to use energy to overcome their environmental challenges. A favourable working environment can include the support from other organisations.⁷²

4.5.2.1 *Physical environment*

One of the aspects for having a favourable working environment is the physical environment, like a building or equipment in a place. The students and community members described their highlights and ideals in a project are when an environment changed into a beautiful place where people want to be.

Students' quotes regarding the physical environment

- *"It was amazing to see what impact it had on the **environment** and the people as well. It was just a very exciting day."*
- *"I felt exceptionally proud at the end of the day, taking a step back to **observe the area: it was clean, colourful and inviting** to children."*
- *"[She] only wants to use the **pretty posters** and all the nice things once she has a permanent structure."*
- *"All the **rubble and waste in the surrounding area would be removed...**"*
- *"... [The community centre] will have **more than one classroom**. The toys will all be **nicely structured** and easily accessible (all possible toys and equipment will be available)."*

Community members' quotes regarding the physical environment

- *"It was a **dumping place** at first, but **now it is a place where everybody wants to be.**"*
- *The highlight was "To see a **dirty workshop been transformed** into a brightly coloured well ventilated pleasant working environment for women."*
- *The ideal would be a "**Beautiful garden** full of many different vegetables."*
- *"Big building with **beautiful garden** and full of furniture."*

Literature control

The physical environment of a centre has a great impact on the people working and visiting such a centre. Much research has been done on the effect of the environment on a person's mental well-being. Pretty, Peacock, Sellens and Griffen described in their study of physical exercise in a variety of environments, that doing exercise in a pleasant environment had greater effects on blood pressure, self-esteem and mood, than merely doing exercise. They concluded that physically and emotionally healthy people are more beneficial to their employer and cost less to the economy.¹¹⁷

Mitchell and Popham also said in their article, "Effect of exposure to natural environment on health inequalities: an observational population study", that the physical environment has an impact on the health of its users.¹¹⁸

In the Lancet 2004, Chen *et al.* described that a working environment is largely impacted by the application of resources. They described that the facilities should be of a good standard.⁸¹ Therefore, resources (time, materials, and money) should be made available to improve and maintain a physical environment of a working place.

To work in a physically pleasant environment has a positive influence on an individual's mental well-being. It would therefore be wise for students and community members to promote the improvement of the physical environment in community projects.

4.5.2.2 *Social environment*

The social environment described by research participants was mainly the perception they had of their relationships with each other and the mood in a particular place. Both students and community members emphasised the positive atmosphere that was present when enthusiasm, excitement, respect, love and more were apparent. Community members said that ideally, this atmosphere should even become the norm in the community. Students then also mentioned, when community members verbalised their appreciation for the effort students made with projects, it contributed to the students' positive experience in the community. Lastly, both stakeholders mentioned their appreciation for the teamwork that took place during projects.

Students' quotes regarding the atmosphere

- *"I enjoyed every single moment. If this could be the only part of the fieldwork I would do [ten] projects. From the initial meeting with [the community member], and the caregivers there was a **feeling of love, joy and friendliness.**"*
- *"[The community member] and the beneficiaries are so excited about the future and the **atmosphere at [the community centre] is buzzing.**"*
- *Ideally "The staff members are **laughing and happy** and everyone is getting along."*

Community members quotes regarding the atmosphere

- *"The **enthusiasm** shown during the project from the students had a wide reaching effect on the entire village."*
- *"Their **respect** shows that they are prepared to work with the community especially people they are not used to working with."*
- *"All the students so far that are coming and passing are **lovely students and have manners.**"*

Students' quotes regarding appreciation from the community

- *"The **joy and appreciation** for our work was the highlight for me."*
- *The highlight was "...when we left to say goodbye to [him] and he told us that he has never seen such a great project before and that he was so **proud of our efforts.**"*
- *"...and the fact that the [community] members **appreciated** it so much was very satisfying."*

Student's quote regarding teamwork

- *"Secondly being part of the **team** ... during the implementation of our project."*

Community member's quote regarding teamwork

- *"A sustainable project **well supported by a partnership** between students and community is operational."*

Community member's quote regarding the atmosphere reaching the greater community

- *"Where women and children enjoy **respect** and protection in the various cultures."*

Literature control

Rhodes and Fiala did a literature review in 2009 to determine the factors that had an influence on the adherence to physical activity in an exercise programme prescribed by physical therapists. They found that the amount of perceived positive feedback that clients received from therapists improved adherence to a programme, and therefore sustainability.⁹¹ Even though this was not one of their main themes, it is evident from the students' reports that they were positively influenced when community members showed their appreciation for projects.

Reeds, Fraser and Dougill completed a literature review in 2005 to analyse best practices in establishing sustainability indicators with local communities.¹¹⁹ They emphasised the importance of participatory approaches, indicating that neither the community nor the benefactor of the community can work alone. Fraser, Dougill, Mabee, Reed and McAlpine stressed the importance of collaborative effort in their article "Bottom up and top down: Analysis for participatory processes for sustainability indicator identification as a pathway to community empowerment and sustainable environmental management." Teamwork, as described by the research participants, is inevitable and vitally important.¹²⁰

Wielandt and Taylor did a study in rural Canada in 2010.¹²¹ They sought to identify the rewards and challenges that occupational therapists working in a rural area experienced. One of these rewards was the team work they were engaged in. When

people are working in team, there is a sense of a belonging and it contributes to the environment they work in.

4.5.3 Conclusion

A support structure can be physical such as the frame of a house or it can be intangible such as the measures that are put into place to support an organisation. In the context of this study a support structure includes those facets that are put into place to support the sustainability of community projects. The two categories that were identified as part of the support structures are available resources and a suitable working environment to sustain such projects.

A community centre functions with an internal or external support structure. External support is often in the form of funding from an outside company.¹²² When this funding is withdrawn it may cause the potential collapse of a project. Internal support can be a skilled manager that directs a centre efficiently.¹²³ Inasmuch, external challenges to such a centre do not change the manager's skills.

The role of an occupational therapist can be described as supporting the participation of clients in their daily life activities or occupations.¹¹⁵ The role of the occupational therapy students in the context of community projects is that of support. Students may play a large participatory role in the initial phases of a project, but it gradually shifts towards a facilitator role; while external support to the community therefore becomes less as their internal structures, like management skills, are strengthened.¹¹³

4.6 Theme 3: Maintenance

Both students and community members agreed that for a project to be sustainable it needs to be maintained, i.e. the continuous preservation of what is present. This theme, *maintenance*, was derived from the following three categories:

- a) Taking responsibility
- b) Established routines
- c) The long-standing university-community relationship

4.6.1 Taking responsibility

Taking responsibility and ownership is crucial when it comes to continuous action in maintaining a project. Students often mentioned that when community members had a lack of responsibility, it created a challenge to successfully complete their tasks and sustain these actions. There was a great “mismatch” in the proportion of students *versus* community members that mentioned this aspect. Only three of the 25 community members reported the importance of them taking responsibility, whilst only three of the 33 students who participated in the self-report did not mention it.

Taking responsibility is closely related to buy-in and participation of community members, and it strongly alludes to their competence (Sub-category 1. B. iii & iv). If there is no buy-in, and there is a lack of competence to participate successfully, it is challenging to take responsibility, even if the willingness is present. Competence lays a firm foundation for taking responsibility and ownership.

Students' quotes regarding taking responsibility

- “The women [have] to be **committed to the project**; make it their own in order to make a success of it.
- “We also couldn't really finish the original plan as our institution **didn't finish their part of the 'deal'**.”
- “My main wish for our project in terms of sustainability is that the school will take **ownership** of the project and that they will realise that they have to put in hard work if they want to see results.”

Students' quotes regarding taking responsibility

- *"I wish that the SBST will really take **responsibility** for the project so that the project will be sustainable."*
- *Ideally "everyone is **actively participating and continuously coming up with new ideas**, updating and maintaining the area to the necessary standards."*

Community members' quotes regarding taking responsibility

- *"[Everyone] to be **responsible** for the future and to [get] better life,"*
- *"Immediate community make use of the facility and **assist in maintaining...** fixing it.. without payment."*

Literature control

A study done on the sustainability of a programme for onchocerciasis ("technical term for river blindness")¹²⁴ control, suggested that community ownership is an important determining factor regarding the sustainability of a programme.¹²⁵ When analysing literature, it suggests that ownership is accomplished when the need for a project is identified by the community itself and that the project is not initiated by an external individual or group with the intention to hand over responsibility at a later stage.¹²⁶ It can therefore be assumed that if an agent of community development does not comply with these principles, that it has an immediate negative effect on sustainability.

Empowerment is attained when community members have the decision-making power in projects, i.e. the control to make the final decisions. They are therefore the ones carrying responsibility, and also ownership of that project.

4.6.2 Established routines

Students and community members mentioned that new tasks had to be done on regular occasions in a community centre for the community members to be able to see success. It was only mentioned by approximately 15 per cent of the students and the community members. Yet, it was mentioned as a highlight in projects, but also as the ideal for the maintenance of projects.

Students' quotes regarding establishing routines

- "Some teachers also indicated that they have seen an improvement in the behaviour of the learners **since they have started to implement** these strategies and practical tips."
- "**Regular** maintenance of the equipment - oiling equipment-, checking safety regularly, repainting faded or chipped paint, removing weed and shrubs in the area."
- "I think the most important thing for me is that the playground would be **used daily**, but not only during playtime, but also during scheduled time in the timetable during which the teachers will use the activity ideas discussed and demonstrated during the training."
- "That the school really makes the road safety **part of the curriculum** and that the children really learn and apply their new knowledge."
- "They must use the concert instruments on a **daily basis** as it is included into educational activities."
- "A tradition must be **established for a yearly** Christmas concert (therefore practising their project implementation skills and teaching these skills to new staff members)."

Community members' quotes regarding establishing routines

- "When we **practice** we get a lot of experience and we gain more confidence in the community project."
- "It has to be more **practise every time** so that we need to do things properly."
- "Each staff member **knows their role** and does it to keep up the good work they are doing."
- "**Practice every day.**"

Literature control

Fiese *et al.* said that routines are "patterns of behaviour that are observable, regular, repetitive, and that provide structure for daily life. They can be satisfying, promoting, or damaging. Routines require momentary time commitment and are embedded in cultural and ecological contexts."^{127,128} When newly introduced tasks are repeated regularly, these tasks become routines and are maintained.

Barnett *et al.* investigated the sustainability of a community-based programme in 2004 to prevent falls among elderly in Australia. They used focus groups and surveys with over 400 researcher participants consisting of various professionals and the elderly. The community health staff reported that when a task became part of their normal work role, that it was more likely to be sustained.^{83,129}

Pluye, Potvin, Denis and Pelletier examined the establishment of routines in various companies in 2004. The study suggested that establishing routines indicates sustainability, therefore when the routines of objective-related activities are established, the programme is established.¹³⁰ For community projects therefore to be maintained, it is important that tasks are repeated until these have become routine.

When tasks 'fit' with the organization's existing vision and mission, routine tasks are much more easily established.⁷²

4.6.3 Long-standing university-community relationship

The long-standing university-community relationship was also mentioned by research participants as an important element for the maintenance of projects. A quarter of the students stressed the importance, whilst 80 per cent of the community members described one of their wishes to be a long-term university-community relationship. This category is formulated from a strategic level, rather than from a student-community member level; its importance is nonetheless stressed.

Students' quotes regarding the long-standing university-community relationship

- *"For [occupational therapy] students to continue with their services in [the following year] at [the community centre] and **build upon** what we started."*
- *"That project **continued from previous groups** thus that it a going on process."*
- *"I wish for future students to **build on our project.**"*

Community members' quotes regarding the long-standing university-community relationship

- *Ideally the "... key stakeholders from the community **remain on board** and grow with the project and each year's students are given an orientation at the onset, a kind of 'handing over the [baton]'"*
- *"I also suggest that there should be **collaboration**- one big project be done by all the student[s] in that year i.e. all the students do one big project in phases."*
- *"I wish a **long term relationship** with [Tuks]."*
- *"I wish that the **partnership** between the school and the occupational therapy students can remain for some years to come."*

Literature control

Jordaan, from the Engineering Faculty at the University of Pretoria described in her article in 2010, “Students’ practical experience while serving the community”. This faculty established a mentoring programme where students who have started a community project, mentor the following year’s group of students for them to continue with current projects. This is a measure to enhance sustainability of projects.¹³¹

Gruen *et al.* discussed an integrated approach for the planning of programme sustainability.⁷³ They referred to the article of Shediac-Rizkallah and Bone in 1998 where they stated that most concerns regarding sustainability are the premature discontinuation of programmes after they enjoyed an initial period of support.¹⁰ It also diminishes community trust and may so counter future community development programmes. A continuous relationship between the university and community is therefore supported.

Kronenberg suggested that for a CBR project to be sustainable, it needs to be connected to a greater organisation or government.⁸⁰ Even though the occupational therapy students are governed by the University of Pretoria, the university does not take responsibility for the outcome of student projects to be sustained. This can therefore contribute to unsustainable projects.⁸⁰

Pollard and Sakellariou warned against continuous involvement in a community, especially if care is only given and there is no chance for reciprocity.⁶⁹ It can maintain or worsen dependency and henceforth disempower the community. However, as reciprocal learning has been emphasised earlier by both students and community members, it seems as if the danger of disempowering the community is not valid in these circumstances.

4.6.4 Conclusion

Scheirer completed a literature review where 19 research studies were examined to determine the extent to which these studies were sustained and which factors would enhance sustainability. The maintenance of the community capacity was one of the three pertinent ways with which to examine sustainability. If maintenance is therefore not done, a project cannot be sustainable.⁷²

4.7 Theme 4: Growth

It was evident in the reports of students and community members that growth is important when a project is desired to be sustainable. A simple metaphor to describe this is the use of a computer in an office environment. For a person to be able to sustain their daily tasks, they need to upgrade their computers often, to remain current with the rest of the world.

The theme of *growth* was mostly observed in the feedback when research participants described their ideals and wishes. It was derived from the following categories and sub-categories that included:

- a) Building on existing projects and planning for the future
- b) Collaborate and gain support from other entities
 - i. Local community
 - ii. External community
- c) Growth in resources

4.7.1 Building on existing projects and planning for the future

Nearly half of the community members who participated in the study described their highlight when the foundation for further projects was laid. About a quarter of

students mentioned, and rather emphasised building on the foundation. They referred to taking less of an active role as the shift of responsibility is largely made towards community members. It is therefore important for project stakeholders to not only plan for a project to work on now, but that they need to consider the long-term goal for building on a current project.

Students' quotes regarding sustainability

- *Ideally, "The stakeholders are in complete control of the project and the students only **facilitate the process.**"*
- *"I wish that we could have **facilitated the project** in such a way that the women were the active participants and we were **merely the consultants.**"*
- *"A following group follows up on our project and **reinforces aspects thereof** such as ergonomic use of self and layout of rooms and continuous on the same note, still addressing ergonomics in their workplace."*
- *"And **expansion of project** to other centre and becoming a well-known label."*

Community members' quotes regarding sustainability

- *"What I like is they **laid a foundation** where we need to continue and complete it."*
- *"The students created a complete and do-able project namely a pattern and concept [namely] a handbag from advertising banners. We trust that with **further involvement** from subsequent groups, we can take the ladies from the community to the next step [namely] manufacturing and sales. "*

Literature control

In earlier discussions, Du Toit was mentioned in relation to the "just right challenge". It was described that when a person is presented with an occupation of daily life

which is not too simple or too challenging, that person is able to successfully complete that activity.⁷⁸

In Du Toit's description of her Model of Creative Ability, she described that every person goes through different phases of growth. For example, a person with a low level of orientation to their surroundings may only be able to respond successfully to an occupation when it is destructive. Another person on a higher level of functioning will mostly respond to situations that require that person to conform to the norm. For a person functioning on a low level of participation, he/ she needs to be presented with activities that will slowly take him/her through a growth process as more challenging activities are presented.⁷⁸

The same is true for the community projects. Once a firm foundation is built and community members are able to conform to that standard, a greater challenge needs to be introduced so that growth can take place and individuals and centres can reach their optimal potential.

4.7.2 Collaborate and gain support from other entities

Half of the students and more than two-thirds of the community members described the importance of collaboration with other institutions or individuals to reach more people more effectively. This is one way in which growth can take place.

Students' quotes regarding collaboration and support from other entities

- *"Churches, industry, learning institutions **all work together** to eradicate poverty."*
- *"[Organizations] and **the government have sponsored** everything needed."*
- *"There is a **full-time [occupational therapist], [speech therapist], [physiotherapist]** and a doctor doing check-ups."*

Students' quotes regarding collaboration and support from other entities

- *"A sponsorship **by the Department of Agriculture** so that the beneficiaries can be able to continue the project with the necessary support."*

Community members' quotes regarding collaboration and support from other entities

- *"And if we community to **assist it will be [more] helping** in our society to give us our kids a better more future..."*
- *"**include hospital** and clinics for workshop. So that we may reach all the people."*
- *"Teach the community who are not exposed to disability people and children... in that way will get more people at the centres. And to **get more sponsors.**"*

Literature control

Leclair discussed shared occupations in her article "Re-examining concepts of occupation and occupation-based models: Occupational therapy and community development", emphasising the importance of collaborative occupations, as it provides the opportunity for individuals to take part in something that would not have had the same opportunity if it was only an individual doing it, for example a community garden. She discussed that such collaborative occupations can even connect various organisations or sectors.¹³²

When organisations and individuals work together, the best skills of each may be used to benefit each other and the greater community. It prevents people from "reinventing the wheel". When effective collaboration in projects takes place, more needs are able to be addressed.

4.7.2.1 Collaboration from the local community

Both students and community members said that the ideal would be if the local community can be involved in projects and also assist in maintaining it. But like some community members mentioned, it is not only for the benefit of the community centre, but also to the benefit of the local community, as the centre is then able to render a quality service or product to them.

Students' quotes regarding collaboration from the local community

- "The school is using the techniques actively in class and **involving the parents** in the implementation thereof."
- "the **female beneficiaries making the shirts and the males printing** on them for an income."

Community members' quotes concerning collaboration from the local community

- "Our project is getting big and we helping them (**community members**) to buy **thing[s] near.**"
- "**immediate community** make us of the facility and assist in maintaining... fixing it... without payment."
- "This way possible community sponsors could be obtained and **involved** making the project more sustainable."
- "I wish that people in the **community can support** the implementation of projects and after projects are being done they should be taken care of."

Literature control

Scheirer made various recommendations after completing a literature review in that determined the extent to which 19 studies were sustained and which factors would

enhance sustainability. One recommendation was that external funders should focus their attention on strengthening local champions in order to sustain projects. Therefore, more important than just involving the local community, like the research participants mentioned, is the empowering of the local community to effectively become involved in community projects.⁷²

4.7.2.2 *External community*

Here students and community members described that collaboration with entities external to the local community that would also benefit a community centre, and the projects that are run.

Students' quotes regarding external communities

- *"The willingness of the **general public** and companies to donate or sponsor money [for it to] be better and everybody will just want to help each other."*
- *"Have more than one product, let [the community centre] sell already printed T-shirts at shops that **support protective workshops**."*
- *"To **expand advertising to outside** of [the community]..."*

Community member's quote regarding external community

- *"This project should be an ongoing adventure, as it also builds a sense of relationship between all stakeholders in **Educator sector**."*

Literature control

Leclair said that community development supports growth beyond the local community.¹³² Chappell and Johannsmeier recommended that intersectoral collaboration between various governmental departments is needed to optimise community development.¹³²

The need of a community is often beyond the scope of what a benefactor can offer. For example, a need for structural improvement in a building is something beyond what occupational therapy students can address. However, if occupational therapy students collaborate with engineering students, this need may be realised. Collaboration beyond the respective specialist's walls is essential.

4.7.3 Growth in resources

Around 40per cent of both students and community members discussed that their ideals and wishes are for resources to expand so that the projects can grow. They referred to various type of resources: financial aid to increase, more personnel to be available as well as improved competence, more time needed and increased accessibility to materials.

Students' quotes referring to growth in tangible resources

- "A **bigger** playground for the children."
- "The workshop has changed from being equipped with only [one] machine to having [four to six] machines **and a lot of other** equipment and materials."
- "More **variety** of T-shirt printing materials and methods."

Students' quotes referring to growth in tangible resources

- "They have been marketing so much that they just hired an **additional** person to help production."
- "Increase financial aid: Most of the time projects need finances to sustain the project and a **onetime sponsor isn't enough** to sustain the project once the students leave."

Community members' quotes referring to the growth of tangible resources

- Ideally, "rural areas are industries of **growth** giving all its people employment thus averting this influx into urban areas."
- "I see a **progressing** garden project that supplies the demands and beyond."
- "**Create** small viable businesses in the community for the community diverting city bound cash back into the community."
- "... [wished] we can have more students that each child will have his/ her own [occupational therapist] for a **better development** and healthy living of our children."
- "We need **more** [occupational therapists] to bring more [projects]."

Students' quotes referring to the growth of intangible resources

- "There would be enough time to discuss needs, find sponsors and really start implementing even **bigger** projects."
- "Increase knowledge: Most of the time the projects are not sustained due to **a lack of knowledge**."
- "I hope he continues to **grow** in his managerial skills and express his true needs to the new students."

Literature control

Mishina, Pollock and Porac wrote an article “Are more resources always better for growth? Resource stickiness in market and product expansion.” They described that an increase of resources does not necessarily result in growth as growth is a more complex process.¹³³

Growth of resources is therefore important for the growth of a community centre, but is a complex process. Each community centre has to be evaluated on its own terms and should increase resources over time, as this can be well-managed by community members.

An example in the context of community projects could be when a community centre receives more personnel in a short period of time, it may slow down activities in the short-term as a great deal of energy is put into equipping new members. However, over the long-term, when personnel have settled in, tasks may be done more efficiently. However, a high turn-over of staff may once again slow down productivity.

4.7.4 Conclusion

The World Health Organisation (WHO) published a book in 2005 entitled “Promoting mental health.” One of the discussions was around continuous growth in their strategies to promote mental health in order for it to be more cost-effective.¹³⁴

For communities to maintain the growing demands that are placed on them, they need to grow in their strategies for community development. Growing community projects contribute to continuous community development.

4.8 Conclusion

The themes that emerged from the content analysis were discussed. It was concluded that when a project is meaningful, and completed in a supportive structure, as well as maintained and developed, it enhances the sustainability of projects.

In Chapter 5 the researcher analyses the final phase of Appreciate Inquiry by formulating a plan that enhances the sustainability of occupational therapy student community projects. Conclusions regarding the research questions are made and recommendations for future research are offered.

CHAPTER 5

DISCUSSION OF FINDINGS

5.1 Introduction

Chapter 4 explored and described four themes that emerged from the data analysis. The implication of the findings on the sustainability of students' projects in the community and the role of the researcher are now discussed.

5.2 Application of the themes to student projects

5.2.1 Theme 1: Project meaningfulness

Projects were experienced as meaningful once they addressed the different stakeholders' needs, were successfully implemented and when all stakeholders experienced learning.

5.2.1.1 Addressing the need of the community

The findings revealed that addressing the need of different stakeholders could be challenging because one community member may have more urgent abstract needs and another may have more concrete needs. The need for every stakeholder can also differ at any point in time. A community centre may need structural improvement whilst the community member as an employee, may want to advance her skills in taking care of the clients at the centre. Conversely, the manager of the centre may be satisfied with the current level of care-taking skill of that employee and rather want to improve her managerial skills to expand the management structure at the centre. It may even be that various stakeholders do not know what their needs in the workplace are, because they are overwhelmed by their personal needs.

To determine the greatest need at a community centre when formulating a project plan is a complex process. It may even be that the community decide on their most urgent need, but that it falls outside the scope of the occupational therapy students. And even if they are able to collaborate with other stakeholders to address that need, financial resources and time may hinder students from addressing that need.

Findings also demonstrated that students unfortunately have certain ideas regarding their own perceptions of the greatest need in the community. Even though they learn to put their own ideas aside when considering the community's need, they are inexperienced in their field and do not necessarily have the ability to remain impartial and objective.

One way in which students can simplify the process of addressing the community's needs, is to use a problem tree in their project planning process.⁷ A problem tree provides a schematic representation of all the needs that influence each other and what lies at the core, therefore what is the main need. Students have successfully used this process in the past; however, without distinguishing between abstract and concrete needs. It will also be necessary to clarify who the beneficiary is when addressing a certain need. Technically, the "problem tree" can be termed a "needs tree".

If addressing the concrete and abstract needs of multiple benefactors has a positive influence in the success and sustainability of projects, it needs to be clearly portrayed in the planning of projects.

5.2.1.2 Successful implementation of projects

For student projects to be successfully implemented, findings firstly suggest that the demands set by a project must exhibit the characteristics of the "just right challenge". Projects that are beyond the participants' present abilities may cause fear of failure

and result in passivity. Projects that are below the participants' abilities may lead to boredom and lack of interest to continue active participation.

The challenge in pitching projects on the right level is that no current literature explains this in enough detail to support students to apply it to their projects. Despite this, students and community members continuously implement projects that are pitched at the appropriate level. No clear ideas regarding this were formed during this study; however, certain ideas were emphasised in participants' responses to provide guidance on the manner in which to pitch projects at an appropriate level.

- a) Form clear and realistic goals with time frames and give specific responsibilities to certain persons to make sure all goals are reached. Be adaptable as the context is unpredictable and a lack of responsibility from community members is present often times.
- b) Students need to make regular contact with supervisors to discuss the project goals and its progress as supervisors have experiential knowledge. Though this measure has already been put in place, students have not made effective use of this opportunity. Parameters such as students' marking schemes should be revised to ensure that students abide by this set norm.

Secondly, findings suggested that buy-in from all stakeholders are essential for the successful implementation of projects. The following is suggested to advance buy-in from all stakeholders:

- a) Established a common goal for all stakeholders to be in unity.
- b) Community members need to identify the main need for them to accept the project and thereby increase ownership. Students have to take great caution not to identify needs and objectives on behalf of the community members, but to carefully facilitate the process.

- c) Community members and students should have an affinity for the project as it is an internal motivator to actively participate. This affinity may not be that everyone likes the project equally, but that each person determines the aspects of a project that motivates them.

Thirdly, findings suggested that the competency of community members is vital in ensuring the successful implementation of projects. This is a sensitive subject, as it infers that community members are incompetent. However, if the already developing centres in the community are recognised, the perception of incompetence becomes untrue. Community members are well able to initiate and continue centres in their areas and are able to deliver a quality service. The following methods to improve the community's competence are suggested:

- a) Lecturers need to discuss preconceived ideas about incompetency of community members with students before entering the community. Consequently, the students should treat community members accordingly, being mindful not to underestimate or patronise them.
- b) The scope of occupational therapy student projects is new to community members. Students need to slowly introduce new aspects of occupational therapy with the community, and should be comfortable to repeat trainings when necessary.
- c) Improving the competence of community members requires facilitation to find better solutions to their problems, therefore focussing on problem-solving skills.
- d) Teaching community members who lack skills to be confident in their roles.

Finally, the achievement of outcomes, or an experience of success is of primary importance in motivating students and community members to continuously achieve successful results. Suggestions from the findings are the following:

Students need to position measures to motivate community members, for example present them with certificates for completing certain parts of a task. In turn, lecturers have to do the same for students by creating rewards as projects proceed, for example awarding bonus marks for continuous hard work.

In conclusion, setting a project at the appropriate level, allowing stakeholders to buy into the project, improving the competency of the community members and creating opportunity for a success experience, need to be consistently achieved if a project is desired to be successfully implemented.

5.2.1.3 *Learning experience*

Learning is a complex process and findings suggested that participants have a great need to partake in that process on a variety of levels. Because of the complexity of learning, is it impossible to control what students and community members learn on a micro level during community projects. Suggestions to facilitate this learning process most effectively include the following:

- a) Both students and community members need to set personal learning outcomes and monitor these throughout projects. Students may provide guidance to community members and lecturers need to supervise students in the process.
- b) Skills need to be demonstrated and opportunity for practice and mastery needs to be presented.
- c) Opportunity for extra-curricular learning needs to be given for students who surpass their outcomes early on.
- d) Opportunity for students and community members to share their new insights with other stakeholders needs to be given.

In conclusion, if learning contributes to the sustainability of projects, students and community members need to be in control of that process. As a lack of insight may be present, this process needs to be supervised.

5.2.2 Theme 2: Suitable support structure

Projects took place in a suitable support structure when the relevant resources were available and when they were done in a favourable working environment.

5.2.2.1 Resources

Findings firstly suggested that sufficient financial resources need to be available for projects to be sustainable. It includes monetary and material resources as well as income-generation opportunities. The findings from this study explained that:

- a) Financial sponsors were greatly needed, but rarely this funding was certain. However, stakeholders appeared to successfully obtain relevant resources for projects, but did not clarify their means thereto, and only indicated great relief when they obtained sponsors. The source thereof was also not disclosed in the study.
- b) None of the sponsors obtained were long-term, which may have a negative influence on sustainability.
- c) Projects that focussed on the effective use of resources and income-generation had more certain outcomes.

The following are therefore suggested:

- a) It will be more beneficial for students to focus their projects on effective use of resources or income-generation projects as the results are more certain.

- b) If the effective use of resources and/or income-generation is not a possibility, or is possible but needs start-up costs, students will need to:
- i. equip the community members to find sponsors as a building block for further projects, or
 - ii. find once-off sponsors to finance start-up costs, or
 - iii. negotiate financial resources from the Department of Occupational Therapy; a discussion on the availability and management thereof will, however, need to take place.

Findings furthermore revealed that sufficient human resources needed to be available for the sustainability of projects. Human resources include the personnel available; the personal and professional skills personnel contribute to projects, their time to participate and how effectively they use their resources.

Community members therefore need to have greater buy-in to make personnel available for sufficient time, especially at the centres where a lack of responsibility has been identified. If they are not willing, lecturers need to reconsider their suitability for doing student projects.

5.2.2.2 Favourable working environment

Findings suggested that for a working environment to be favourable it needs to have an inviting physical environment. As the research participants mentioned, they wanted a project to look beautiful, and when it did, they were satisfied.

However, to create the ideal physical environment is hard work and expensive⁸¹. In the same way that students and community members differ in their needs, they may also find different aesthetic appearances appealing, making the ideal environment even a more complex goal to attain. To address the physical environment, the following therefore needs to be considered:

- a) To allocate finances to the physical environment is essential as it supports the working environment.
- b) Preferences of the community members are considerably of higher value and more importance than that of students' when changing the aesthetic appearance of the environment.

Findings also suggested that a vibrant social atmosphere contributes to a supportive working environment. Every individual in a social atmosphere influences it. For example, when someone is angry at another person, the effect often resonates throughout the immediate environment. If someone is feeling ill, there will be concern in the atmosphere. In the same way will positive people add to a vibrant atmosphere. Creating a favourable working environment is therefore a complex process, yet is important to address. This study showed that:

- a) Community members appreciate the respectful attitude of students towards them. These are certain aspects that cannot be controlled by lecturers when sending students into the community. Even though a great effort is made to enlighten students in this matter before entering the community, is it also partly a reliant on the integrity and attitude of students. One way in which this may be addressed is to expose students to the community early on in their studies, so that they may develop a love for the community instead of fear.
- b) When students were thanked for their hard work by the community members, they felt satisfied. Lecturers may play a role in preparing community members for their relationship with students and advise them to also show their appreciation towards students in whatever way possible.

5.2.3 Theme 3: Maintenance

Projects are maintained once community members take responsibility, routines are established at the community centres and the university-community partnership is long-standing.

5.2.3.1 *Taking responsibility*

Findings indicated that taking responsibility and taking ownership of a project are closely connected. The greatest challenge in this regard is students who want to do projects for themselves, instead of with the community. And at the end of their time in the community, they wish to handover tasks and trust that community members are going to take responsibility to maintain that project.

It was clear that if community members did not take responsibility to finish tasks that were theirs to complete during the planning and implementation of a project, it would be highly unlikely for them to continue with those tasks once the students left the community. To address this matter, the following strategies are suggested:

- a) Students need to make realistic recommendations when they hand over projects to the next group of students. When the community has taken ownership, building on an existing project is recommended. However, if there is a lack of ownership, it requires the repetition of a project until the community exhibit a sense of responsibility.
- b) Even though students are theoretically prepared to facilitate empowerment in the community, a lack of insight and exposure to projects can inhibit them from effectively applying this principle. Therefore, students need to be slowly introduced to community projects from early on in their student years for them to receive relevant exposure to projects in the community.

5.2.3.2 *Established routines*

Findings showed that for a project to be maintained, newly introduced tasks of a project need to become routine in a community centre.

Generally speaking, people do not like change.¹³⁵ To incorporate something new into an existing structure may upset people and make them resistant. However, when the opportunity to make existing tasks more efficient exists, change may be more readily accepted. The following strategies to mitigate resistance to change are suggested:

- a) When new tasks of a project are introduced, community members need to know the benefit they will experience from these changes. If community members cannot see immediate results, knowing the long-term effect of change will encourage them to persist with doing those tasks.
- b) Repetition is important as learning happens with repetition and so establishes routines and habits.
- c) Change should be slowly introduced. This also correlates with “The just right challenge” that was discussed earlier. The community must be addressed on their appropriate level. If they resist change, the rate of change should be decreased and *vice versa*. The pace of change will be different for different community members.¹³⁶

5.2.3.3 *Long-standing university-community partnership*

Findings suggested when the university and community have a long-standing partnership, it creates a foundation for projects to develop over time. For the university and community to have a long-standing partnership, it is dependent on a variety of stakeholders, namely:

- a) It is important that the community gives permission to the university to commence/continue with community engagement in their area. The

University of Pretoria currently have favour in the community where this study was conducted, as there is even a campus that was established for the designation of community engagement.

- b) Funds that are withdrawn or relocated, or curricular changes may have an influence on the implementation of projects over the long-term. It is therefore important that the long-standing university-community partnership be advocated by lecturers. Even if curricular or financial implications change the face of projects, is it necessary to implement the changes over a period of time to prepare the community in advance.

5.2.4 Theme 4: Growth

Growth is mainly seen when projects build on existing projects, when collaboration is experienced, and when there is growth in resources.

5.2.4.1 Building on existing projects and planning for the future

Findings demonstrated that for a project to grow, it needs to build on an existing project. Therefore, start-up goals need to include long-term goals so that subsequent projects are not haphazardly completed, but purposefully placed within the greater goal. Strategic goals will also ease evaluation of the long-term relationship of the university and the community centre. If long-term goals are reached, it may indicate the appropriate timing for a university-community partnership to be ended.

Findings also suggested that with the growth of projects, students' roles will shift from active participants to a role that denotes more facilitation. When considering the ideal for a community centre, it would be for that community centre to function independently, by addressing their own needs, and growing and solving upcoming challenges in an open labour market standard. As the participation of the community members develop from being largely recipient, to being mostly active, the role of a student also shifts from active participant, to being a facilitator. This may even be the

point where students cease their involvement at that community centre regarding projects, and where the lecturer plays a supporting role.

It is a challenging decision to make and therefore needs to be an ongoing discussion between lecturers and community members. Regular revision of the functioning of the centre and its potential is required. Community members need to show where they are going with student projects, and the lecturer needs to evaluate whether student training is still challenging enough to ensure that students continue to learn.

5.2.4.2 Collaborate and gain support from other entities

Findings expressed that local community members surrounding community centres need to become involved in student projects to sustain those projects. However, this study did not clearly delineate the challenges that are present regarding collaboration with other local partners in the community. It is however something that the community needs to be aware of, and needs to be further investigated.

Secondly, findings indicated that when students are able to collaborate with other departments at the University, the needs of the community are addressed more efficiently.

The greatest challenge for collaboration is the time which is taken to properly coordinate activities. Students are already challenged with the short time that they are present in the community, so this becomes a complicated aspect to address, yet it cannot be ignored. It may be that collaboration needs to happen on a higher level, such as with lecturers who connect with other departments regarding a community centre.

5.2.4.3 *Growth in resources*

Findings demonstrated that the growth of resources is expedient for the growth of a project and the sustainability thereof. However, it is something that needs to be well-managed to be effective.

Growth of resources takes time; in some ways it comes automatically and in other ways it requires great effort. For example, if a project is income-generating, the resources grow “automatically” as interest in the business grows. But, interest in a business does not increase overnight and great effort is needed to make it successful. Also, even if the main income for a project is sponsorship, it takes effort on behalf of the community to ensure the long-term commitment of that sponsor. Further sponsorship needs to be obtained to ensure growth in resources; maintaining current sponsorship is not enough.

Therefore, to equip community members in the management of resources (finances, material, human, time) and to obtain sponsorships is much more valuable in the long-run than if students find a one-time sponsor.

5.3 Reflection on the role of the researcher

At the time of the study, the researcher held the position of lecturer of the students that partook in community projects and contributed to this study. It is important for the reader to understand this, as certain themes that were described by students have certain implications to projects which need to be seen in the greater scheme of Community Engagement. Even though the researcher did not directly supervise the implementation of projects during the data collection phase, her knowledge of student projects and the community gave her insight into the discussion of the findings in this chapter.

5.4 Dynamics of stakeholders

The dynamics of and positions that the various stakeholders hold have a definite influence on the application of the findings regarding student projects. The diagram provides the reader an overview of the complexity of relationships that exist within and around student projects.

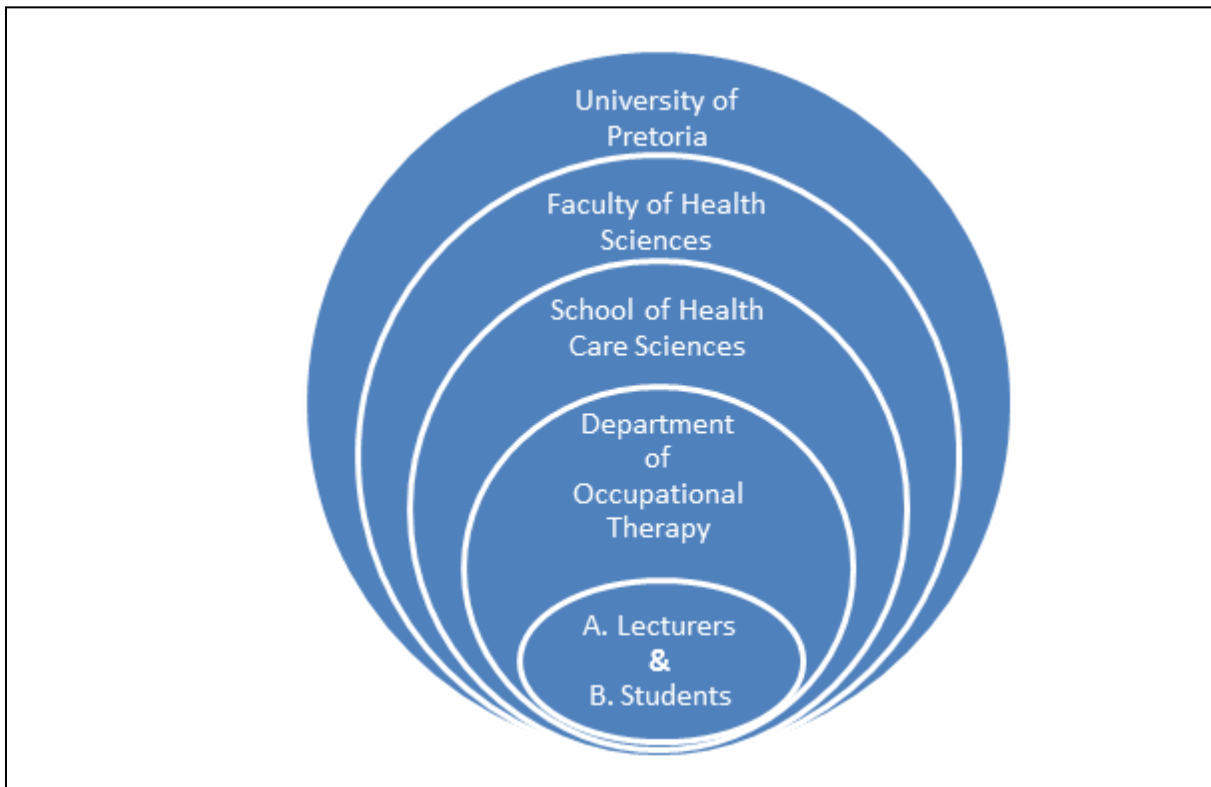


Figure 5: Hierarchy of stakeholders within and around student project

In table 5.1 below, the reader is able to retrieve a summarised understanding of the university and community stakeholders and their responsibilities.

Table 5.1: University stakeholders

University stakeholders	
Stakeholder	Responsibility
University of Pretoria	<ul style="list-style-type: none"> • Makes the policies regarding University-Community partnership. • Manages the Community university campus that gives access for many Community Engagement activities to take place.
Faculty of Health Sciences	<ul style="list-style-type: none"> • Guides the implementation of University Policies on a macro level, and compelling Health Care Science Departments to do Community Engagement. • Manages the funds available for Community Engagement on a macro level.
School of Health Care Sciences	<ul style="list-style-type: none"> • Guides the implementation of University Policies on a meso level, and compelling Health Care Science Departments to do Community Engagement. • Manages the funds available for Community Engagement on a meso level.
Department of Occupational Therapy	<ul style="list-style-type: none"> • Guide outcomes for students to reach learning objectives in their Community Engagement. These outcomes are guided by the Health Professions Council of South Africa. • Makes contact with the community in order to practice Community Engagement, • Manages money available for Community Engagement on a micro level.

Stakeholder	Responsibility
Lecturers	<ul style="list-style-type: none"> • Facilitates teaching and learning of final-year occupational therapy students during community fieldwork education. • Supervises students in the planning, implementation and evaluation of their community projects. • Continuous communication with community centres and their members in order to sustain the university-community relationship. • Dispenses money available for Community Engagement.
Students	<ul style="list-style-type: none"> • Contact sessions with community members in order to drive projects. • Presents their learning to lecturers.

Table 5.2: Community stakeholders

Community stakeholders	
Stakeholder	Responsibility
Community	<ul style="list-style-type: none"> • Currently the community at large does not play a role in student projects. • General acceptance is given to the university as the university community campus is in their midst.
Community centre	<ul style="list-style-type: none"> • For the manager to give permission for students to engage in learning activities at their centre. • For the manager to specifically give permission for projects to be implemented.
Community members	<ul style="list-style-type: none"> • To plan, implement and evaluate student projects together with students in contact sessions with these students.
Clients	<ul style="list-style-type: none"> • To receive the benefit of a project if it is directed towards them. • To partake in projects if they are functioning on a sufficiently high level.

From the above, it is evident that the relationship is complex and what may seem to students and community members as obvious may not be the reality. It is however the responsibility of the researcher to ensure that consideration be given to all stakeholders' positions.

5.5 Conclusion

In this Chapter, the researcher argued the importance and practicality of each of the themes and categories that emerged from the raw data. It became clear that most of these aspects can be considered in future projects, whereas other categories require more comprehensive investigation. The researcher concludes her findings in Chapter 6, where consideration regarding the responsibility of the various stakeholders is presented.

CHAPTER 6

CONCLUSION

6.1 Introduction

In Chapter 5 the researcher discussed the application of themes to the project. In Chapter 6 the researcher makes conclusions regarding each phase of the researcher study, and makes recommendations for future studies.

6.2 Research aim and objectives

6.2.1 Research aim

The overall aim of this research was to, by means of Appreciative Inquiry, (e)valuate the sustainability of final-year occupational therapy student community projects.

6.2.2 Research objectives

In order to have achieved the aim, the objectives were:

- To explore the factors that influences the sustainability of final-year occupational therapy student community projects.
- To describe the factors that influences the sustainability of final-year occupational therapy student community projects.

6.3 Conclusions

The below diagram illustrates the parts in which this research study was done:

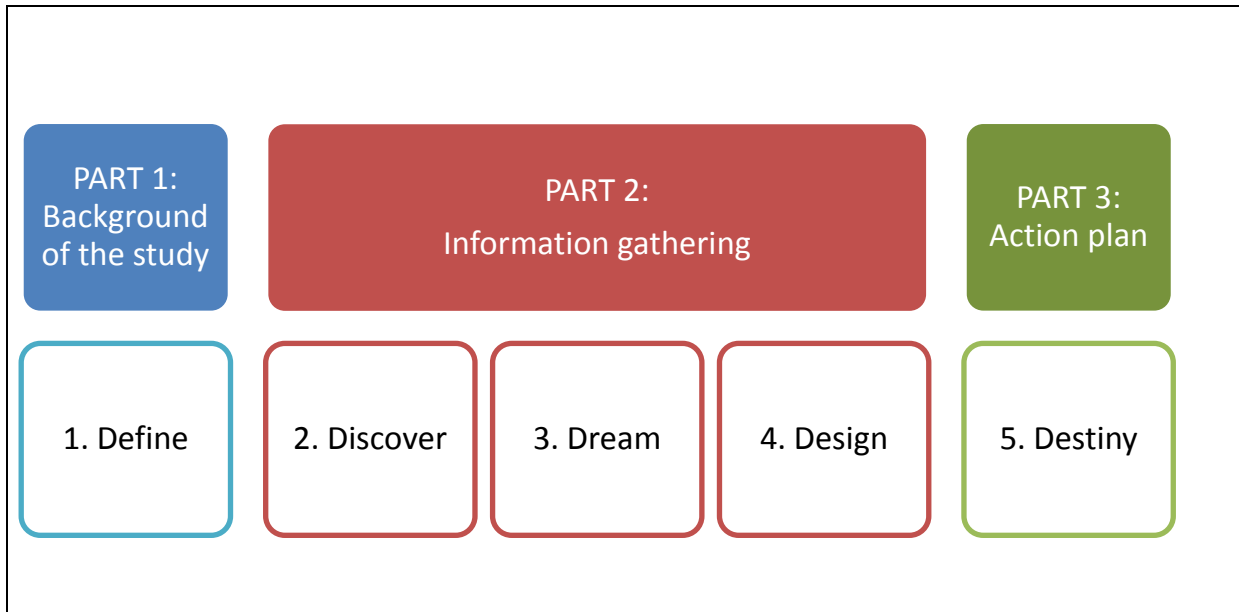


Figure 6: Three parts of the study

6.4 Conclusion: Part 1

The first part of this study sought to define the challenge that needed investigation. The challenge identified was that of occupational therapy students' community projects being unsustainable.

6.5 Conclusion: Part 2

In the second part of this study, the researcher gathered information by asking students and community members to "Discover", "Dream" about and "Design" the ideal community project. In analysing this data, themes to enhance the sustainability of student projects in the community emerged. A summary of those themes, categories and sub-categories is shown in Table 6.1.

Table 6.1: Summation of themes, categories and sub-categories

Themes	Categories	Sub-categories	
1) Project meaningfulness	a) Addressing the need of the community		
	b) Successful implementation of projects	i. Just right challenge	
		ii. Buy-in	
		iii. Competence of the community members	
		iv. Success experience	
	c) Learning experience	i. Knowledge	
		ii. Insight	
		iii. Acquiring of skills	
		iv. Planning, evaluation and adaptation	
	2) Suitable support structure	a) Resources	i. Financial resources
			ii. Human resources
		b) Favourable working environment	i. Physical environment
ii. Social environment			

Themes	Categories	Sub-categories
3) Maintenance	a) Taking responsibility	
	b) Established routines	
	c) Long-standing university-community relationship	
4) Growth	a) Building on existing projects and planning for the future	
	b) Collaborate and gain support from other entities	i. Local community
		ii. External community
	c) Growth in resources	

6.6 Conclusion: Part 3

In part 3 of this study the researcher was required to formulate an action plan to a) refine the theoretical learning outcomes for the Service Learning block and b) to suggest actions to be taken in the Service Learning block to enhance the sustainability of community projects.

6.6.1 Refinement of the learning outcomes

The researcher concluded that some of the theoretical teaching and learning outcomes to prepare students for community projects are already covered in the curriculum. The findings however, indicated that additional aspects should be included to enhance project sustainability of final-year students. These aspects are shown in Table 6.2.

Table 6.2: Aspects to consider to improve project sustainability

Theme	Category	Recommended actions
Project meaningfulness	Addressing the need	<ul style="list-style-type: none"> • Continue using a problem tree to identify the causes and effects and see the interactions of the different problems. Also use an objectives tree to address the problems. • Clarify which objectives are abstract and which are concrete in order to avoid disappointment with the unseen characteristic of abstract findings. • Clarify the benefactors of the project outcomes to maintain clear focus in the project implementation.
	The successful implementation of projects	<ul style="list-style-type: none"> • Use the method of SMART (Specific Measurable Attainable Realistic Timely) goal setting. • Further investigate how to evaluate the level of participation of groups of people. • Evaluate students on making use of opportunities such as consulting lecturers on pitching a project on the appropriate level to ensure that students effectively make use of such opportunities. • Expose students to the community context early on for them to easily adapt to circumstances. • Students and community members need to identify the aspects in the project that will motivate them to actively participate. This may be shared with each other. • Community members should identify the tasks that should be done. • Give students opportunities to train the community under supervision in their third year of study to improve their own competence. • Students need to present training sessions with a focus on problem-solving skills.

Theme	Category	Recommended actions
	Learning experience	<ul style="list-style-type: none"> • Both students and community members need to control their own learning process. At the beginning of a project, stakeholders need to use the general learning outcomes for projects and apply it to themselves. Lecturers will supervise students in setting realistic outcomes, whilst managers of centres will guide the community members. Community members can also consult students. • Students need to take responsibility to arrange suitable times with their supervisors for formative feedback and reflection. • The criteria for formative and summative feedback need to be improved.
Suitable support structure	Resources	<ul style="list-style-type: none"> • For students to rather do projects for the effective use of resources and/ or are income-generating than relying on sponsorship. • Equip community members to find sponsors. • For the Department of Occupational Therapy to consider setting money aside that may be used for project start-up costs. • Lecturers need to manage community members' expectations regarding projects, such as making enough personnel and time available. If they are not able to this, the partnership with that community centre, pertaining to projects, needs to be reconsidered.

Theme	Category	Recommended actions
	Favourable working environment	<ul style="list-style-type: none"> • Consider the physical environment in projects. Attempt to direct resources (finance, time, materials, human) towards the improvement of the physical environment. • Ensure that the aesthetic appearance of projects/physical environment is according to the taste of the community. • For lecturers to prepare community members to show appreciation towards students for their efforts. • Introduce community projects to students from their first year of study. Increase the expectation from students as the years' progress.
Maintenance	Taking responsibility	<ul style="list-style-type: none"> • Once students are exposed to the community, they need to apply the adult learning principles whereby community members need to do things for themselves with help from the students when necessary. When students are of the mindset not to do things on behalf of the community, the community will be of the mindset to take responsibility for themselves. • Students should be taught to make realistic recommendations augmenting projects when community ownership is present and repeating projects when community ownership is absent.
	Established routines	<ul style="list-style-type: none"> • Students need to clarify the benefit of change to the community members. • Students need to repeat aspects in the project until routines are established.

Theme	Category	Recommended actions
	Long-standing university-community partnership	<ul style="list-style-type: none"> Lecturers need to continuously advocate university involvement in the community by representing the community on the relevant forums where policies are made. Community projects should not stop suddenly if a partnership is ending, but should be done gradually.
Growth	Building on existing projects	<ul style="list-style-type: none"> Increase the challenge in setting short-term goals for a project. Set long-term goals from the start of a project. Continuous communication between lecturers and community members need to take place to ensure that community centres are relevant for student projects.
	Collaboration	<ul style="list-style-type: none"> Lecturers need to network with other departments in order to connect relevant stakeholders to community centres. Further investigation regarding sufficient local partnerships can be formed.
	Growth in resources	<ul style="list-style-type: none"> Students need to emphasise management of resources in their projects. Students should also give attention to equipping community members on obtaining sponsorships.

In summary, each stakeholder that is directly involved in community projects, can take certain aspects to enhance the project's sustainability.

Lecturers need to:

- Supervise students in setting realistic learning goals for themselves.

- Formalise feedback opportunities such as giving marks for students using these opportunities.
- Improve the criteria for formative and summative feedback.
- Advocate
 - for departmental finances to be available for projects.
 - for a long-standing partnership with the community.
- Create opportunities for students to become involved in community projects from the first year of study; especially successful centres.
- Create opportunities for students to facilitate training sessions from the third year of study under supervision of final-year students or lecturers.
- Prepare community members on the expectation that is placed on them in order to receive a student placement. They need to:
 - make personnel and time available.
 - show appreciation towards students.
- Network with other departments in order to connect them to the correct community centres.
- Continuously communicate with community members to ensure the relevancy of a community centre for student projects.

Students and community members need to plan projects by:

- Setting personalised learning goals at the beginning of a project under lecturer supervision.
- Identifying personal meaning that the project will give them to motivate them.
- Clarifying the benefit of change to the community members.
- Using a problem and objectives tree; clarifying the which are abstract and concrete needs.
- Using the Problem Planning Matrix (PPM); clarifying the benefactors of each project goal.
- Using the SMART goal setting system.
- Repeating aspects that are not yet established.

- Making realistic recommendations when planning for the long-term; repetition of projects if community ownership is not established, and building on existing projects when community ownership is present.
- Consulting with lecturers in pitching a project at the appropriate level.

The focus of projects needs to be on:

- Equipping community members to use resources effectively.
- Equipping community members to find sponsorships.
- Equipping community members to manage resources effectively.
- Considering an income-generation project.
- Considering improvement of the physical environment; ensuring that the aesthetic appearance is the taste of community members.

6.7 Recommendations for future studies

The findings in this study recommended that community centres should forge local partnerships with other centres in order to achieve greater support and better sustainability in doing projects. It is further recommended that the manner in which sufficient local partnerships can be forged be also investigated.

Appreciative Inquiry (AI) was used to investigate the sustainability of projects and is further recommended that employment of AI as a means to bring sustainable change to projects be investigated.

A considerable discrepancy in the number of students and community members reporting on the lack of responsibility among community members was recorded. The reason for this discrepancy should also be investigated.

Whether projects are sustainable or not, they either have a temporary or prolonged impact on the community. This impact can be explored in order to determine the extent of transformation through these projects in the community.

It was previously recommended that students be introduced to the community at an earlier stage in their study. It is now recommended that the impact on students' learning if this is realised be investigated.

6.8 Dissemination of findings

The findings of the study will be made known to the community members with a summarised hand-out that clearly explains the conclusions of this study. The recommendations of this study will be discussed with current lecturers, supervising students in the community, urging them to discuss these same suggestions with the community members.

The findings of this study should also be published in an accredited journals.

The findings are also scheduled to be presented at conferences and symposiums in a verbal or poster format.

Lastly, the recommendations of this study are scheduled to be discussed with prospective final-year Occupational Therapy students to include these recommendations in their community projects. These discussions will be done by the researcher or by current lecturers after discussion with the researcher took place.

6.9 Conclusion

The researcher made conclusions concerning all three parts of this research study. The theoretical outcomes of the Service Learning Module were revised.

Recommendations on actions of the different stakeholders that are involved in student projects need to take were made. Recommendations for future studies were made.

REFERENCES

1. Buys N, Bursnall S. Establishing university–community partnerships: Processes and benefits. *J High Educ Pol Manage*. 2007;29(1):73-86.
2. Seifer SD. Community campus partnerships for health. Role of the public in the research process. Scotts Valley, CA: National Service-Learning Clearinghouse; 2006.
3. Bringle RG, Hatcher JA. Institutionalization of service learning in higher education. *J High Educ*. 2000:273-90.
4. Strand KJ, Cutforth N, Stoecker R, Marullo S, Donohue P. Community-based research and higher education: Principles and practices: John Wiley & Sons; 2003.
5. Renn O, Goble R, Kastenholz H. How to apply the concept of sustainability to a region. *Technol Forecast Soc*. 1998;58(1):63-81.
6. Lazarus J, Erasmus M, Hendricks D, Nduna J, Slamati J. Embedding community engagement in South African higher education. *Educ Citizen Soc Justice*. 2008;3(1):57-83.
7. Olivier M, Oosthuizen L, Casteleijn D. Occupational therapy students' contribution towards enabling potential in a semi-rural community. *Work*. 2007;29(1):63-8.
8. Explore research; groundbreaking cancer research; what is program evaluation? America: American Cancer Association; [updated 2011; cited 2011 Dec 9]. Available from: <http://www.cancer.org/Research/ResearchProgramsFunding/StatisticsandEvaluation/what-is-program-evaluation>.
9. Bender G, Carvalho-Malekane W. National glossary of community engagement and related terminology. Terminology used by various South African Universities, Council for Higher Education (CHE) and the Higher Education Quality Committee (HEQC) Pretoria: [University of Pretoria; 2010 \[cited 2014 Jun 20\]. Available from: https://web.up.ac.za/sitefiles/file/1/85/DCE National Glossary%20of%20Community-Engagement-table%20 format\[1\]\(1\).pdf](https://web.up.ac.za/sitefiles/file/1/85/DCE%20National%20Glossary%20of%20Community-Engagement-table%20format1.pdf)

10. Shediac-Rizkallah MC, Bone LR. Planning for the sustainability of community-based health programs: conceptual frameworks and future directions for research, practice and policy. *Health Educ Res.* 1998;13(1):87-108.
11. The American Heritage Dictionary of the English language 4th ed. Community centre: Houghton Mifflin Company; [updated 2009; cited 2011 Oct 17]. Available from: <http://www.thefreedictionary.com/community+center>.
12. Answers. Answers Cooperation; 2014 [cited 2011 Oct 17]. Available from: <http://www.answers.com/topic/community-center>.
13. Merriam-Webster. An encyclopaedia Britannica company: Merriam-Webster, Incorporated; 2014 [cited 2011 Oct 17]. Available from: <http://www.merriam-webster.com/dictionary/community%20center>.
14. Labonte R. Community, community development, and the forming of authentic partnerships: Some critical reflections. *Community organizing and community building for health.* 1997:88-101.
15. Vanneste G. Current status of CBR in Africa: a review. *Asia Pacific Disability Rehabilitation Journal, Selected Readings in Community Based Rehabilitation: Series.* 2000;1.
16. Liferay. Community: Liferay Incorporated; [cited 2011 Oct 17]. Available from: <http://www.liferay.com/community/wiki/-/wiki/Main/Community+Roles>.
17. Cothrel JP. Measuring the success of an online community. *Strat Leader.* 2000;28(2):17-21.
18. Writing@CSU. Colorado: Colorado State University; Evaluate [cited 2012 May 3]. Available from: <http://writing.colostate.edu/guides/processes/evaluate/pop2a.cfm>.
19. The free dictionary. Valuation: Farlex, Inc; 2014 [cited 2014 May 3]. Available from: <http://www.thefreedictionary.com/valuation>.
20. Norum KE. Appreciative design. *Syst Res Behav Sci.* 2001;18(4):323-33.

21. Fitzgerald SP, Murrell KL, Newman HL. Appreciative inquiry: The new frontier. Organization development: Data driven methods for change. 2001:203-21.
22. Watson R, Fourie M, Watson R, Swartz L. Occupation and occupational therapy. Transformation through occupation. 2004:19-32.
23. Van der Reyden D. Occupational therapy in psychiatry and mental health. In: Crouch RB, Alers VM, editors. 4th ed: Whurr; 2005. p. 175.
24. Deverell A, Ross E. Psychosocial approaches to health, illness and disability. Pretoria: Van Schaik; 2004.
25. Bender C, Daniels P, Lazarus J, Naude L, Sattar K. Service-learning in the curriculum: A resource for Higher Education Pretoria: The Council on Higher Education; 2010 [cited 2010 Dec 7]. Available from: <http://www.che.ac.za/documents/d000121/>
26. The American Heritage Dictionary of the English language 4th ed. Project: Houghton Mifflin Company; [updated 2009; cited 2011 Oct 17]. Available from: <http://www.thefreedictionary.com/project>.
27. Fransen H. Challenges for occupational therapy in community-based rehabilitation: Occupation in a community approach to handicap in development. Occupational Therapy without borders: Learning from the spirit of survivors, London: Elsevier Limited. 2005.
28. Chambers DA. Advancing sustainability research: challenging existing paradigms. J. Public Health Dent. 2011;71(s1):S99-S100.
29. Maxwell JA. Qualitative Research Design: An Interactive Approach: An Interactive Approach: Sage; 2012.
30. American Cancer Society. What is program evaluation? : American Cancer Society, Inc; 2014 [updated 2011; cited 2014 May 20]. Available from: <http://www.cancer.org/Research/ResearchProgramsFunding/StatisticsandEvaluation/what-is-program-evaluation>.
31. Potter C. Programme Evaluation. In: Blanche MJT, Blanche MT, Durrheim K, Painter D, editors. Research in practice: Applied methods for the social sciences: Juta and Company Ltd; 2006.

32. Ruch-Ross H, Keller D, Miller N, Bassewitz J, Melinkovich P. Evaluation of community-based health projects: the healthy tomorrows experience. *Pediatrics*. 2008;122(3):e564-e72.
33. Pillastrini P, Mugnai R, Bonfiglioli R, Curti S, Mattioli S, Maioli M, et al. Evaluation of an occupational therapy program for patients with spinal cord injury. *Spinal Cord*. 2007;46(1):78-81.
34. Worthen BR, Sanders JR, Fitzpatrick JL. *Program evaluation*: Longman; 1997.
35. Rogers PJ, Fraser D. Appreciating appreciative inquiry. *New Dir Eval*. 2003;2003(100):75-83.
36. Denzin NK, Lincoln YS. *The SAGE handbook of qualitative research*: Sage; 2011.
37. Baum F, MacDougall C, Smith D. Participatory action research. *J Epidemiol Community Health*. 2006;60(10):854.
38. Cooperrider D, Whitney DD, Stavros J. *The appreciative inquiry handbook: For leaders of change*: Berrett-Koehler Publishers; 2008.
39. Bushe GR, Kassam AF. When is appreciative inquiry transformational? A meta-case analysis. *J Appl Behav Sci*. 2005;41(2):161-81.
40. Chaffee P. *Claiming the Light: Appreciate Inquiry: Congregational Resource Guide*; 2010 [cited 2012 Jun 9]. Available from: <http://www.congregationalresources.org/>.
41. Watkins JM, Mohr BJ, Kelly R. *Appreciative inquiry: Change at the speed of imagination*: John Wiley & Sons; 2011.
42. Google. *Research design*: Google; [cited 2014 Jun 21]. Available from: https://www.google.co.za/?gws_rd=cr&ei=nYc-Uo_nEfS00QXE1YCQCw#q=define+research+design.
43. De Vos AS, Delpont C, Fouche C, Strydom H. *Research at grass roots: A primer for the social science and human professions*: Van Schaik Publishers; 2011.

44. Struwig M, Struwig F, Stead G. Planning, Reporting & Designing Research: Pearson South Africa; 2001.
45. Brink H, Van der Walt C. Fundamentals of Research Methodology for Health-Care Professionals: Juta Academic; 2005.
46. Batchelder TH, Root S. Effects of an undergraduate program to integrate academic learning and service: Cognitive, prosocial cognitive, and identity outcomes. *J Adolesc.* 1994;17:341-.
47. Cresswell JW. Qualitative inquiry & research design. 2nd ed. California: Sage publications; 2007.
48. Ritchie J, Lewis J, Nicholls CM, Ormston R. Qualitative research practice: A guide for social science students and researchers: Sage; 2013.
49. Mills J, Bonner A, Francis K. The development of constructivist grounded theory. *Int J Qual Methods.* 2008;5(1):25-35.
50. Payton OD. Research: The validation of clinical practice: FA Davis; 1988.
51. Flick U. An introduction to qualitative research: Sage; 2014.
52. Brink H, Van der Walt C, Van Rensburg G. Fundamentals of research methodology for health care professionals: Juta and Company Ltd; 2006.
53. Fouché CB, Schurink W. Qualitative research design. In: De Vos AS, Delpont C, Fouché CB, Strydom H, editors. Research at grass roots: A primer for the social science and human professions. 2nd ed: Van Schaik Publishers; 2011. p. 307-28.
54. Strydom H, Delpont C. Sampling and pilot study in qualitative research. In: De Vos AS, Delpont C, Fouché CB, Strydom H, editors. Research at grass roots: A primer for the social science and human professions. 2nd ed: Van Schaik Publishers; 2011. p. 390-6.
55. Williams M, Tutty LM, Grinnell RM. Research in social work: an introduction: FE Peacock Publishers Itasca; 1995.

56. Seaman CH. Research methods: Principles, practice, and theory for nursing: Appleton & Lange; 1987.
57. Dyson S, Brown B. Social theory and applied health research: McGraw-Hill International; 2005.
58. Creswell JW. Research design: Qualitative, quantitative, and mixed methods approaches: Sage; 2013.
59. Strydom H. Ethical aspects of research in the social sciences and human service professions. De Vos, AS, Strydom, H., Fouché, CB & Delpont, CSL. 2002:7-18.
60. Birgden A, Perlin ML. "Where the home in the valley meets the damp dirty prison": A human rights perspective on therapeutic jurisprudence and the role of forensic psychologists in correctional settings. *Aggress Violent Beh.* 2009;14(4):256-63.
61. Kuper A, Lingard L, Levinson W. Critically appraising qualitative research. 2008.
62. Stefaniak K. Discovering nursing excellence through appreciative inquiry. *Nurse Leader.* 2007;5(2):42-6.
63. Oxford dictionaries language matters. Meaningful: Oxford University Press; 2014 [cited 2014 Oct 14]. Available from: <http://www.oxforddictionaries.com/definition/english/meaningful>.
64. Collins English Dictionary. Meaningful: HarperCollins Publishers Limited; [updated 2014; cited 2014 Oct 14]. Available from: <http://www.collinsdictionary.com/dictionary/english/meaningful>.
65. Iwama M. Culture and occupational therapy: Meeting the challenge of relevance in a global world. *Occup Ther Int.* 2007;14(4):183-7.
66. Iwama MK. The Kawa model: Culturally relevant occupational therapy: Elsevier Health Sciences; 2006.
67. Laverack G, Labonte R. A planning framework for community empowerment goals within health promotion. *Health Policy Plan.* 2000;15(3):255-62.

68. Carrier A, Levasseur M, Bédard D, Desrosiers J. Community occupational therapists' clinical reasoning: identifying tacit knowledge. *Aus Occup Ther J.* 2010;57(6):356-65.
69. Pollard N, Sakellariou D. Operationalizing community participation in community-based rehabilitation: exploring the factors. *Disabil Rehabil.* 2008;30(1):62-70.
70. Chappell P, Johannsmeier C. The impact of community based rehabilitation as implemented by community rehabilitation facilitators on people with disabilities, their families and communities within South Africa. *Disabil Rehabil.* 2009;31(1):7-13.
71. Demko CA. Lasting change: sustaining improvements in oral health care. *J. Public Health Dent.* 2011;71(s1):S97-S8.
72. Scheirer MA. Is sustainability possible? A review and commentary on empirical studies of program sustainability. *Am J Eval.* 2005;26(3):320-47.
73. Gruen RL, Elliott JH, Nolan ML, Lawton PD, Parkhill A, McLaren CJ, et al. Sustainability science: an integrated approach for health-programme planning. *The Lancet.* 2008;372(9649):1579-89.
74. Wikipedia. Flow [updated 2014 Jun 5; cited 2014 May 20]. Available from: [http://en.wikipedia.org/wiki/Flow_\(psychology\)](http://en.wikipedia.org/wiki/Flow_(psychology)).
75. Schaaf RC, Miller LJ. Occupational therapy using a sensory integrative approach for children with developmental disabilities. *Ment Retard Dev Disabil Res Rev.* 2005;11(2):143-8.
76. Parham LD, Mailloux Z. Sensory Integration. In: Case-Smith J, O'Brien JC, editors. *Occupational therapy for children.* 6th ed. Missouri: Elsevier Health Sciences; 2013.
77. Knox SH. Play. In: Case-Smith J, O'Brien JC, editors. *Occupational therapy for children.* 6th ed. Missouri: Elsevier Health Sciences; 2013.
78. Du Toit V. Patient volition and action in occupational therapy: Vona & Marie du Toit Foundation; 1980.

79. Csikszentmihalyi M. Flow and the Psychology of Discovery and Invention. HarperPerennial, New York. 1997.
80. Kronenberg F. Position Paper on Community Based Rehabilitation. 2003.
81. Chen L, Evans T, Anand S, Boufford JI, Brown H, Chowdhury M, et al. Human resources for health: overcoming the crisis. The Lancet. 2004;364(9449):1984-90.
82. Graham MS. The work ability web: A tool for job matching. Work. 2007;29(1):37-45.
83. Nel L, van der Westhuyzen C, Uys K. Introducing a school-to-work transition model for youth with disabilities in South Africa. Work. 2007;29(1):13-8.
84. Hmelo-Silver CE. Problem-based learning: What and how do students learn? Educ Psychol Rev. 2004;16(3):235-66.
85. Bloom BS, Krathwohl DR. Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain. 1956.
86. Pohl M. Learning to Think Thinking to Learn: Models and Strategies to Develop a Classroom Culture of Thinking: Hawker Brownlow Education; 2000.
87. Pohl M. Revised Bloom's taxonomy 2000 [cited 2014 Jun 20]. Available from: http://www.utar.edu.my/fegt/file/Revised_Blooms_Info.pdf.
88. Wikipedia. Knowledge [updated 2014 Jun 20; cited 2014 May 20]. Available from: http://en.wikipedia.org/wiki/Bloom's_taxonomy#Knowledge.
89. Bodorkós B, Pataki G. Linking academic and local knowledge: community-based research and service learning for sustainable rural development in Hungary. J Clean Prod. 2009;17(12):1123-31.
90. Dictionaries O. Insight: Oxford University Press; 2014 [cited 2014 May 20]. Available from: <http://www.oxforddictionaries.com/definition/english/insight>

91. Rhodes RE, Fiala B. Building motivation and sustainability into the prescription and recommendations for physical activity and exercise therapy: the evidence. *Physiother Theory Pract.* 2008;25(5-6):424-41.
92. Ehrlinger J, Johnson K, Banner M, Dunning D, Kruger J. Why the unskilled are unaware: Further explorations of (absent) self-insight among the incompetent. *Organ Behav Hum Decis Process.* 2008;105(1):98-121.
93. Sakellariou D, Pollard N. Rehabilitation: in the Community or with the Community? *Br J Occup Ther.* 2006;69(12):562-6.
94. Whiteford G, Wright-St Clair V. Occupation & practice in context| Macquarie University ResearchOnline. 2005.
95. Kronenberg F, Pollard N, Sakellariou D. Occupational Therapies without Borders-Volume 2: Towards an ecology of occupation-based practices: Elsevier Health Sciences; 2011.
96. Marsh HW, Dunkin MJ. Students' evaluations of university teaching: A multidimensional perspective. *Higher education: Handbook of theory and research.* 1992;8:143-233.
97. Hoppes S, Hellman CM. Understanding occupational therapy students' attitudes, intentions, and behaviors regarding community service. *Am J Occup Ther.* 2007;61(5):527-34.
98. Jones SR, Hill KE. Understanding patterns of commitment: Student motivation for community service involvement. *J High Educ.* 2003;74(5):516-39.
99. Fitzgerald MH. A dialogue on occupational therapy, culture, and families. *Am J Occup Ther.* 2004;58(5):489-98.
100. LaPelle NR, Zapka J, Ockene JK. Sustainability of public health programs: the example of tobacco treatment services in Massachusetts. *Am J Public Health.* 2006;96(8):1363-9.
101. Trentham B, Cockburn L, Shin J. Health Promotion in and Community Development: An application of Occupational Therapy in Primary Health Care. *Can J Commun Ment Health.* 2007;26(2):53-69.

102. Miller Polgar J, Landry J. Occupations as a means for individual and group participation in life. *Introduction to Occupation. The Art and Science of Living*. 2004:197-220.
103. Howe D. Supporting structure: The Free On-line Dictionary of Computing; 2010 [cited 2014 May 21]. Available from: <http://dictionary.reference.com/browse/supporting+structure>.
104. Howe D. Support: The Free On-line Dictionary of Computing; 2010 [cited 2014 May 14]. Available from: <http://dictionary.reference.com/browse/support>.
105. Kelly KD, Caputo T, Jamieson W. Reconsidering sustainability: some implications for community-based crime prevention. *Crit Soc Policy*. 2005;25(3):306-24.
106. Kelly K, Caputo T. Case study of grassroots community development: sustainable, flexible and cost-effective responses to local needs. *Community Dev J*. 2006;41(2):234-45.
107. Quick L, Harman S, Morgan S, Stagnitti K. Scope of practice of occupational therapists working in Victorian community health settings. *Aus Occup Ther J*. 2010;57(2):95-101.
108. Wakefield SE, Poland B. Family, friend or foe? Critical reflections on the relevance and role of social capital in health promotion and community development. *Soc Sci Med*. 2005;60(12):2819-32.
109. Mansuri G, Rao V. Community-based and-driven development: A critical review. *World Bank Res Obs*. 2004;19(1):1-39.
110. Alers V, Crouch R. *Occupational therapy: An African perspective*. Johannesburg: Sarah Shorten Publishers; 2010.
111. Surender R, Van Niekerk R. Addressing poverty through community-based income generation projects: the evidence from South Africa. *Policy Polit*. 2008;36(3):325-42.
112. Manyara G, Jones E. Community-based tourism enterprises development in Kenya: An exploration of their potential as avenues of poverty reduction. *J Sustain Tour*. 2007;15(6):628-44.

113. Saraceno B, van Ommeren M, Batniji R, Cohen A, Gureje O, Mahoney J, et al. Barriers to improvement of mental health services in low-income and middle-income countries. *The Lancet*. 2007;370(9593):1164-74.
114. Beard VA. Household contributions to community development in Indonesia. *World Dev*. 2007;35(4):607-25.
115. The Commission on Practice. Scope of Practice. *Am J Occup Ther*. 2009 Nov/ Dec;63. Epub 360.
116. Cottrell RPF. The Olmstead decision: Landmark opportunity or platform for rhetoric? Our collective responsibility for full community participation. *Am J Occup Ther*. 2005;59(5):561-8.
117. Pretty J, Peacock J, Sellens M, Griffin M. The mental and physical health outcomes of green exercise. *Int J Environ Health Res*. 2005;15(5):319-37.
118. Mitchell R, Popham F. Effect of exposure to natural environment on health inequalities: an observational population study. *The Lancet*. 2008;372(9650):1655-60.
119. Reed MS, Fraser ED, Dougill AJ. An adaptive learning process for developing and applying sustainability indicators with local communities. *Ecol Econ*. 2006;59(4):406-18.
120. Fraser ED, Dougill AJ, Mabee WE, Reed M, McAlpine P. Bottom up and top down: Analysis of participatory processes for sustainability indicator identification as a pathway to community empowerment and sustainable environmental management. *J. Environ. Manage*. 2006;78(2):114-27.
121. Wielandt P, Taylor E. Understanding rural practice: implications for occupational therapy education in Canada. *Rural Remote Health*. 2010;10(1488):1-14.
122. Howe D. External: The Free On-line Dictionary of Computing; 2010 [cited 2014 May 21]. Available from: <http://dictionary.reference.com/browse/external>.
123. Howe D. Internal: The Free On-line Dictionary of Computing; 2010 [cited 2014 May 21]. Available from: <http://dictionary.reference.com/browse/internal?s=t>.

124. Google. Onchocerciasis: Google; [cited 2014 Oct 14]. Available from: <https://www.google.co.za/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF-8#q=meaning:+onchocerciasis+>.
125. Amazigo U, Okeibunor J, Matovu V, Zoure H, Bump J, Seketeli A. Performance of predictors: evaluating sustainability in community-directed treatment projects of the African programme for onchocerciasis control. *Soc Sci Med*. 2007;64(10):2070-82.
126. Swanepoel H, De Beer F. Community development. Breaking the cycle of poverty. 2006;4.
127. Fiese B. H., Thomas J. Tomcho, Michael Douglas, Kimberly Josephs, Scott Poltrock, and Tim Baker. 2002. "A Review of 50 Years of Research on Naturally Occurring Family Routines and Rituals: Cause for Celebration?". *J Fam Psychol*.16(4):381-90.
128. Segal R. Family routines and rituals: A context for occupational therapy interventions. *Am J Occup Ther*. 2004;58(5):499-508.
129. Barnett L, Van Beurden E, Eakin E, Beard J, Dietrich U, Newman B. Program sustainability of a community-based intervention to prevent falls among older Australians. *Health Promot*. 2004;19(3):281-8.
130. Pluye P, Potvin L, Denis J-L, Pelletier J. Program sustainability: focus on organizational routines. *Health Promot*. 2004;19(4):489-500.
131. Jordaan M, editor Community-Based Outreach as a Component for Engineering Education. Conference of the South African Society for Engineering Education.
132. Leclair LL. Re-examining concepts of occupation and occupation-based models: Occupational therapy and community development. *Can J Occup Ther*. 2010;77(1):15-21.
133. Mishina Y, Pollock TG, Porac JF. Are more resources always better for growth? Resource stickiness in market and product expansion. *Strategic Manage J*. 2004;25(12):1179-97.
134. Herrman H, Saxena S, Moodie R. Promoting mental health: concepts, emerging evidence, practice: a report of the World Health Organization, Department of Mental Health

and Substance Abuse in collaboration with the Victorian Health Promotion Foundation and the University of Melbourne: World Health Organization; 2005.

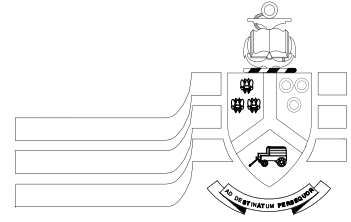
135. Kanter RM. HBR Blog Network [Internet]: Harvard Business School Publishing. 2014. [cited 2014 Oct 9]. Available from: <http://blogs.hbr.org/2012/09/ten-reasons-people-resist-chang/>.

136. Egan G. The skilled helper: a problem-management and opportunity-development approach in helping. 7th ed ed. Brooks Cole: Pacific Grove California; 2002.

APPENDICES

Appendix A

Participation information and informed consent document: students



University of Pretoria

**Faculty of Health Sciences
School of Health Care Sciences**

Department of Occupational Therapy

Participant information leaflet and informed consent document: students

Title of this study:

(E)valuating the sustainability of final year occupational therapy student community projects.

Dear participant

I invite you to participate in a research study. This information leaflet will help you to decide if you want to participate. Before you agree to take part you should fully understand what is involved. If you have any questions that this leaflet does not fully explain, please do not hesitate to ask the researcher, Lené Wessels.

1. Purpose and objectives of this study

The overall aim of this research is to, by means of Appreciative Inquiry; explore and describe the factors that influence the sustainability of final year occupational therapy student community projects.

In order to achieve the aim, the objectives are:

- To explore the factors that influences the sustainability of final year occupational therapy student community projects.
- To describe the factors that influences the sustainability of final year occupational therapy student community projects.

2. Explanation of procedures to be followed:

All the students in this block who give voluntary consent will complete a self-report interview schedule. In this group, the researcher will ask some questions, which you can choose to answer or not.

3. Risk and discomfort involved

There are not physical or emotional risks involved in this study. This will however take about an hour of your time to complete the self-report interview schedule. If any of the questions makes you feel uncomfortable, you do not need to answer it. If you feel that there are issues from the project that arise during the completion of the interview schedule, you can tell the researcher. This can be discussed with the researcher immediately. If you need any additional counselling, it will be available to you.

The completion of the self-report interview schedule will take place after the completion of your block. This will thus not affect your marks in any way. Project documents that are marked after the end of this block, is marked by another lecturer who are not part of this study and will not have access to the content discussed in the focus groups and interviews.

4. Possible benefits of this study

You will not benefit directly from this study. The results of this study will however enable the researcher, in collaboration with the students and community members to do projects more efficiently.

5. Your rights as a participant

- Whether you sign this document or not, it will not influence the relationship between you and the researcher, as student supervisor.
- All information will be anonymous and you will not be identifiable. This is done by identification code numbering.
- The outcomes of this study will be made known to you. It will also be published and presented at congresses.
- You can at any time withdraw this consent without it having any consequence to the outcomes of your block.
- A copy of this consent will be given to you.

6. Has the study received ethical approval? (*To be confirmed*)

This study has received written approval from the Research Ethics Committee of the Faculty of Health Sciences at the University of Pretoria. A copy of the approval letter is available if you wish to have one.

7. Information and contact person

The contact person is Lené Wessels. You can contact her telephonically or via email.

Her email address is: lene.wessels@up.ac.za

Her office number is: 012 354 1775

Her cell phone number is: 072 731 4600

8. Compensation

Your participation is voluntary. No compensation will be given for your participation.

9. Confidentiality

All information that you give will be kept strictly confidential. Once the data has been analysed the information no one will be able to identify you. Research reports and articles in scientific journals will not include any information that may identify you.

Consent

I confirm that Lené Wessels, asking my consent to take part in this study has told me about the nature, process, risks, discomforts and benefits of this study. I have also received, read and understood the above written information (*Participant information leaflet and informed consent document*) regarding the study. I am aware that the results of the study, including personal details, will be anonymously processed into research reports. I am participating willingly. I have had time to ask questions and have no objection to participate in the study. I understand that there is no penalty should I wish to discontinue with the study and my withdrawal will not affect the relationship between me the researcher as student supervisor. I have received a signed copy of this informed consent agreement.

Participant's name : _____ (Please print)

Participant's signature: _____ Date: _____

Investigator's name : _____ (Please print)

Investigator's signature: _____ Date: _____

Witness's name : _____ (Please print)

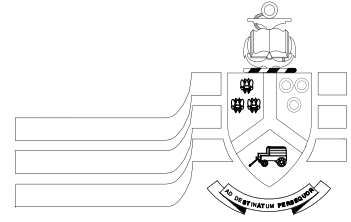
Witness's signature : _____ Date: _____

2. Imagine you have awakened from a long, deep sleep. You get up to realize that everything about the community project is as you've always dreamed it would be. Your ideal state has become your reality. What do you see? What is going on? How have things changed?

3. What wishes do you have to enhance the sustainability of the community project?

Appendix B

Participation information and informed consent document: community members



University of Pretoria

**Faculty of Health Sciences
School of Health Care Sciences**

Department of Occupational Therapy

Participant information leaflet and informed consent document: students

Title of this study:

(E)valuating the sustainability of final year occupational therapy student community projects.

Dear participant

I invite you to participate in a research study. This information leaflet will help you to decide if you want to participate. Before you agree to take part you should fully understand what is involved. If you have any questions that this leaflet does not fully explain, please do not hesitate to ask the researcher, Lené Wessels.

10. Purpose and objectives of this study

The overall aim of this research is to, by means of Appreciative Inquiry; explore and describe the factors that influence the sustainability of final year occupational therapy student community projects.

In order to achieve the aim, the objectives are:

- To explore the factors that influences the sustainability of final year occupational therapy student community projects.
- To describe the factors that influences the sustainability of final year occupational therapy student community projects.

11. Explanation of procedures to be followed:

All the students in this block who give voluntary consent will complete a self-report interview schedule. In this group, the researcher will ask some questions, which you can choose to answer or not.

12. Risk and discomfort involved

There are not physical or emotional risks involved in this study. This will however take about an hour of your time to complete the self-report interview schedule. If any of the questions makes you feel uncomfortable, you do not need to answer it. If you feel that there are issues from the project that arise during the completion of the interview schedule, you can tell the researcher. This can be discussed with the researcher immediately. If you need any additional counselling, it will be available to you.

The completion of the self-report interview schedule will take place after the completion of your block. This will thus not affect your marks in any way. Project documents that are marked after the end of this block, is marked by another lecturer who are not part of this study and will not have access to the content discussed in the focus groups and interviews.

13. Possible benefits of this study

You will not benefit directly from this study. The results of this study will however enable the researcher, in collaboration with the students and community members to do projects more efficiently.

14. Your rights as a participant

- Whether you sign this document or not, it will not influence the relationship between you and the researcher, as student supervisor.
- All information will be anonymous and you will not be identifiable. This is done by identification code numbering.
- The outcomes of this study will be made known to you. It will also be published and presented at congresses.
- You can at any time withdraw this consent without it having any consequence to the outcomes of your block.
- A copy of this consent will be given to you.

15. Has the study received ethical approval? (*To be confirmed*)

This study has received written approval from the Research Ethics Committee of the Faculty of Health Sciences at the University of Pretoria. A copy of the approval letter is available if you wish to have one.

16. Information and contact person

The contact person is Lené Wessels. You can contact her telephonically or via email.

Her email address is: lene.wessels@up.ac.za

Her office number is: 012 354 1775

Her cell phone number is: 072 731 4600

17. Compensation

Your participation is voluntary. No compensation will be given for your participation.

18. Confidentiality

All information that you give will be kept strictly confidential. Once the data has been analysed the information no one will be able to identify you. Research reports and articles in scientific journals will not include any information that may identify you.

Consent

I confirm that Lené Wessels, asking my consent to take part in this study has told me about the nature, process, risks, discomforts and benefits of this study. I have also received, read and understood the above written information (*Participant information leaflet and informed consent document*) regarding the study. I am aware that the results of the study, including personal details, will be anonymously processed into research reports. I am participating willingly. I have had time to ask questions and have no objection to participate in the study. I understand that there is no penalty should I wish to discontinue with the study and my withdrawal will not affect the relationship between me the researcher as student supervisor. I have received a signed copy of this informed consent agreement.

Participant's name : _____ (Please print)

Participant's signature: _____ Date: _____

Investigator's name : _____ (Please print)

Investigator's signature: _____ Date: _____

Witness's name : _____ (Please print)

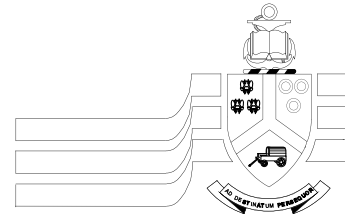
Witness's signature : _____ Date: _____

5. Imagine you have awakened from a long, deep sleep. You get up to realize that everything about the community project is as you've always dreamed it would be. Your ideal state has become your reality. What do you see? What is going on? How have things changed?

6. What wishes do you have to enhance the sustainability of the community project?

Appendix C

Information leaflet and document for manager permission



University of Pretoria

**Faculty of Health Sciences
School of Health Care Sciences**

Department of Occupational Therapy

Information leaflet and document for manager permission

Purpose of this request:

- To make recommendations on improving student education in preparing them for the planning and implementation of projects in communities.
- To make recommendations on the integration of shown factors influencing sustainability, to improve the sustainability of final year student projects.

Process of collecting data:

- Voluntary community members of this organization that took part in the project will complete a self-report interview schedule. This will take about an hour of their time.

It is important that you understand the following:

- Whether you sign this document or not, it will not influence the relationship between the University of Pretoria and your organization. It will also not influence the way that you are treated in the future with regard to student projects.
- All information will be anonymous and participants and your organization will not be identifiable. This is done by identification code numbering.
- The outcomes of this study will be made known to you. It will also be published and will presented at congresses.
- Participants voluntarily agree to this usage of unidentifiable information.
- You can at any time withdraw this consent, without it having any consequence on the projects that are implemented at your organization.
- The Faculty of Health Care Sciences Research Ethics Committee at the University of Pretoria has given ethical clearance for this consent document. ***(To be confirmed)***
- A copy of this consent will be given to you.

Permission

I understand that the identity of participants at my organization and my organization will remain confidential and that involvement in this planned research study means that they voluntarily agree to participate. I acknowledge that a copy of this consent was given to me. I have been given the opportunity to ask questions and my questions have been answered.

Manager's name : _____ (Please print)

Manager's signature : _____ Date: _____

Investigator's name : _____ (Please print)

Investigator's signature: _____ Date: _____

Appendix D

First phase data analysis of research participants: students

No data is included in the final copy of this study to ensure confidentiality

Appendix E

First-phase data analysis of research participants: community members

No data is included in the final copy of this study to ensure confidentiality

Appendix F

Microsoft Excel Spreadsheet for the explanation of the data analysis process

Thematic analysis of one community member

Themes are abstracted from the writings and additional writings fitting under that same theme is included; quotes may be included under more than one theme

Placement	Project	Participant	Q1: Personal benefit	experience/benefit to work	Benefit for work	Practical change	Affinity for project	thankful	Q2: Visually pleasing	personal/efficiency	client/well-performed work	Well-resourced	Q3: Awareness greater comm	Involve greater comm/network	Reach out to greater comm	Team work	Growth
XXX	YYY	ZZZ	"I learn more about to take care of my "it help us at home and at work" Time management: "it help us more as	"I learn more about to take care of my "We gain more knowledge about Time management: "it help us more as "we can put the children's bags in order" I like it very much... so that I many not	"so that we may have more strenght and "it help us at home and at work" Time management: "it help us more as "we can put the children's bags in order" I like it very much... so that I many not	"OT's brought basket, and the basket creat "I like it very much... so that I many not	"I like it very much... "We thank God for them	Thankful "We thank God for them	"Beautiful bright coloured rooms" "Bright bedding which match with curtain "Big building with beautiful garden	"high bed that is secure for kids" "I see furniture e... in each class. I saw "I saw a stimulation room with differen "It was a home for disabled children	"high bed that is secure for kids" "I see furniture e... in each class. I saw "I saw a stimulation room with differen "It was a home for disabled children	"I see furniture e... in each class. I saw "I saw a stimulation room with differen "Big building with beautiful garden	"..creat worksh op. Tell people about the "teach the hospital and clinics for worksh "include the hospital and clinics for worksh "include hospital and clinics for worksh "I see furniture e... in each class. I saw "I saw a stimulation room with differen "Big building with beautiful garden	"teach the hospital and clinics for worksh "include the hospital and clinics for worksh "include hospital and clinics for worksh "I see furniture e... in each class. I saw "I saw a stimulation room with differen "Big building with beautiful garden	"include hospital and clinics for worksh "include the hospital and clinics for worksh "include hospital and clinics for worksh "I see furniture e... in each class. I saw "I saw a stimulation room with differen "Big building with beautiful garden	"Team work unity is very important." "We need more OT to bring more project"	

All community members' themes are put together; printed example have incomplete quotes. Hereafter themes are regrouped to form themes, categories and sub-categories

Placement	Project	Participant	Comm participation	Comm mind-set	Personal benefit	Benefit to comm	Benefit for work	Benefit to client	awareness/ involvement/ impact	Addressing the need	Learning experience	Teamwork	Student contribution	Student mind-set	Growth	Implementation	Visually pleasing	Resources	Time	
X1	Block 3	Z1	"wnati liked is project we asked the students they worked we nao 2 I wish them we thank I like it very I team more it help us at it help us more so that we may it help us at it help us more we can put the OT's brought I learn more I like it very I like it very It was a learning we were I would 29/09/1 tely we I told we take a	"we asked the project	"we asked the project	"we asked the project	"we asked the project	"we asked the project	"we asked the project	"we asked the project	"we asked the project	"we asked the project	"we asked the project	"we asked the project	"we asked the project	"we asked the project	"we asked the project	"we asked the project	"we asked the project	"we asked the project
X2		Z2	"we thank I like it very I team more it help us at it help us more so that we may it help us at it help us more we can put the OT's brought I learn more I like it very I like it very It was a learning we were I would 29/09/1 tely we I told we take a	"we asked the project	"we asked the project	"we asked the project	"we asked the project	"we asked the project	"we asked the project	"we asked the project	"we asked the project	"we asked the project	"we asked the project	"we asked the project	"we asked the project	"we asked the project	"we asked the project	"we asked the project	"we asked the project	"we asked the project
X3		Z3	"we thank I like it very I team more it help us at it help us more so that we may it help us at it help us more we can put the OT's brought I learn more I like it very I like it very It was a learning we were I would 29/09/1 tely we I told we take a	"we asked the project	"we asked the project	"we asked the project	"we asked the project	"we asked the project	"we asked the project	"we asked the project	"we asked the project	"we asked the project	"we asked the project	"we asked the project	"we asked the project	"we asked the project	"we asked the project	"we asked the project	"we asked the project	"we asked the project
X4		Z4	"we thank I like it very I team more it help us at it help us more so that we may it help us at it help us more we can put the OT's brought I learn more I like it very I like it very It was a learning we were I would 29/09/1 tely we I told we take a	"we asked the project	"we asked the project	"we asked the project	"we asked the project	"we asked the project	"we asked the project	"we asked the project	"we asked the project	"we asked the project	"we asked the project	"we asked the project	"we asked the project	"we asked the project	"we asked the project	"we asked the project	"we asked the project	"we asked the project

Appendix G

Ethics clearance letter from the Ethics Research Committee of the Faculty of
Health Sciences of the University



Faculty of Health Sciences Research Ethics Committee

8/08/2012

Number	S135/2012
Title	(E)valuating the sustainability of final year occupational therapy student community projects
Investigator	Lené (M) Wessels, Department of Occupational Therapy, University of Pretoria (GLIFERY/SOR); (Mice Beer)
Sponsor	None
Study Degree	M.OccTher

This Student Protocol was reviewed by the Faculty of Health Sciences Student Research Ethics Committee, University of Pretoria on 7/08/2012 and found to be acceptable. The approval is valid for a period of 3 years.

- Prof M J Baeter BSc (Chemistry and Biochemistry); BSc (Hons)(Biochemistry); MSc (Biochemistry); PhD (Medical Biochemistry)
- Prof R De port (Female) BA et Scien, B Curatoris (Hons) (Intensive care Nursing), M Sc (Physiology), PhD (Medicine), M Ed Computer Assisted Education
- Dr NK Lzihi MBB HK – (Representing Gauteng Department of Health; MPH
- Dr KP Mchabela Deputy CEO: Steve Biko Academic Hospital
- Prof A Nienaber (Female) BA (Hons) (Wits); LLB (Pretoria); LLM (Pretoria); LL.D (Pretoria); PhD; Diploma in Detametrics (UNISA)
- Prof L M Ntshhe MBChB(Natal); FCS(SA)
- Mrs MG Nzaku (Female) BSc(NUL); MSc Biochem(UCL,UK)
- Snr Sr J. Phakali (Female) BCur (ELAJ); BTech Oncology
- Dr R. Reynders MSChB (Fret); FCPaed (CMSA) MRCPCh (Lon); Cert. Med. Onc (CMSA)
- Dr T Rosacuw (Female) MBChB.(cum laude); MPhil (Applied Ethics) (cum laude); MPH (Biostatistics and Epidemiology) (cum laude), D.Phil
- Mr Y Sikweyiya MPH (Umea University Umea, Sweden); Master Level Fellowship (Research Ethics) (Pretoria and UKZN); Post Grad. Diploma in Health Promotion (Unitra); BSc in Health Promotion (Unitra)
- Dr L Schoeman (Female) BPharm (NWU); BA(Hons) (Psychology)(UP); PhD (UKZN); International Diploma in Research Ethics (UCT)
- Dr R Sommers Vice-Chair (Female) - MBChB; MMed (Int); MPharMed.
- Prof T J P Swart BChD; MSc (Odont); MChD (Oral Path); PGDHE
- Prof C W van Staden Chairperson - MBChB; MMed (Psych); MD; FCPsych; FTCL; UPLM; Cept of Psychiatry

Student Ethics Sub-Committee

- Prof R S K Apulu MBChB (Lagos, UG); PhD (Cantab); PGDip International Research Ethics (UCT)
- Mrs N Briars (Female) BSc (Stell); BSc Hons (Pretoria); MSc (Pretoria); CHETP (Pretoria)
- Prof M M Ehlers (Female) BSc (Agric) Microbiology (Pret); BSc (Agric) Hons Microbiology (Pret); MSc (Agric) Microbiology (Pret); PhD Microbiology (Pret); Post Doctoral Fellow (Fret)
- Dr R Leach (Female) B.Art et Scien; BA Cur; BA (Hons); M (EC); PhD Nursing Science
- Mr S B Mazondua BA (Communication Science) UNISA; Certificate in Health Research Ethics Course (B compliant cc)
- Dr S A S Okunju BSc (Hons) Stats (Ahmadu Bello University –Nigeria); MSc (Applied Statistics (UKC United Kingdom); PhD (Ahmadu Bello University – Nigeria)
- Dr L Schoeman CHAIRPERSON: (Female) BPharm (North West); BA(Hons (Psychology)(Pretoria); PhD (KwaZulu-Natal); International Diploma in Research Ethics (UCT)
- Dr R Sommers Vice-Chair (Female) MBChB; M.Med (Int); MPharMed
- Prof L Sykes (Female) BSc; BDS; M.Dent (Pros)

DR L SCHOEMAN; BPharm, BA Hons (Pay), PhD;
 Dip. International Research Ethics
CHAIRPERSON of the Faculty of Health Sciences
 Student Research Ethics Committee, University of Pretoria

DR R SOMMERS; MBChB; M.Med (Int); MPhar.Med.
VICE-CHAIR of the Faculty of Health Sciences Research
 Ethics Committee, University of Pretoria

Appendix H

Letter from the editor

To Whom It May Concern:

I declare that I have edited Lené (M) Wessels' Research Report entitled (E)VALUATING THE SUSTAINABILITY OF FINAL YEAR OCCUPATIONAL THERAPY STUDENT COMMUNITY PROJECTS, for submission towards being awarded a Master's Degree at the University of Pretoria, South Africa.

My ID number: 8307120706081

My affiliations: South African Translators' Institute (SATI); Professional Editors Group (PEG)

SATI Membership No: 1002620

Kind regards,

Claire Pienaar

Mobile: 0823728054

Email: completeclaire@gmail.com

