



Available online at www.sciencedirect.com

ScienceDirect

journal homepage: www.hkjot-online.com

Hong Kong Journal of
Occupational
Therapy
(HKJOT)

ORIGINAL ARTICLE

Awareness and Knowledge of Occupational Therapy Among Nigerian Medical and Health Sciences Undergraduates



Olumide Ayoola Olaoye*, Anne A.I. Emechete,
Ayodele Teslim Onigbinde, Chidozie Emmanuel Mbada

Department of Medical Rehabilitation, College of Health Sciences, Obafemi Awolowo University, Ile-Ife, Nigeria

Received 4 September 2015; received in revised form 30 January 2016; accepted 5 February 2016
Available online 5 May 2016

KEYWORDS

awareness;
knowledge;
medical
undergraduate;
Nigeria;
occupational therapy

Summary Objective/Background: Consequent to the introduction of occupational therapy (OT) training programmes in Nigeria in the past decade, this study sought to assess the awareness and knowledge of Nigerian medical and other health career undergraduates about OT.

Methods: Three hundred and eighty-one undergraduates and students of other health disciplines from the College of Health Sciences, Obafemi Awolowo University (OAU), Ile-Ife, Nigeria responded to a validated three section questionnaire assessing their awareness and knowledge about OT. The collected data were analysed using descriptive statistics of mean and percentages and inferential statistics of chi-square test of association.

Results: The mean age of the respondents was 20.96 ± 2.88 years. Over 80% of the respondents were aware of the OT profession, with higher rates among male respondents (83.7%), students in the 2nd year of study (94.7%), and those in the medical rehabilitation programme (99.1%). Amongst the respondents, < 40% had good knowledge of OT while a majority had knowledge ranging from poor to moderate (62.7%). Respondents' course of study and level of study were significantly associated with awareness and knowledge about OT.

Conclusion: Nigerian medical and health sciences undergraduates had high awareness, but poor to moderate knowledge about the OT profession, roles, and work settings. Level of awareness and knowledge about OT were significantly influenced by the rehabilitation-related course of study and lower level of study. Replication of similar studies in countries with different cultural backgrounds is suggested.

Copyright © 2016, Hong Kong Occupational Therapy Association. Published by Elsevier (Singapore) Pte Ltd. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

Funding/support: No financial support was received for the work described in this study.

Conflicts of interest: All contributing authors declare that they have no conflicts of interest.

* Corresponding author. Department of Medical Rehabilitation, College of Health Sciences, Obafemi Awolowo University, Ile-Ife, Nigeria.
E-mail address: mideolaoye@gmail.com (O.A. Olaoye).

<http://dx.doi.org/10.1016/j.hkjot.2016.02.001>

1569-1861/Copyright © 2016, Hong Kong Occupational Therapy Association. Published by Elsevier (Singapore) Pte Ltd. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

Introduction

Occupational therapy (OT) is an important component of the multidisciplinary and interdisciplinary healthcare service team (Johansson, Eklund, & Gosman-Hedström, 2010; Paul & Peterson, 2002). The OT approach is based on the knowledge that purposeful activity can promote health and well-being in all aspects of daily living (Creek, 2008; Reed & Sanderson, 1999). The enablement of every individual to participate in activities of everyday life forms the primary goal of OT. This goal is achieved by occupational therapists "working with people and communities to enhance their ability to engage in the occupations they want to, need to, or are expected to do, or by modifying the occupation or the environment to better support their occupational engagement" (World Federation of Occupational Therapy, 2012 p. 1). Despite, the importance of OT in the healthcare team, there appears to be limited knowledge of the role and function of the occupational therapists amongst other healthcare professionals (AlHeresh & Nikopoulos, 2011; Jamnadas, Burns, & Paul, 2002; Tariah, Abulfeilat, & Khawaldeh, 2012) and also in the general population (Jackman & Stagnitti, 2007). Inadequate knowledge or misconception about OT in previous studies have been implicated on factors not limited to lack of availability of occupational therapists in most settings, but also on limited numbers of OT training institutions, lack of exposure of other health professionals to the role of OT during their academic training (Brogan, 1981; Diffendal, 1998; Tariah et al., 2012), as well as limited or lack of advocacy and sensitisation of the general public on the role of OT by the professional bodies regulating the practice of OT (Deitch, Gutman, & Factor, 1994; Jackman & Stagnitti, 2007).

In the Nigerian milieu, there is an apparent dearth of studies on knowledge of OT among health professionals and in the general population. OT was introduced into the Nigerian healthcare service by two British chartered occupational therapists in the early 1950s at the University College Hospital, Ibadan, Nigeria and the Nigerian Association of Occupational Therapists (NAOT) in 1965. Subsequently, the Nigerian civil war in 1967–1970 brought about an increase in OT practice and inflow of occupational therapists from around the world into Nigeria to render services domiciled in mostly military and a few civilian hospitals in the country (Emechete, 1974). Unlike their physiotherapy counterparts, the British occupational therapists did not start a training programme in OT, thereby resulting in a dearth of trained and certified practitioners in OT. Consequently, there was a wide gap in the advances and milestones in OT practice attained in the developed countries compared to Nigeria. Before the advent of training institutions for occupational therapists in Nigeria, few Nigerians who studied OT abroad began to practice in Nigeria and uplift the professional image of the NAOT. They also ensured membership of the NAOT with the World Federation of Occupational Therapy and Occupational Therapy African Regional Group in 1992 and 2001 respectively (Coker, 2003).

Consequent to the abovementioned, there has been keen effort and advocacy by NAOT towards clearly defining professional image and role, and autonomy of practice, and

to ascend to a higher level of professionalism. OT in Nigeria in the past decade witnessed landmark educational milestones with the establishment of the Bachelor of Medical Rehabilitation (BMR) Degree Programme in OT and the Diploma Training Programme in OT at the Obafemi Awolowo University (OAU), Ile-Ife in 2002 and the Federal School of Occupational Therapy, Oshodi, Lagos in 2003, respectively. Within 12 years of commencement of the OT education in Nigeria, 20 occupational therapist registrars and 109 OT assistants have graduated. There has also been an upsurge in the number of occupational therapist registrars and OT assistants registered with the Medical Rehabilitation Therapy Board of Nigeria reflecting an increase in number of practitioners trained locally and abroad (Medical Rehabilitation Therapist Board, 2014). Presently, the OAU BMR OT programme remains the only degree programme in sub-Saharan Africa (excluding South Africa). With the recent emergence of OT training programmes in the Nigerian education system, the objective of this study was to assess the knowledge and awareness of Nigerian medical undergraduates about OT.

Methods

Participants

Undergraduate students from the departments of medicine, nursing science, dentistry, and/or medical rehabilitation in the College of Health Sciences were invited to participate in this cross sectional survey using a convenient sampling technique. OT students were excluded from participating in this study. All of the participants were studying full-time.

Instrument

A questionnaire on knowledge and awareness of physiotherapy by Akinlade (2001) was modified and used as the survey instrument for this study. The questionnaire was validated in a pilot study among 20 medical undergraduates who were not part of the actual study. Consequently, redundant and ambiguous items were removed or reframed appropriately. The questionnaire was observed to be internally consistent with Cronbach's alpha value of .72 and reliable with test–retest reliability score of .66. The three section questionnaire comprised open and close ended questions which were designed to obtain information from the respondents regarding their awareness and knowledge of OT. The first section sought information on demographic characteristics of the respondents. The second section comprised questions on awareness of OT as a course of study and as a profession, as well as a question regarding the source of information about OT. The third section sought information on the precision of the respondents' knowledge. Four OT tasks were enumerated and these were: treatment of bone, joint diseases and injuries, planning of a patient's treatment programmes, use of activities as means of treatment, and relevance in treatment of psychiatric disorders. Two distracters were also listed: "OT synonymous to recreational therapy", and

Download English Version:

<https://daneshyari.com/en/article/2690437>

Download Persian Version:

<https://daneshyari.com/article/2690437>

[Daneshyari.com](https://daneshyari.com)