

Designing Impactful OTD Capstones in Vietnam: A Cross-Cultural Approach




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Objectives

Acquire deep understanding of Vietnam's culture and healthcare to design relevant and impactful OTD capstone experiences.

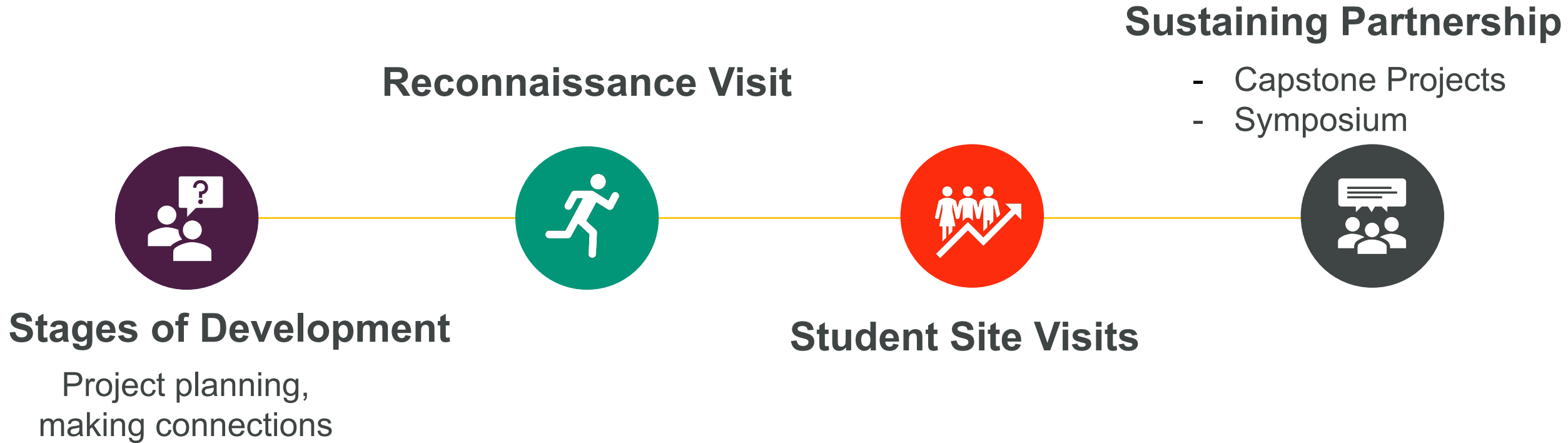


Master crafting effective OTD capstone program frameworks, focusing on student engagement and achievement in Vietnam.



Learn to forge and maintain ethical, sustainable partnerships with Vietnamese healthcare providers and communities for mutual benefit.

Roadmap of Presentation



Project Planning & Initial Connections

Pre-existing Connections: MU SW

Project TVD

- US-based nonprofit organization
- **Mission:** TVD is dedicated to advancing access to health care for people of Vietnam and improving current standards of patient care
- Dr. Robin Mama, Dean of Social Work at Monmouth University, has served on TVD's board of directors for over 10 years





Orthopedic/Psychiatric Hospital

Dr. Patro & Dr. Mama with Da Nang Psychiatric Hospital Director and some physicians.



Spreading Awareness of OT

Hosting meetings with hospital board of directors, TVD volunteers, & TVD's founder, Dr. Tung Van Dinh

Reconnaissance Visit

Background: Vietnam's Culture & Healthcare



The Vietnamese healthcare system first began efforts to include profession of OT in 2019, however, many barriers remain.



The inaugural class of OTs graduated in 2019 with a Bachelors in OT, marking a historical moment for the country.



Current educators in Vietnam's rehabilitation settings are participating in PhD and master's programs to further competence and learning.

(Causey & Björn, 2019; Demey et al., 2022; Van et al., 2024)



Student Involvement





Introduction

- Occupational therapy (OT) is critically underdeveloped across Southeast Asia (SA) and is emerging in Vietnam.⁵
- Many healthcare professionals (HCPs) are unaware of OT's role and scope.^{1, 3, 10}
- Poor knowledge of OT diminishes collaborative roles, reduces referrals and career opportunities, hinders work capacities and the advancement of the profession.^{3, 10}
- Existing research calls for advocacy and education.^{1, 3, 6}

Guiding Research Questions: (1) how does an educational program influence HCP understanding of OT at Da Nang Orthopedics and Rehabilitation Hospital, and (2) how does educational intervention influence the understanding of orthopedic HCPs in conjunction psychiatric HCPs in Vietnam?

Learning Objectives: (1) determine whether an educational program is effective in influencing HCP knowledge of OT, and (2) explore student educators' experiences for quality improvement in educational intervention.

Theoretical Framework: KAWA Model

Recognizes that diverse interpretations of occupations exist, and the culturally nuanced nature of the profession⁷

Design and Methodology

Research Design: Exploratory, Mixed Methods Case-study, N = 13; physicians (N = 2), speech pathologists (N = 2), physical therapists (N = 9)

Intervention: 30-minute journal club presentations, 1x/wk for 3 wks

Criteria: (1) employed in hospital, (2) licensed HCP, (3) access to electronic device, (4) provide informed consent, and (5) attend all training sessions

Recruitment Methods: Convenience sampling, flyer distributed on-site

Data Collection:

- Previously developed questionnaire obtained from Abu Tariah and colleagues (2012) disseminated electronically before and following program, inclusive of five-point Likert scale statements
- Student educator field notes and journal prompts to enrich case findings

Analytic Methods:

- Descriptive statistics and multisite data blending with findings from replicated project conducted at Da Nang Psychiatric Hospital
- Collaborative thematic analysis of field notes and journal entries

Training session 1:
OT Practice in the
Setting of
Orthopedics

Training session 2:
Task-Oriented
Activity Training

Training Session 3:
Functional
Transfers and
Mobility

Findings

Had you heard before about OT?			Have you or someone you know used occupational therapy services?			Do you know an occupational therapist?		
Yes, n (%)	No, n (%)	Total, N	Yes, n (%)	No, n (%)	Total, N	Yes, n (%)	No, n (%)	Total, N
9 (69)	4 (31)	13	7 (54)	6 (46)	13	4 (31)	9 (69)	13

Note. Adapted from "Health Professional's Knowledge of Occupational Therapy in Jordan," by H. S. Abu Tariah, K. Abufellat, and A. Khawaldeh, 2012, *Occupational Therapy in Health Care*, 26(1), 74-87. Copyright 2012 by Hashem Salman Abu Tariah, Khawlah Abufellat, and Amjad Khawaldeh.

Questionnaire Category		Weighted Average		Total, N
General Knowledge About OT	Primary site	Pre-test	4.13	13
		Post-test	4.46	13
	Multisite	Pre-test	4.18	20
		Post-test	4.45	20
Knowledge About Areas of OT Practice	Primary site	Pre-test	3.86	13
		Post-test	4.32	13
	Multisite	Pre-test	3.89	20
		Post-test	4.11	20
Knowledge About Goals of OT Practice	Primary site	Pre-test	3.98	13
		Post-test	4.38	13
	Multisite	Pre-test	4.07	20
		Post-test	4.32	20
Knowledge About OT Treatment Methods and Media	Primary site	Pre-test	3.98	13
		Post-test	4.41	13
	Multisite	Pre-test	4.05	20
		Post-test	4.32	20
General Impression of OT	Primary site	Pre-test	3.88	13
		Post-test	4.27	13
	Multisite	Pre-test	3.80	20
		Post-test	4.30	20

Note. Summary of weighted averages for positive Likert items. Value allocation - Strongly agree = 4.30 - 5.00; Agree = 3.50 - 4.20; Do not know = 2.70 - 3.40; Disagree = 1.90 - 2.60; Strongly Disagree = 1.00 - 1.80.



Figure 1. Concepts Map of Themes



Conclusion

- Educational intervention has resulted in a slight improvement in knowledge of OT among HCPs in Da Nang Orthopedics and Rehabilitation Hospital, and improvement is also evident among orthopedic HCPs in conjunction with psychiatric HCPs.
 - Thirty-one percent of respondents were never aware that the profession existed, consistent with previous literature findings from SA including Jordan and Kuwait.^{1, 2}
 - Findings support call for action literature^{1, 2, 3, 6, 8, 9}
 - More needs to be done to design programming that is culturally relevant.
- Impact Statement:** It is essential for students and practitioners to continuously advocate for OT through diverse pedagogical approaches, to enhance the global advancement, sustainability, and viability of the profession.

Future Implications for OT Research

- Analyze how Western-based models and concepts of practice interact with non-Western culture⁴
- Understand the definition of occupation through the lens of Vietnamese culture



Experiential Discussion

- Cultural immersion in conjunction with educational intervention enables opportunities for reciprocity and improves interprofessional collaboration.⁴
- Capstone experience**
- Explored historical, social, and temporal contexts
 - Co-treatment
 - Developed functional activity space, activity guides

References





Capstone Implementation

Healthcare Professionals' Knowledge of Occupational Therapy in Vietnam: A Pilot and Exploratory Study

- Examined knowledge and awareness of OT among health care professionals

Healthcare Professionals Understanding and Attitudes Toward Occupational Therapy Practice Following an Interprofessional Program in Vietnam: A Case and Cross-Analysis

- Investigated how exposure to OT impacts Vietnamese psychiatric staff's understanding and attitudes towards client-centered care within a psychiatric hospital



Sustaining Partnership

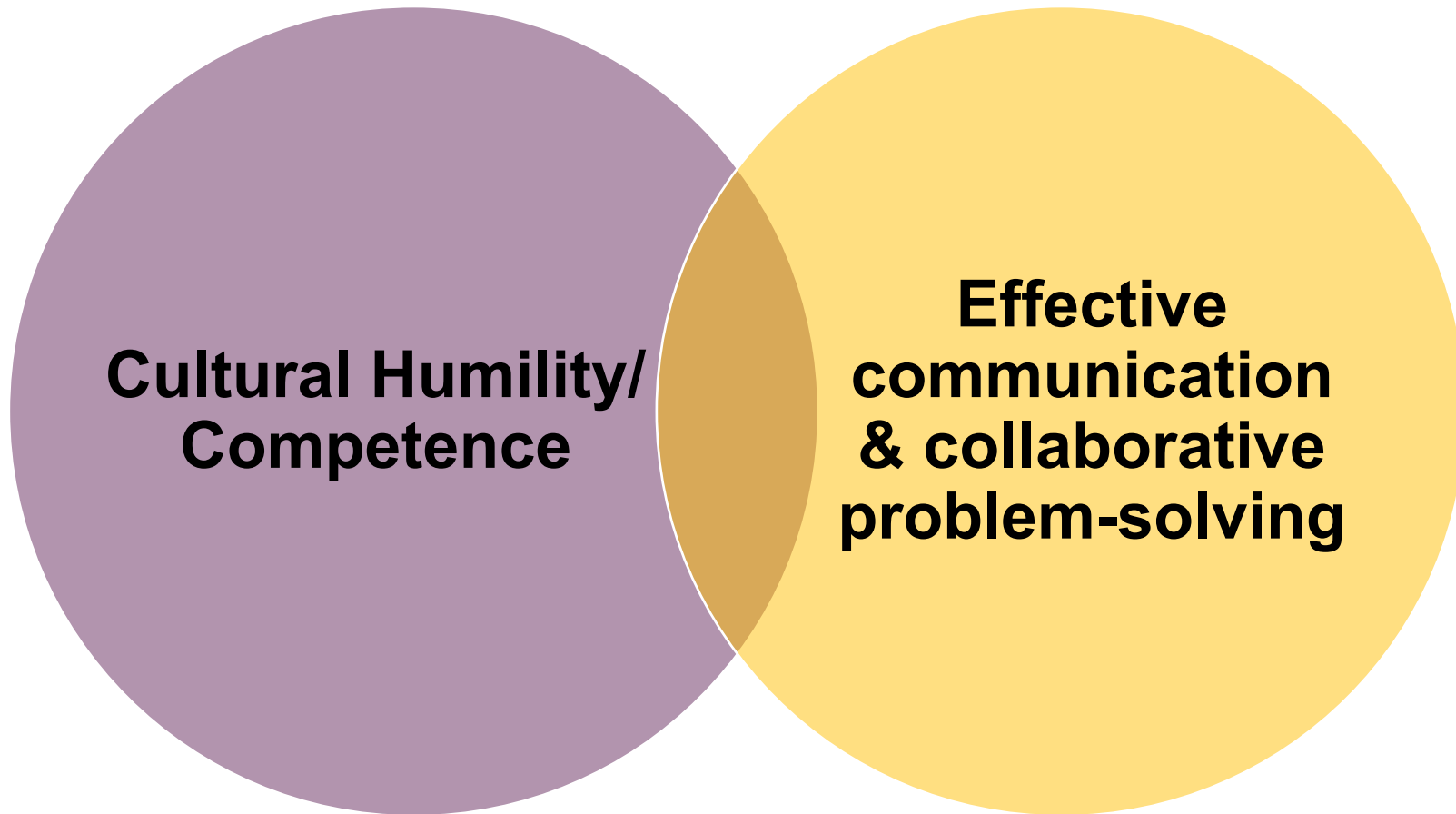
- Continued capstone experiences
 - 2025, 2026, to be continued.
- 2024 Psychiatric Practice Symposium:
Monmouth University-Da Nang
Psychiatric Hospital

Psychiatric Practice Symposium Agenda



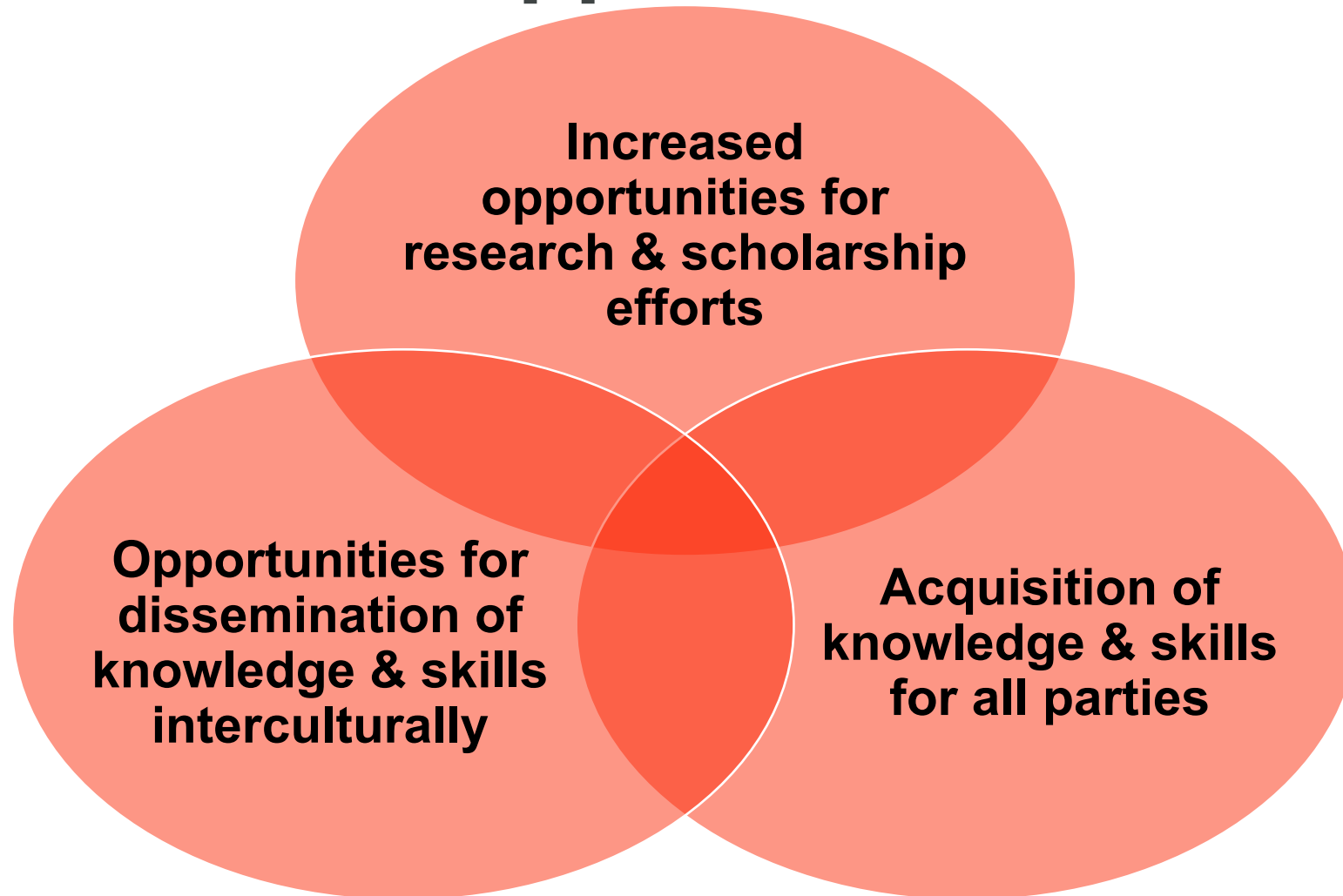


Sustaining Ethical Considerations





Reciprocal Impacts: A Cross-Cultural Approach



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American
Occupational Therapy
Association

Q&A



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