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PHENOMENOLOGICAL HERMENEUTIC PROFESSIONAL CARE PRACTICE: FOUR TACTICS FOR KNOWING, DOING AND BEING AUTHENTIC COLLABORATION WHEN WORKING WITH CHILDREN, YOUTH AND FAMILIES

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Aim of the study: Research questions or hypothesis, and a clear statement of goal of project should be described. Ultimately this work asks: how do we, as practicing care professionals, actively and deliberately do authentic collaboration when working with children, youth and families? By focusing on how practicing professionals purposively develop the deep meaning of what is said (content) as it is said (context), this work explicates ways practicing professionals can improve the quality of care they provide. The goal of this proposed session is twofold. First, to demonstrate the typical absence, yet necessity, of authentic collaboration when working with children, youth and families. Second, to detail four phenomenological hermeneutic tactics that can provide a basis for doing the primary language work required to know, do and be authentic collaboration in one's professional care practice.

Introduction in brief: Description of the problem or a short summary of the issue(s), or a specific clinical challenges or controversy, with relevant background and contextual information must be given. Inspired by the work of Parse (1998, 2001, 2005), informed by theorists such as Heidegger (1962) and Gadamer (1975), and rooted in the interpretive work of van Manen (1990); this work takes on a restructuring approach to client-professional care practitioner communications.

Results: Specific results in summarized form or a brief description of the findings or lessons learned as outcome of the study. Using isolated principles of phenomenological hermeneutics, four 'tactics' (de Certeau, 1984) for knowing, doing and being an authentic collaborator are detailed. Each tactic is taken up as a fruitful approach for practicing care professionals to actively commit to sustaining a negative dialectical relation when being-in-the-world as a PH practicing professional in relation with children, youth and families. By working through case study examples participants apply these tactics to see the promise this approach holds for strengthening the dynamic, self-aware, responsive and ethical nature of care that children/youth/families deserve and that professional practice standards demand.

Conclusion: A brief description of recommended position or approach, or specific recommendations related to the original problem or questions identified should be given. It should be based on the facts in evidence and should be limited to minimal speculation about the significance of the work. Results from knowing, doing and being authentic collaboration in a primary language experience with children, youth and families conclude the session. Outcomes resulting from the application of the detailed PH approach using the four tactics will be discussed. Authentic collaborations with children/youth/families with conflict region lived experiences are the original communicators from which the approach will be detailed.

Biography

Sara Nickerson White is a passionate researcher and evaluator. She firmly believes in the ability of collaborative research and evaluation to make a difference in the lives of children, youth and families. Due to her developed methodological expertise, and her continuous curiosity, Sara has been a successful researcher and program evaluator for over 15 years. She has designed implemented and managed research and evaluation projects for communities and agencies across all Canadian provinces and has managed large-scale national and international research projects. Currently, she is a professor at Humber College in the School of Community and Social Services.

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