

A PHENOMENOLOGICAL STUDY EXPLORING PID OF THE 1ST COHORT OF OCCUP. THERAPISTs TRAINED IN GHANA: PARTICIPANTS EXPERIENCE IN THEIR FINAL YEAR

Peter O. Ndaa @
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UNIVERSITY OF GHANA

Outline

- OT worldwide/Africa/Ghana
- Starting OT in Ghana
- How did it go?
- What is the Phenomenological study saying?
- Implication for practice.
- Recommendations for future research



OT world/Africa/Ghana

- OT worldwide has developed significantly since the early 20th century in response to changing external and internal pressures (Watson & Swartz, 2004)
- Cyclical (Kuhn, 1970), under four main stages.
 - the pre-paradigm,
 - dominant paradigm,
 - crisis and
 - the period of accepting a new paradigm.



...continued

- Seven countries in 1952 to form the WFOT for international collaboration – difficulty non-English speaking
- WFOT overview in Africa 2000 – S/Africa & Kenya

Ghana

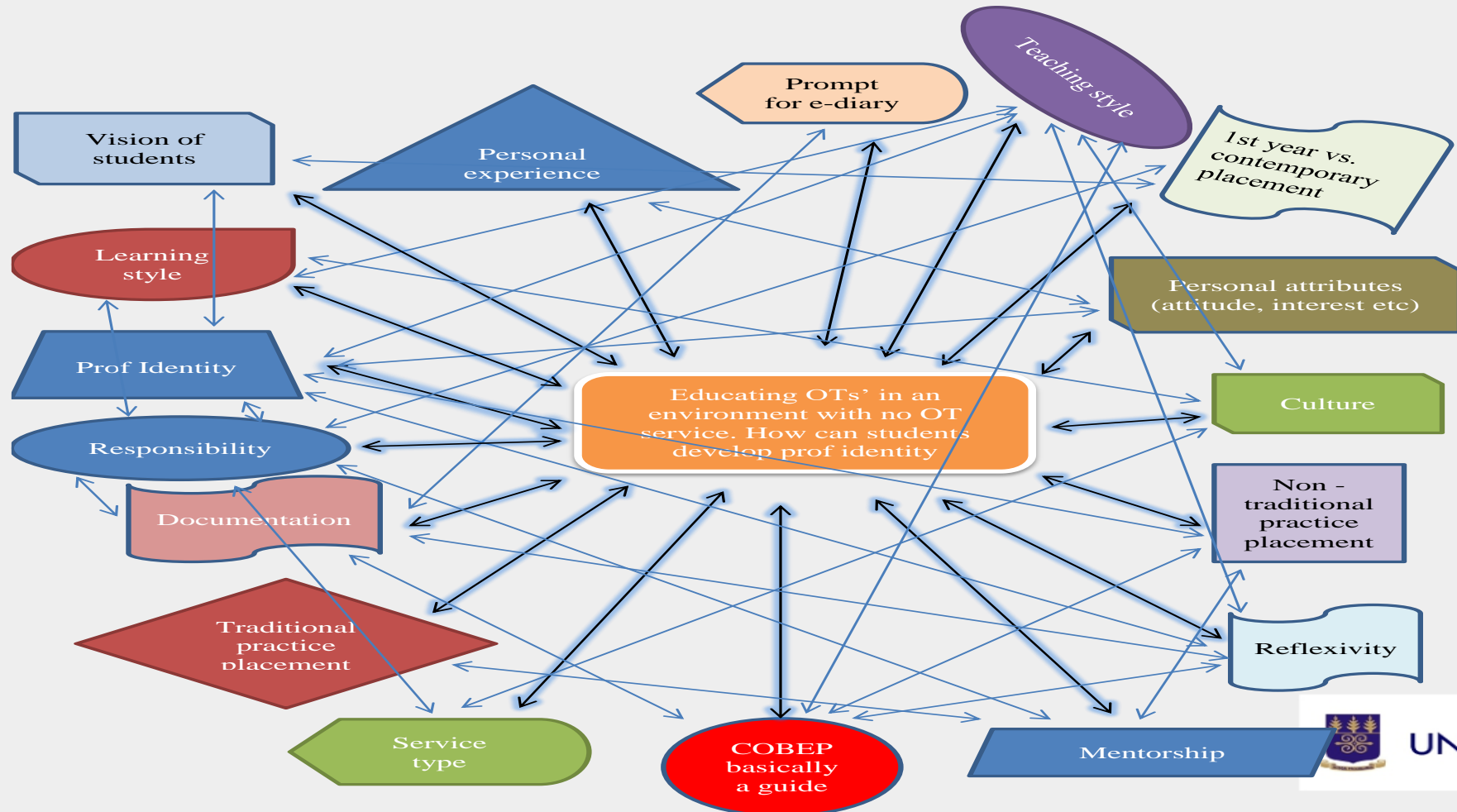
- Started in the 1960s trained from the UK
- Collapsed until 2012 started the training locally



Background

APPENDIX 2

Peter's Mind Map



Rationale for study

How would Ghanaian occupational therapy students' PID be influenced by professional socialization among other healthcare professionals in an environment with limited occupational therapy professionals?



How do occupational therapy students in Ghana understand the development of their professional identity?



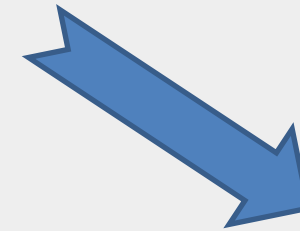
Study aim & objectives



Capture experience
on self development



Examine transition
with course prog.



Understand influence
Of learning envt



Background



- Meyer and Land (2003), a threshold concept
- Heidegger's opus of 'Being and Time':
 - Re-thinking ontology, including the being of human and non-human beings,
 - clarify what it means to be human if we are to more fully comprehend thinking and knowing as modes

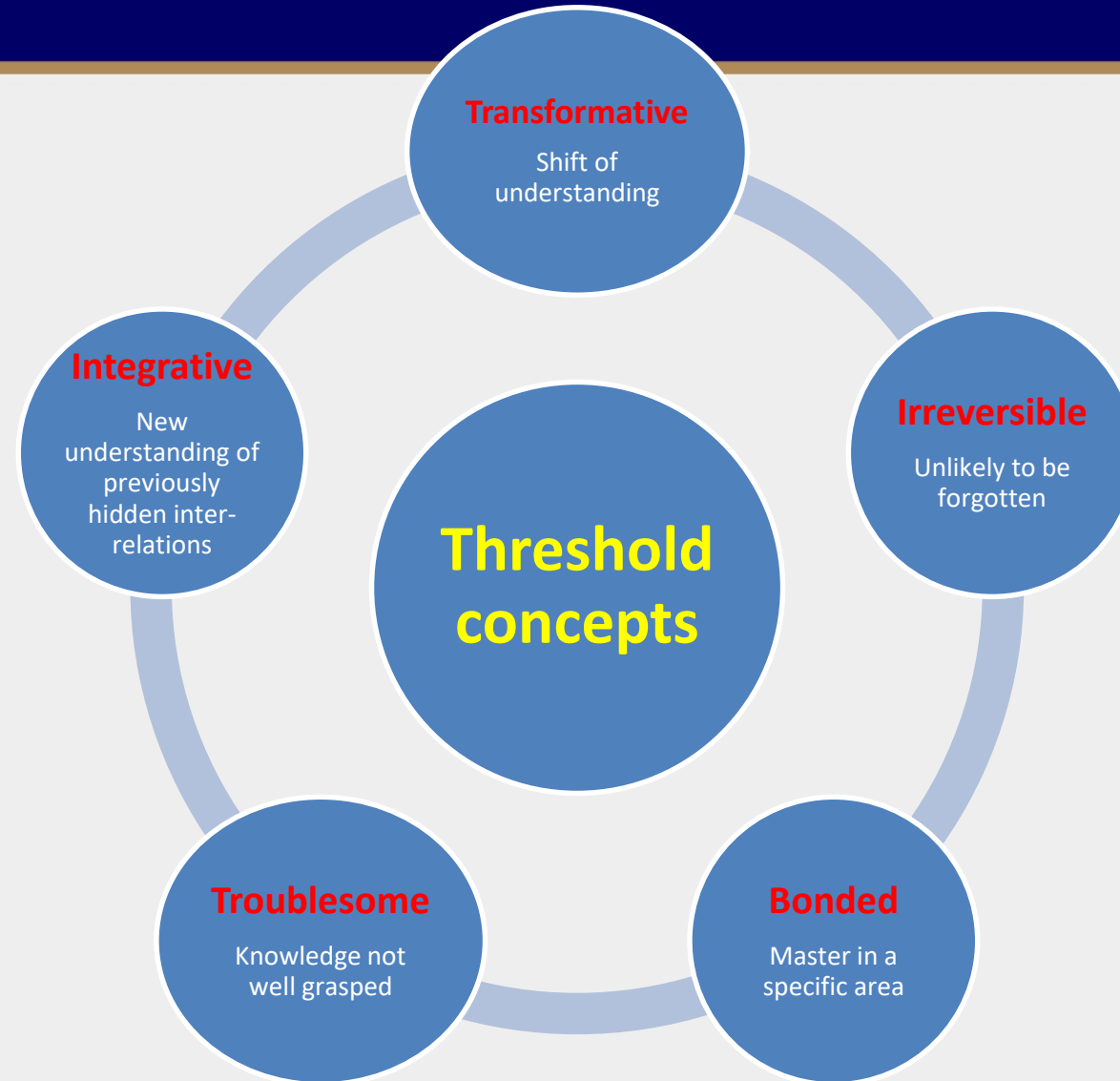


Threshold concepts

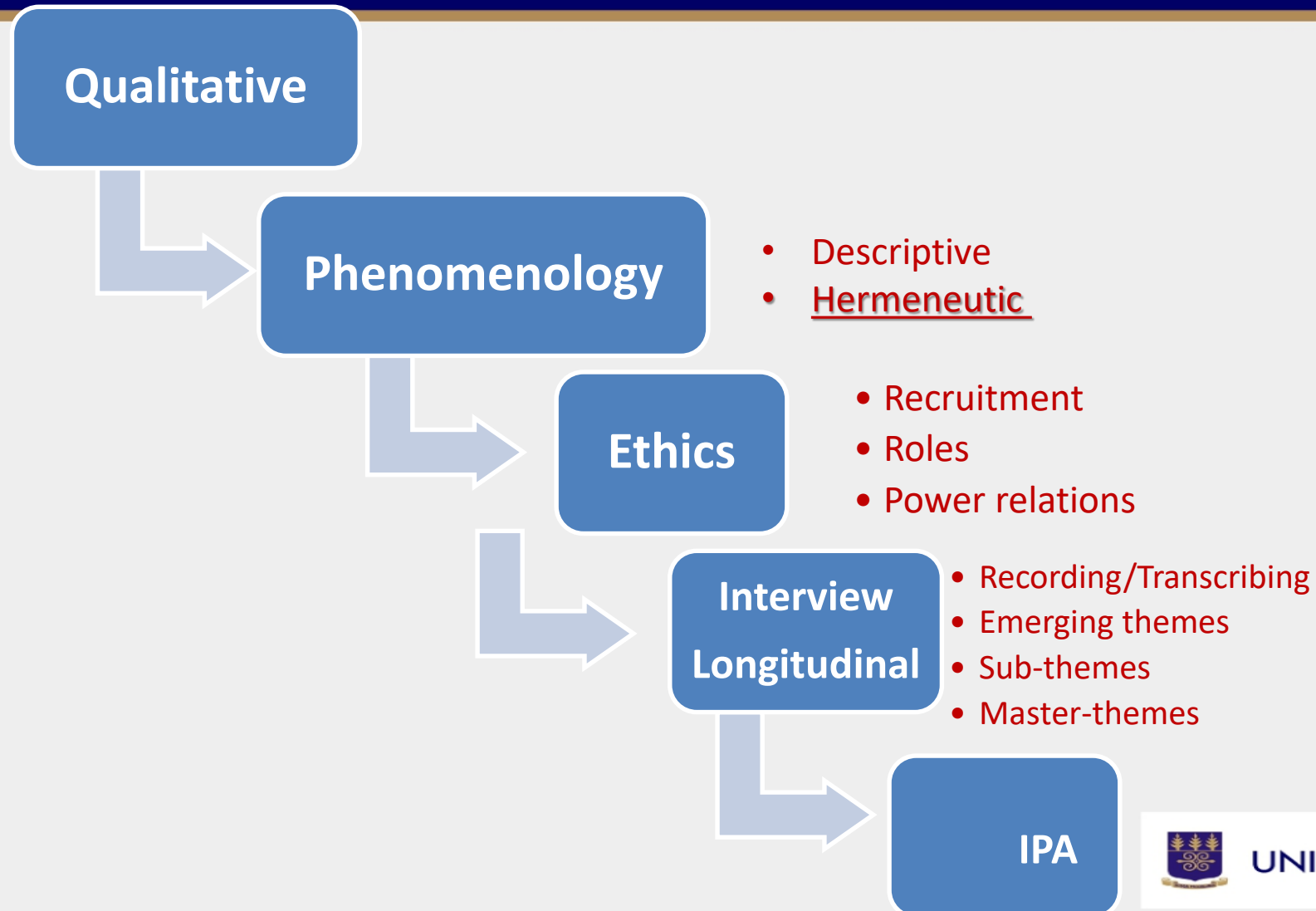
- Meyer and Land's work around threshold concepts (2003) highlighted that knowledge and learning were examples of concepts that can have a range of interpretations, from novice to complex understanding.
- Traversing through stages from naivety to professional. Perry's (1970, 1988)



Characteristics



Methodology



Excerpts

‘it’s all about having better knowledge on what you are doing and why. I know my clients now and I have learnt to discuss their experiences with them, to know what to do with them. This I didn’t know some time ago’ (Kwaku).

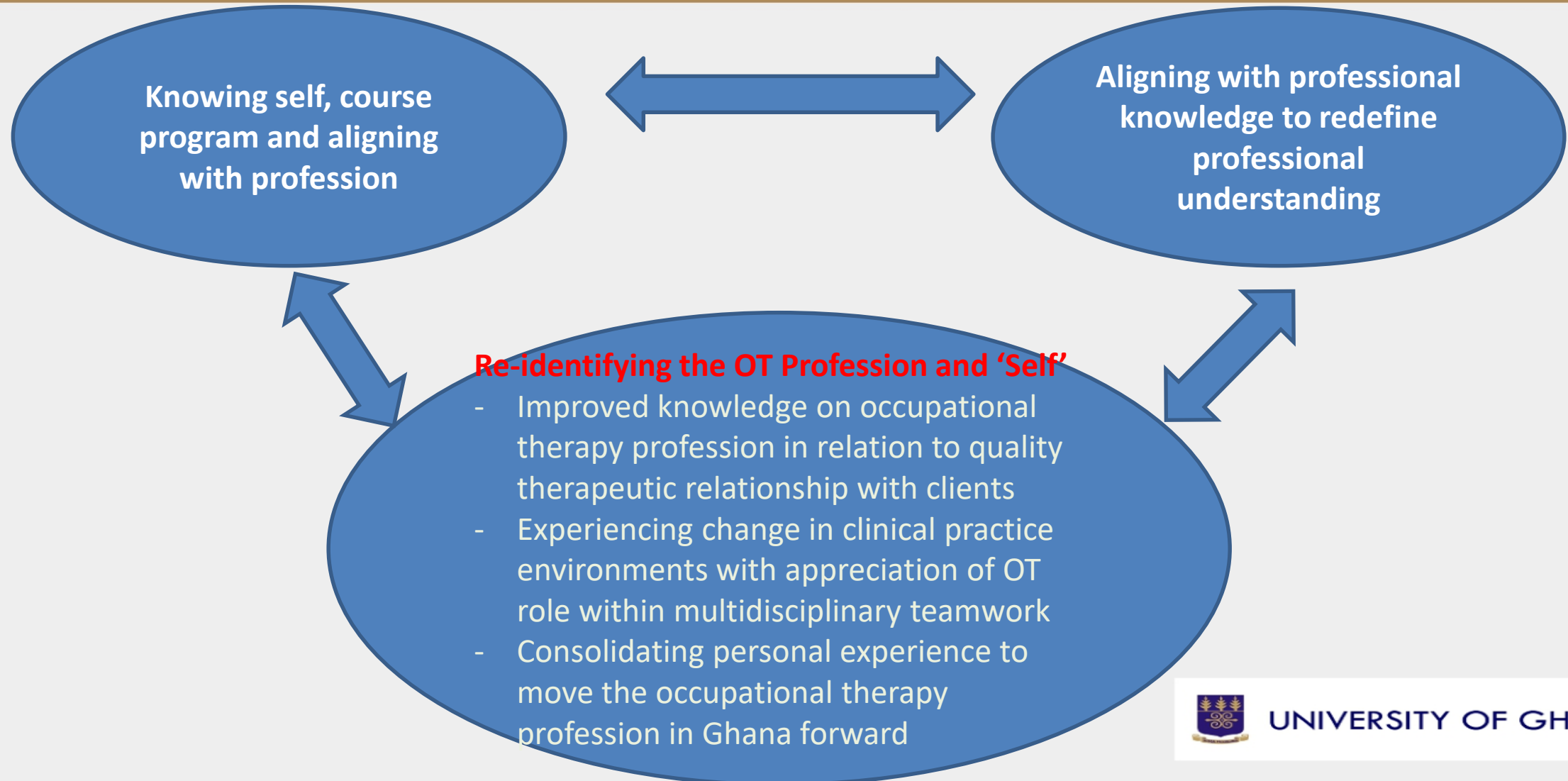
‘At first I was wondering what I will be doing when we completed school. But now I am solving people's problems as a team player... even if it was something little, they appreciated what I did for them. More so, other staff remarked that my approaches were exceptional and that they will continue to apply them in my absence’ (Ama).

‘For example, Medical Doctors, Nurses and Physiotherapists are known to clients and among the healthcare professionals in my learning environment but, Occupational Therapists are not known, so I need to do something different to demonstrate the unique professional roles of the occupational therapist as equally important’ (Kwabena).

‘...working with clients to engage them in simple ADL activities has enlightened the clients, staff, including myself to affirm the need for occupational therapists in the setting.’ (Kwame)



The 3 master-themes



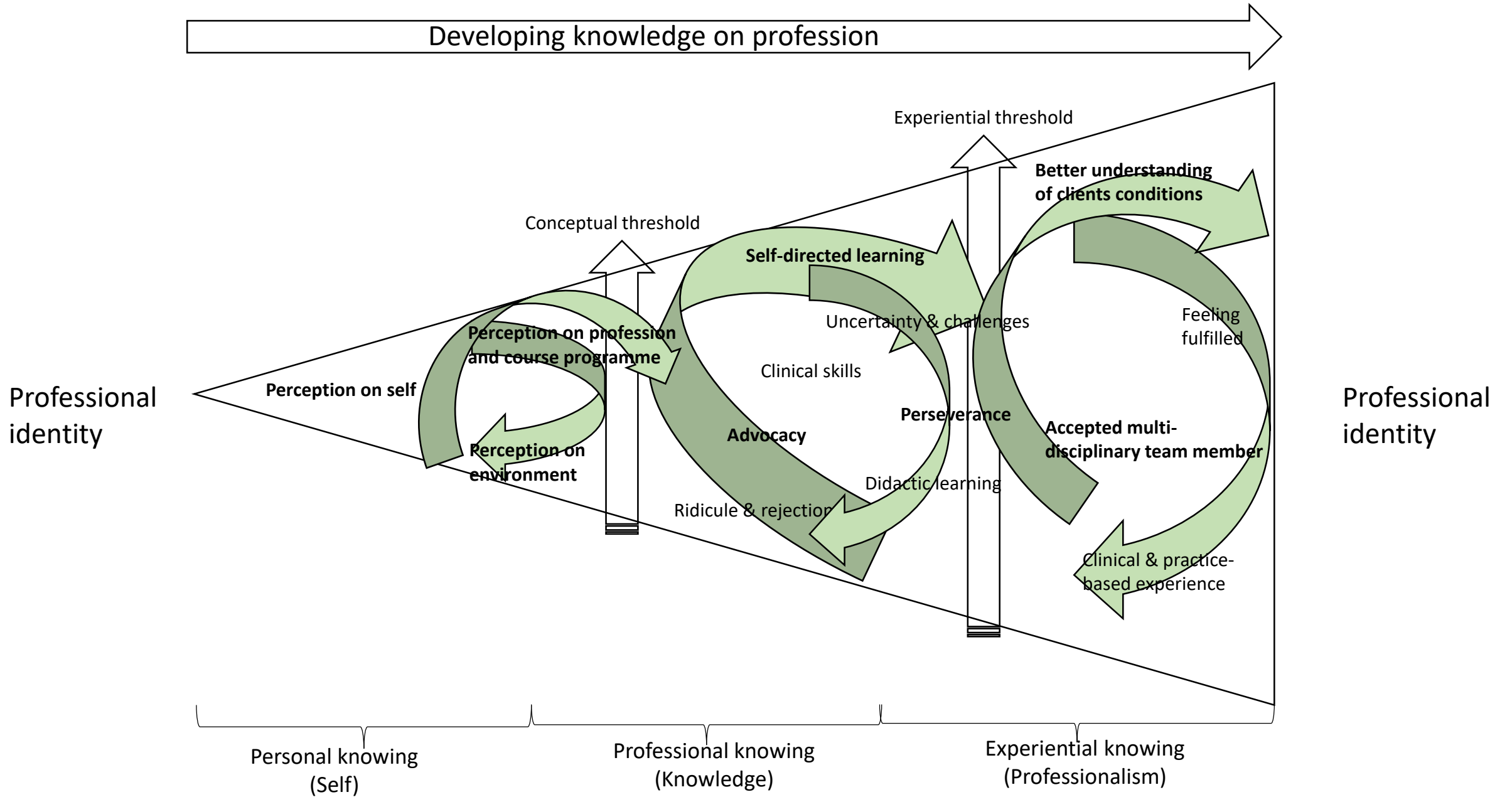


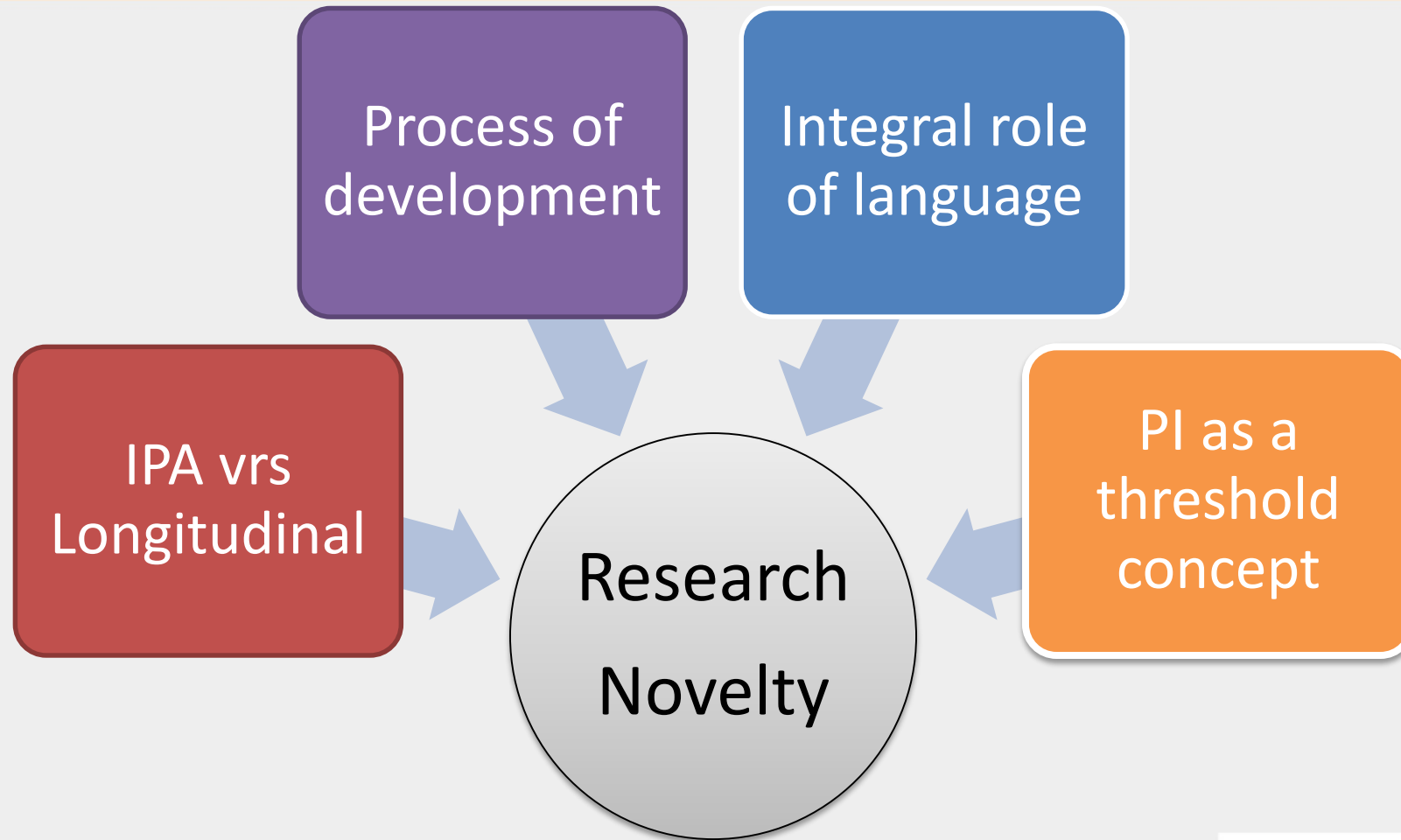
Fig ... The Self, Knowledge & Professionalism (SKP) Conceptual Model of PID

Transition from novice to qualified OT Practitioners

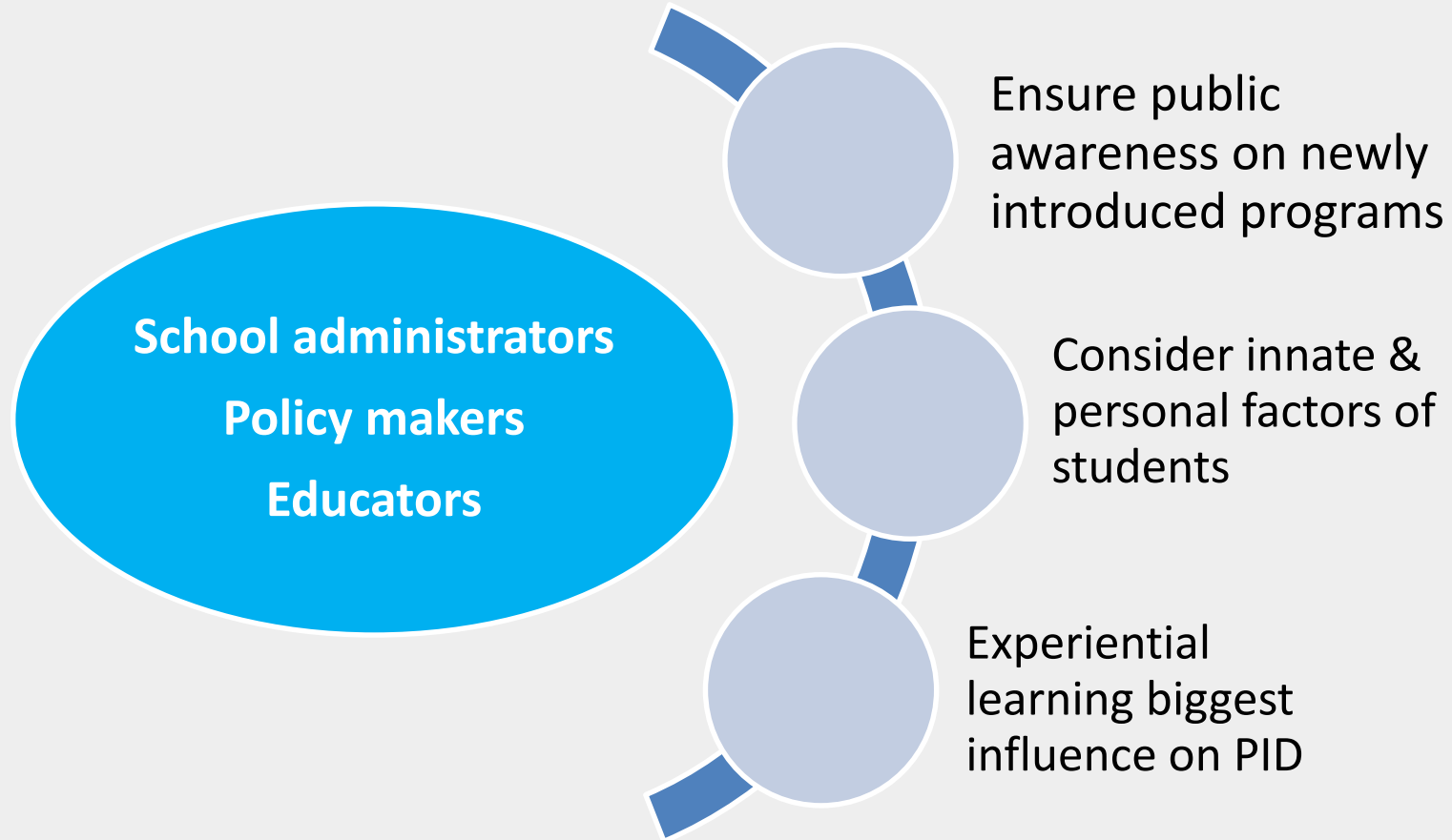


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Novelty



Implication to practice



Recommendation for future research

In what ways and to what extent can mentors shape mentees becoming?

Whose knowing and being serve as gold standards, the mentee or mentor?

Is there other methods either than IPA to generalize PID without considering professional Placement Practice?

What can professional educational institutions inculcate in their curriculum to contextually enhance professional identity development?





Contact: pndaa@chs.edu.gh



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