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

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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.
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

Educating OTs’ in an environment with no OT service. How can students develop prof identity?

- Personal experience
- Prof Identity
- Responsibility
- Learning style
- Vision of students

Teaching style
- 1st year vs. contemporary placement
- Personal attributes (attitude, interest etc)

COBEP basically a guide
- Service type
- Mentorship

Non-traditional practice placement
- Reflexivity

Cultural

Documentation

Traditional practice placement

Responsibility

Vision of students

Learning style

Prof Identity

Prompt for e-diary

UNIVERSITY OF GHANA
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

- Explore PID
  - Capture experience on self development
  - Examine transition with course prog.
- Understand influence of learning envt
• 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

Transformative
Shift of understanding

Integrative
New understanding of previously hidden interrelations

Irreversible
Unlikely to be forgotten

Troublesome
Knowledge not well grasped

Bonded
Master in a specific area
Methodology

Qualitative

Phenomenology
- Descriptive
- Hermeneutic

Ethics
- Recruitment
- Roles
- Power relations

Interview Longitudinal
- Recording/Transcribing
- Emerging themes
- Sub-themes
- Master-themes

IPA
‘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

Knowing self, course program and aligning with profession

Aligning with professional knowledge to redefine professional understanding

Re-identifying the OT Profession and ‘Self’
- Improved knowledge on occupational therapy profession in relation to quality therapeutic relationship with clients
- Experiencing change in clinical practice environments with appreciation of OT role within multidisciplinary teamwork
- Consolidating personal experience to move the occupational therapy profession in Ghana forward
Developing knowledge on profession

Professional identity

Personal knowing (Self)

Professional knowing (Knowledge)

Experiential knowing (Professionalism)

Perception on self

Perception on profession and course programme

Perception on environment

Self-directed learning

Clinical skills

Advocacy

Uncertainty & challenges

Didactic learning

Ridicule & rejection

Clinical & practice-based experience

Better understanding of clients conditions

Accepted multi-disciplinary team member

Feeling fulfilled

Experiential threshold

Conceptual threshold

Fig ... The Self, Knowledge & Professionalism (SKP) Conceptual Model of PID
Transition from novice to qualified OT Practitioners
Novelty

- Process of development
- Integral role of language
- IPA vrs Longitudinal
- PI as a threshold concept

Research Novelty
Implication to practice

- School administrators
- Policy makers
- Educators

Ensure public awareness on newly introduced programs
Consider innate & personal factors of students
Experiential learning biggest influence on PID
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?
References


