

APPENDICES

APPENDIX A:  
RESPONDENT INFORMATION LEAFLET

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Each respondent must receive, read and understand this document before the start of the study

**TITLE OF PROJECT**

Co-constructing knowledge in a psychology course for health professionals: A narrative analysis

**INTRODUCTION**

You are invited to volunteer for a research project. This information leaflet is to help you to decide if you would like to participate. Before you agree to take part in this study you should fully understand what is involved. If you have any questions, which are not fully explained in this leaflet, do not hesitate to ask the researcher. You should not agree to take part unless you are completely happy about all the procedures involved.

**WHAT IS THE PURPOSE OF THIS RESEARCH?**

You have been identified as a student in the B.Tech Medical Orthotics and Prosthetics course at Tshwane University of Technology (formerly known as Technikon Pretoria) and the investigator would like you to consider taking part in this project exploring stories of your personal experiences of teaching and learning, which inform the process of co-construction of knowledge. The aim is to identify the processes that contribute to “meaning creation” in the meeting point between Psychology and Orthotics and Prosthetics.

**WHAT IS EXPECTED OF ME DURING THIS RESEARCH?**

If you decide to take part you will be one of approximately two participants. The project entails the following:

- Learners and facilitator will keep a *reflective journal* of the process of knowledge co-construction throughout the presentation of the Applied Psychology II module. The journals will include stories of personal experiences of your involvement in the process of knowledge co-

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construction. You will reflect on the process of co-construction of knowledge after the presentation of each learning outcome.

- You will be asked to *reflect* on your learning experiences and on what you have learned after completion of each *formative evaluation*.
- You will be asked to collaborate in the analysis of the data, in order to create a co-constructed meaning.

**HAS THE PROJECT RECEIVED ETHICAL APPROVAL?**

This investigation was submitted to the Research Ethics Committee of the Faculty of Humanities at the University of Pretoria, and written approval has been granted. The study has been structured in accordance with the required ethical procedures, which deals with the recommendation guiding research involving human subjects. A copy of which may be obtained from the investigator should you wish to review it.

**WHAT ARE MY RIGHTS AS A PARTICIPANT IN THIS PROJECT?**

Your participation in this project is entirely voluntary and you can refuse to participate or stop at any time without stating any reason. Your withdrawal will not affect your access to other academic services or support services. The investigator retains the right to withdraw you from the study if it is considered to be in your best interest.

**MAY ANY OF THE PROCEDURES RESULT IN DISCOMFORT OR INCONVENIENCE?**

I believe that participation in writing the story of your experiences in the reflective journal will not in any way inconvenience you and assure you that it will not alter the nature of your participation in the B.Tech Orthotics and Prosthetics course in any way.

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**SOURCE OF ADDITIONAL INFORMATION**

If at any stage you feel that you need more information regarding the project and its purpose, please do not hesitate to contact me, Ilzé Grobler, (012) 382 5076 or 082 301 2305 or my supervisors, Dr. G.J. van Schalkwyk, (012) 420 2921, E-mail: [gjvs@umac.mo](mailto:gjvs@umac.mo) and Dr. C. Wagner, (012) 420 2319.

**CONFIDENTIALITY**

All information obtained during the course of this investigation is strictly confidential. Data that may be reported in scientific journals will not include any information that identifies you or your family as participants in this investigation.

Any information uncovered regarding yourself as a result of your participation in this project will be held in strict confidence. You will be informed of any finding of importance to your participation in this investigation but this information will not be disclosed to any third party in addition to the ones mentioned above without your written permission.

Researcher: Ilzé Grobler, (012) 382 5076

Supervisor: Dr. G.J. van Schalkwyk, (012) 420 2921 (e-mail: [gjvs@umac.mo](mailto:gjvs@umac.mo))

Co-supervisor: Dr. C. Wagner, (012) 420 2319

APPENDIX B:  
STORY MAPS

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## Story Map: Peter

<p><b>Past experiences</b></p>	<p>Peter has met the facilitator recently, whilst he has known James for a couple of years. He has known James to be a nature lover at heart.</p> <p>The B.Tech Medical Orthotics and Prosthetics course and contents did not exist in the past.</p> <p>Peter's involvement in the psychology module reminded him of the enthusiasm with which he had studied psychology at UP. He found the literature on developmental psychology to be familiar and recapped on some info he studied years ago.</p> <p>Peter's memories of his past were very painful. He realised that he was not the only person in the group with painful memories of past experiences. Peter envies the seemingly stable past experiences of his fellow group members. He became aware of the facilitator's painful past experiences and how she is at ease with these experiences in her present.</p> <p>He realises that he has already been practising some narrative therapy principles in his own practice.</p> <p>Peter's previous training under a surgeon gives him a different outlook on trauma. His previous studies in psychology at UP added to his current insight on the topic of trauma.</p>
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	<p>Discussions about trauma invited Peter to share some of his own traumatic past experiences in the army with the group. As he recalls these times, he is reminded of his traumatic past experiences. Peter realises that his past experiences has had a significant impact on his life.</p> <p>Peter's experiences of loss and death in the past make him appreciate life so much more. The class discussions about relationships with substances bring forth an account of past adolescent experiences and school reunions.</p> <p>The learning outcome on HIV/AIDS made Peter reflect on a previous session presented by Dr. Shaw<sup>8</sup> who introduced the facts about HIV/AIDS.</p>
<b>Present experiences</b>	<p>Peter begins his present experience with great anticipation and explores his fellow group members at a distance and with skepticism. The first session assists him in establishing a better understanding of his group members and of the psychology course.</p> <p>He compares the facilitator's qualifications and capabilities with his first impressions of her as facilitator.</p> <p>During the first session Peter comes to realise his own need to talk to someone about his profession, but also about personal issues. He becomes aware of the inability of orthotist/prosthetist professionals to deal effectively with stress. Peter has had a tough week and the class discussion invites him to share these experiences, resulting</p>

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<sup>8</sup> Pseudonym for purpose of confidentiality

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	<p>in a release of stress.</p> <p>He enjoys his present life experiences and would not like to exchange it for his past experiences. He is aware of the honest way in which the facilitator tells her story.</p> <p>Sharing and telling personal stories allows the group to form something more than just a mere study group.</p> <p>Peter finds the co-constructed meaning relating to narrative therapy principles useful to apply in his future intentions in his practice and teaching to students.</p> <p>Being a participant in the facilitator's PhD study leaves Peter with a sense of value in contributing to another person's personal development.</p> <p>Reflecting on the construct of 'co-constructed knowledge' challenges Peter to position himself differently as a lecturer in future.</p> <p>He is hesitant to share his life story with the facilitator in the life-analysis assignment. However, during session four he reflects on the therapeutic value this assignment has for him.</p> <p>Peter realises that every individual constructs their own meaning of knowledge and that everyone is entitled to their own opinion. He also realises that what people believe are only contextual truths.</p> <p>He thinks that others have much to learn about the orthotist/prosthetist profession, including the facilitator.</p>
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	<p>The discussions about the learner's past experiences in the army creates a common interest and invites the sharing of stories. Performing his own life stories and witnessing the stories of others leaves Peter with a feeling of contentment and recharged for the next session.</p> <p>Societies' construction of substance use scares Peter.</p> <p>Peter's attention is drawn towards the risk he has in his profession of contracting HIV/AIDS.</p> <p>The discussion on loss and bereavement leaves Peter with questions regarding religion.</p> <p>Peter believes that the meaning constructed from acquired knowledge is dependant on the responsibility that individuals take in creating meaning for themselves. He believes that in the process of helping a client, he is also changed as a person and compares it with the metaphor of a gait analyses.</p>
<p><b>Future intentions</b></p>	<p>Peter describes his future by means of an analogy of a tree with big branches shadowing his family and positions himself as a 'protector'. This analogy reminds him of the responsibility they have as practitioners in future.</p> <p>He realises what impact and role psychology has to play in his profession in future.</p> <p>Peter hopes that future B.Tech students will grasp the concept of social constructionism and gain a meaningful</p>

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	<p>perception of rehabilitation from this point of view.</p> <p>He would like to use the co-construction of knowledge as an invitation to new learners to participate on a different level with him.</p> <p>He suggests that the life-analysis project should be incorporated into future psychology lectures, due to the therapeutic value it has had for him.</p> <p>Peter suggests that a number of issues can be followed up in future, namely 'the lost generation', issues relating to faith and death, the impact of HIV/AIDS on our future, and dealing with trauma/disaster.</p> <p>He believes that he will be shaken if someone very close to him might die in the future.</p> <p>The thought that his children might be exposed to substances in the near future scares him.</p> <p>He is not sure what his future position and feelings will be on the topic of HIV/AIDS.</p> <p>Peter believes that as an orthotist/prosthetist he can make a contribution in a helping field in future.</p>
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## Story Map: James

<p><b>Past experiences</b></p>	<p>James has a recollection of traumatic and painful past experiences of which his wife and parents know little.</p> <p>In his past, he used aggression as a coping mechanism to deal with the pain and loss.</p> <p>James feels as though he has missed out on some childhood experiences due to trauma. In his attempt to catch up on lost time and trying to change the past, he feels as though he has missed out on the present and on quality time with his family.</p> <p>He never knew how to ‘open up’ and talk about his emotions and feelings.</p> <p>Through his involvement in the orthotics/prosthetics profession since early beginnings and his leadership in developing the B.Tech course, James feels that he has been recognised as a protagonist in his profession.</p>
<p><b>Present experiences</b></p>	<p>Although he has many positive experiences in his life, he often feels incapable of helping himself. He would like to manage experiences with passion, just like the facilitator.</p> <p>James believes that he should be open to new experiences and challenges in order to develop as a person.</p> <p>The life-analysis project enables James to re-author his life in a different way and his courage to invite his parents and wife to witness his life story results in open communication, better understanding and a feeling of “on top of the world”.</p>

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	<p>James' capability as a writer of expressing his emotions and feelings allows him to deconstruct the dominant narrative of the inability to communicate/ open up.</p> <p>The class discussions invite repressed memories of trauma to surface and allow James to deal with trauma in a supportive and safe environment. He feels that his classmate and facilitator play an important role in helping him to deal with trauma in his life. He can eat watermelon without being overwhelmed by traumatic memories of the past.</p> <p>James learns that sharing painful or difficult experiences in his life with others results in the subsiding of overwhelming emotions and the releasing of stress.</p> <p>Through the facilitation process of psychology James is able to construct a personal identity that can take ownership of the present, invites free expression of emotions and self-acceptance. His wife is a witness of this change in his life.</p> <p>James also creates a professional identity that allows him to understand, help and support others with confidence. His working relationship with Peter improves as a result of this.</p> <p>James still feels like a 'whole person' regardless of his traumatic past experiences.</p> <p>He deals with loss through repression and denial.</p> <p>He comes to the realisation that everyone has a relationship with substances. He learns to take ownership of his relationship with smoking and not to blame peer pressure.</p>
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	<p>Through this process James is reclaiming the power from smoking.</p> <p>He recognises the importance and value of helping skills, empathy and listening in the rehabilitation process.</p> <p>James' attention is drawn towards the risk he has in his profession of contracting HIV/AIDS. He feels that he should act in a responsible manner that is not detrimental to the patient's treatment.</p> <p>The class discussions invite the sharing and witnessing of stories.</p> <p>James is proud to be part of a "success story" and feels that his efforts to finally implement the B.Tech course were worth it.</p> <p>James is living life to the full!</p>
<p><b>Future intentions</b></p>	<p>His experiences in the psychology course and his newly acquired skills provide him with the key to a future that is built on a good foundation.</p> <p>He thinks that when suppressed emotions of pain and loss surface to a conscious level, he will be overwhelmed with grief.</p> <p>His participation in the psychology module allows him to develop into the person that he would like to be.</p> <p>Reflecting on his experiences in the B.Tech year, James describes it by using the analogy of puzzle pieces fitting together into a clear and positive picture of his future.</p>

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	<p>He believes that the experiences in the B.Tech, and in particular the psychology module, set the foundation for further development of a positive personal and professional identity.</p> <p>James is of the opinion that the B.Tech has created an equal playing field for the future of orthotic/prosthetic practitioners in South Africa.</p> <p>James is excited about his future!</p>
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## Story Map: Facilitator

<p><b>Past experiences</b></p>	<p>The facilitator writes about the narrative beginnings of constructing a psychology course for B.Tech Orthotics and Prosthetics in her field notes.</p> <p>She became aware of the learners' past experiences of psychology and the need to facilitate psychology in an applied way.</p> <p>She is struck by how little she knows about the profession of orthotics and prosthetics.</p> <p>She consults a colleague at the Psychology Department at another university to give her guidelines in constructing a new curriculum for the B.Tech course.</p> <p>Discussion on life span development was like a “walk down memory lane” for the facilitator. It reminded her of the times she positions herself as a ‘child’ and the times she positions herself as an ‘adult’.</p> <p>The facilitator remembers a family member who had a relationship with alcohol. As she recalls these times she becomes aware of the influence of her dominant stories about substance users and the impact of these stories on her relationship with her clients in therapy.</p> <p>Discussions regarding the final examination for the B.Tech orthotics/prosthetics course, bring forth an account of the facilitator's own experiences of her final oral examination for MA Counselling Psychology.</p>
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<p><b>Present experiences</b></p>	<p>The facilitator starts her journey with an exploration of boundaries and establishing rapport with the learners.</p> <p>She comes to the realisation that helping is part of her own life story, as well as those of the learners.</p> <p>She is struck by the learner’s positive outlook on life.</p> <p>She writes continuously about the learning environment that invites the sharing and witnessing of stories. She is struck by the therapeutic value of this process. This process makes her aware of her own positioning as a learner and facilitator and of her responsibility as a psychologist. The facilitator comes to the realisation that she is part of the process and group.</p> <p>The performing and witnessing of life stories invites remembering and retelling of experiences.</p> <p>She becomes aware of her own stressful experiences of being in a helping profession and the impact of secondary trauma.</p> <p>In the unfolding process of co-constructing knowledge, the facilitator also learns and becomes inspired to continue with her own journey of knowledge creation and discovery.</p> <p>The facilitator utilises her own knowledge and skills regarding psychometrics and selection practices to assist the course coordinators in designing a selection model for orthotics and prosthetics.</p> <p>She is astonished by the learners’ level of reflection.</p>
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	<p>The facilitator and the learners identify themselves as the 'first generation' which is creating a social reality for B.Tech orthotics and prosthetics.</p> <p>The facilitator and the learners perform new meaning of the co-constructed knowledge.</p> <p>She comes to the realisation that she has a few things in common with the group.</p> <p>The facilitator and learners become aware of how their own discourses differ from society's discourses about grieving.</p> <p>The facilitator's dominant stories regarding substance use are challenged.</p> <p>She finds it challenging to facilitate from a social constructionist perspective.</p> <p>She did not envisage an all-white group discussing racial issues so openly.</p> <p>The facilitator invites the learners, as well as a consultant from the HIV/AIDS consultancy centre, to co-construct the content for the HIV/AIDS learning outcome.</p> <p>She proposes continuous assessment as part of the outcomes-based philosophy.</p> <p>Colleagues (counsellors) of the facilitator become outsider witnesses of the impact of the psychology module on the</p>
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	<p>learner's perspective of the orthotist/prosthetist profession.</p> <p>Discourses regarding examination practices on postgraduate level are challenged.</p> <p>The facilitator utilises the last contact session with the learners to reflect on their experiences of the psychology module. She is struck by the value of their experiences.</p> <p>The facilitator is reminded of her own passion for facilitation and psychology.</p>
<p><b>Future intentions</b></p>	<p>The facilitator will continue on her journey of knowledge creation and development in the meeting point between psychology and orthotics/prosthetics by completing her PhD.</p> <p>The course coordinators ask her to also facilitate psychology on graduate level for the N.Dip Orthotics and Prosthetics in future.</p> <p>Reflective journal entries will be included in future facilitation of the Applied Psychology II module.</p>

APPENDIX C:  
CERTIFICATE OF SPECIAL KNOWLEDGE

DIPLOMA OF SPECIAL KNOWLEDGE



*This diploma is bestowed in recognition of \_\_\_\_\_  
achievement and so that those who were unable to witness  
his/her success of claiming his/her own special knowledge  
in psychology and orthotics / prosthetics may develop some  
understanding of the changes they are noticing in his/her  
ability to care for others.*

Signed: \_\_\_\_\_

Ilzé Grobler

APPENDIX D:  
EXTRACT FROM THE ATLAS.TI ANALYSIS  
(Facilitator's journal)

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HU: Facilitator journal analysis

File: [C:\Documents and Settings\Ilze\My Documents\Backup PHD\Ilze thesis\P...\Facilitator journal analysis.hpr5]

Edited by: Super

Date/Time: 12/08/05 10:13:25 PM

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List of all objects

HUs

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Facilitator journal analysis

Primary Docs

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P 1: Facilitator Journal.doc

Quotations

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- 1:1 My first meeting with Peter an.. (2:2)
- 1:2 The journey started off with a.. (4:4)
- 1:3 Peter and James had all the te.. (6:6)
- 1:4 At a point during the discussi.. (12:12)
- 1:5 I also realized that orthotist.. (12:12)
- 1:6 This first session inspired me.. (14:14)
- 1:7 James recalled a specific case.. (25:25)
- 1:8 This made me realize that we c.. (27:27)
- 1:9 James gave a very good example.. (31:33)
- 1:10 I realized that they felt that.. (35:35)
- 1:11 Today was such an extraordinar.. (38:38)
- 1:12 We started off by discussing t.. (38:38)
- 1:13 The reaction within me was a f.. (40:40)
- 1:14 It gave me as facilitator an o.. (42:42)
- 1:15 It also made me aware of a res.. (42:42)
- 1:16 Through the process of knowled.. (44:44)
- 1:17 The theory and knowledge was n.. (44:44)
- 1:18 With the discussion of seconda.. (44:44)
- 1:19 The assignment on today's topi.. (48:48)
- 1:20 I am becoming more and more aw.. (50:50)
- 1:21 We discussed the effect of los.. (57:57)
- 1:22 Elisabeth Kubler-Ross' stages .. (59:59)
- 1:23 Peter and James' experiences d.. (61:61)
- 1:24 voice (61:61)
- 1:25 While I am busy writing this j.. (63:63)

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- 1:26 We started today's discussion .. (67:67)
- 1:28 Personal dominant stories abou.. (69:70)
- 1:29 Alternative stories about subs.. (72:77)
- 1:30 On the other hand, it reminds .. (80:80)
- 1:31 Facilitating from a Social Con.. (82:82)
- 1:32 During our previous session, w.. (85:85)
- 1:33 I never envisaged that the thr.. (89:89)
- 1:34 We decided that Applied Psycho.. (91:91)
- 1:35 They want to collaborate in th.. (100:100)
- 1:36 Peter and James' recollection .. (102:102)
- 1:37 The curriculum is more of an o.. (104:104)
- 1:38 I consult with a colleague in .. (115:115)
- 1:39 I decided to base the curricul.. (120:120)
- 1:40 I design a curriculum for Appl.. (120:120)
- 1:41 I propose continuous assessmen.. (124:124)
- 1:42 One of my colleagues made a co.. (128:128)
- 1:43 Peter asks for my advice on se.. (132:132)
- 1:44 Peter and James had concerns r.. (140:140)
- 1:45 He is able to apply helping sk.. (144:146)
- 1:46 In particular, Peter and James.. (148:148)
- 1:47 The final oral examination tak.. (152:152)
- 1:48 Peter and James ask me to assi.. (156:156)
- 1:49 This year has made such an imp.. (160:160)
- 1:50 the responsibility as psycholo.. (42:42)
- 1:51 Peter and James expressed the .. (46:46)

Codes

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- {0-0}
- Agency {4-0}
- Co-constructing knowledge {8-0}
- Co-constructing knowledge; collaboration {1-0}
- Constructivism vs Social Constructionism {7-0}
- Deficit model vs strength model {5-0}
- Deficit model vs strength model; Agency {6-0}
- Facilitator as learner {3-0}
- Learning {4-0}
- Learning; boundaries; expert {1-0}
- Learning; discussion teaching {1-0}
- Life-long learning {1-0}
- Practical application of knowledge; Reflection on practice {2-0}
- Reflection on practice {7-0}
- Responsibility {2-0}
- Sharing of experiences; collaboration {4-0}
- Sparkling event {1-0}
- Substance use: alternative stories {1-0}
- Substance use: dominant stories {1-0}

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Therapeutic value {1-0}  
Trauma {3-0}  
Voice {1-0}  
Witnessing of performance of life stories {1-0}

Code Families

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Ability to express emotions; communication (2)  
Agency (2)  
Community of concern (1)  
Knowledge co-construction (4)  
Life-analysis project (2)  
Re-negotiating positions (1)  
Reflection on practice (3)  
Teaching and learning (7)  
Trauma (1)