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Changes in Occupational Therapists' Job Identity(OTJI) Investigations-

-The First Report of Successive

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Purpose

This study aims to successively investigate changes in the OTJI before and after clinical training.

Methods

The methods adopted in this study are described below.

1. Subjects

Forty consenting students from the Department of Occupational Therapy(OT) were used as subjects in this study.

2. Investigations

Four investigations were conducted. Before and after visits to different facilities (first year) and before and after actual practices (second year), the subjects were asked to complete a questionnaire.

3. Clinical training

In the first year, the subjects visited four facilities. In the second year, actual practices were conducted for one week in each of two facilities. During the practice of OT, the subjects mainly learned to understand what OT encompasses and focusing on their actual roles.

4. Questionnaire

The questionnaire consisted of personal identity (PI) evaluation and OTJI evaluation. The PI evaluation used a multi-dimensional ego identity scale (MEIS). In the OTJI evaluation, question items used in the analysis of JI in medical students, conducted by Fujii et al., were modified and used.

Analyses

1. The differences in the scores of the items in the OTJI and PI evaluations and sub-items before and after the facility visits and the actual practices were analyzed using the t test.

2. All of the items in the OTJI and PI evaluations before and after the actual practices were divided into two groups: a decreased group and an increased group. Then, the t test was performed.

Results

1. The scores of the PI items and sub-items, such as self-continuity, were lower after the facility visits than before. However, after the actual practices, they were higher than before ($p < 0.01$).

2. The scores of the OTJI items were higher after the facility visits than before. However, after the visits, these scores decreased ($p < 0.01$).

3. It was observed that the high-score group raised the score of the OTJI evaluation ($p < 0.01$), and the OTJI increased group raised the over-all score in particular ($p < 0.1$).

Conclusion

This study suggested that OTJI tended to increase in students who understood the contents of the actual practice of OT.