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**Reconsideration of Occupational Therapy (OT) Education
of Papers-**

-Based on Analytical Results

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Purpose

This study aims to clarify the current situation and problems with educational programs for occupational therapists, based on analysis of occupational therapy-related papers, and to propose future of educational programs in Japan.

Methods

We surveyed papers published in academic journals by the Japanese Association of Occupational Therapists from 1983 to 2009. Seventeen papers were then extracted from the original papers, specially-edited papers, etc, and their contents analyzed.

Analysis

In this study, analyses were performed as follows:

1. The "Introduction" section was excluded from the analysis of the papers.
2. The contents of the remaining sections were used as text data, and two researchers extracted sentences related to OT education (hereinafter referred to as extracted items). The extracted items were then classified based on the current situation, problem, and prospect organization.
3. The extracted items and classified items were analyzed using the agreement rate proposed by W.A. Scott.
4. The disagreement items were examined.
5. The contents of classified items were categorized.
6. Based on the categorized contents, programs for the future training of occupational therapists were examined.

Steps 4-6, described above, were performed by three researchers.

Results

After extraction, 335 items were obtained. Among these items, the contents of 209 items were agreed upon among the researchers, and the contents of 148 items agreed in the classification (the agreement rate = 0.68). As for the OT schools (189 items), the "extension of intervention method and area" category included the use of attached facilities and intervention in local areas. There was also a "various education methods" category, including education, concerning affective domain and general education. As for the clinical practice facilities (52 items), "insufficient number and quality of supervisors" and "difficulty in student guidance" categories were included. As for the Association (94 items), a category "for securing the qualities of teachers, students, and supervisors" was included.

Conclusion

This study suggests that in order for OT to survive in the future, the Association, OT schools, and supervisors must understand each other, and a system of lifelong education must be examined and established, based on verification of the effects of OT.