
ABSTRACT

Influence of collaboration with the teachers during graduate studies upon novice therapists' clinical practice:
Using modified grounded theory approach

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The purpose of the present study was to examine how collaboration in psycho-education with teachers during graduate studies influenced novice therapists' clinical practice. Eleven novice therapists who had developed a psycho-educational program in collaboration with junior high school teachers which in graduate school were interviewed. The verbatim records were analyzed using the modified grounded theory approach. As a result, 30 concepts, 8 sub categories and 6 categories were prepared and a process model diagram was prepared to illustrate the relations among the concepts, the sub categories and the categories. The present study revealed the following: (a) During graduate study, the novice therapists collaborated with teachers and reflected on their own specializations, but they could not reach a conclusion. (b) The novice therapists were able to understand their own specialization by comparing their clinical practice and their collaboration experiences during graduate school. Finally the novice therapists' experiences were discussed from the viewpoint of psychotherapists' specialization.

Key Words: novice therapist, teacher, collaboration, psycho-education, psychotherapists' specialization
