

Title: A process for translating and validating model of human occupation assessments in the Danish context

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Major Finding: A four-step research process was used to validate the Danish translations of the Assessment of Communication and Interaction Skills and the Occupational Self-Assessment.

Participants:

- 18 clients tested in 2 psychiatric settings
- Occupational therapists
 - The study's 2 authors translated the assessments
 - 8 therapists tested the assessments and participated in group interviews about the assessments
 - Two therapists peer-reviewed the second translation
- Professional translator
 - An authorized translator completed the Danish-English back-translation

Method: The ACIS and OSA were translated into Danish, tested in practice, peer-reviewed, and back-translated to English to validate the Danish translations.

Analysis: Qualitative data from the group interviews were analyzed for themes, leading to identification of strengths and weaknesses in the original translation from which changes were made. Information from peer reviews and discrepancies arising from the back-translations were used to make further changes.

Findings:

- Weaknesses in the original translation included some words and sentence constructions that were difficult to understand as well as some problems with the integrity of some translated MOHO concepts to their original meanings.
- One of the most problematic areas of the translation of the two instruments was finding terminology that would be understood in Danish while preserving the English terms' theoretical meanings.

Conclusion: Translations of the ACIS and OSA were determined to be appropriate for distribution in Denmark after a process of translation, testing, peer-review, and back-translation resulting in changes to the original Danish translations.

Implications for future research: Future research could lead to the development of a set of international guidelines to assure that validity and reliability are maintained when occupational therapy assessments are translated into other languages.

Evidence- based practice implications:

- **Terms used in assessments must be understood in the context of occupational therapy theory and terminology in order for them to be properly applied.**
- **Valid assessments that are translated into other languages may no longer measure what they were originally intended to measure and must be re-validated.**