

enacted in the mid 1970s, including the Individuals with Disabilities Education Act (IDEA), the Americans with Disabilities Act (ADA), and Section 504 of the Rehabilitation Act of 1973. These landmark federal legislations were influenced by the ideology and approach for normalization, mainstreaming and inclusion. This study examined these changes in federal legislation and analyzed the relationships among the legal requirements of these acts. Additionally, the present state of public policy for individuals with disabilities are briefly summarized.

An Experimental Analysis of Drivers' Cognitive Errors Caused by Cellular Phone Use

Yoshihiro KANEMITSU

The purpose of this study was to analyze drivers' cognitive errors caused by using cellular phones while driving. Fifty-six undergraduate students were checked with a Dynamic Vigilance Checker (DVC) while speaking on a cellular phone. The DVC measured many visual dynamic motions used when driving a car.

The main results were as follows: First, cellular phone use caused more salient cognitive disturbances such as missing signal targets as indicated by the DVC error indices. Second, judgement and response time for DVC was remarkably delayed by cellular phone use.

These results were discussed in terms of divided attention, arousal disturbance, and processing resources.

Implications of Pavlov's Theory in Clinical Psychology — Implicit Functional State and Dynamic Stereotype —

Genichi KAMONO

The Pavlov's theory has not been reflected in behavior therapy based on learning theory, because learning theorists in the USA were only concerned about the method such as classical conditioning, not about the Pavlov's theory. Experiments using dogs at Pavlov's school required several months, and the lack of exact experimental conditions made it difficult for American psychologists to follow Pavlov's method. And there were few additional experiments like those done at Pavlov's school.

According to Vasturo, E.G., the concepts of "implicit functional state" and "dynamic stereotype" of central nervous system in Pavlov's theory are similar to those of "set" and "habit" in psychology. It also explains the physiological basis to "set" and "habit".

The concepts of "set" and "habit" with physiological proof are useful in behavior therapy, because those concepts are able to add a wider view of human life to a relatively limited frame such as stimulus-response. The purpose of this paper was to do a survey of "implicit functional states" and "dynamic stereotype", and discuss the implications stated above.

Reflections on Acceptance of Death — Japanese Concept and Behavior —

Kazuko KIKUI and Keiko TAKEDA

Elisabeth Kübler-Ross reported on the psychological process of dying in her famous book, *On Death and Dying* (1969). The final stage, acceptance of death, has become a very important issue to professionals caring for the terminally ill patients as well as society in general.

Kübler-Ross described the stage, "the final rest before the long journey", as the loss of feeling and the coming of peace and acceptance. However, the Japanese concept of acceptance of death has powerful and positive implications.

In this research, the authors reviewed and analyzed Japanese writings of dying persons and health professionals who cared for them. The four components in accomplishing acceptance of death were 1) to recognize that death is imminent, 2) to focus with renewed energy on completing one's lifework, 3) to reconcile oneself with death, and 4) to leave words of farewell and appreciation to caregivers.

The Japanese concept of acceptance of death is the final developmental stage of life. It is characterized by positive and forceful behavior accompanied by feeling of fulfillment, satisfaction and contentment.

Methods Used in Educating Nursing Students about Death and their Application to the General Public

Keiko SEKIDO

Some of the methods used in educating nursing students about death were investigated. The following procedures were utilized in teaching the students: (1) combined lectures and seminars, (2) television documentaries, (3) small group discussions, (4) simulation games, (5) imagining one's own death by simple drawings.

The possibility of applying these five teaching methods to the general public was considered. Each teaching method has a few drawbacks when applied to them, but it seems possible that they can still be effective in educating lay people about death. If these methods are to be used, people involved in nursing education, such as teachers and graduates of nursing programs, should be a part of the educational process.

Palliative Care and Death at Special Nursing Homes for the Aged Women

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Palliative care prior to death for one year from April 1996 to March 1997 at 139 special nursing homes in Japan was investigated.

The total number of elderly people who received the care in these nursing institutes was 9,040 and the average of their age was 82.3 ± 2.3 . The average period of stay in the homes was 5.29 ± 4.5 years, and the number of elder people who died during the investigated period was 1,290 (14.3%), 382 men (29.6%) and 908 women (70.4%). The average of their age at death was 85.0 ± 7.9 year old (male 82.8 ± 8.2 , female 86.0 ± 7.6).

Because average life span is usually longer in female than in male, more than two thirds of the beds in these special nursing institutes are occupied by women, who were bereaved of their husbands. And most of them wish to die at these nursing institutes. These are the reasons why many of elderly women had wishes to enter the homes with special nursing. The families of these elderly people also selected the special institutes for their aging parents to receive heartfelt palliative care.

The families of these elderly women also selected the special nursing institutes for their aging mothers at terminal stage, in contrast to the families of the elderly men who selected less often the special homes for their aging fathers.