A COURSE FOR OCCUPATIONAL THERAPY AIDES AND
RECOMMENDATIONS FOR SUCH A COURSE IN
INDIANA STATE TEACHERS COLLEGE

by
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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. THE PROBLEM AND DEFINITIONS OF TERMS USED</td>
<td>1</td>
</tr>
<tr>
<td>The problem</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the problem</td>
<td>1</td>
</tr>
<tr>
<td>Importance of the problem</td>
<td>2</td>
</tr>
<tr>
<td>Definitions of terms used</td>
<td>7</td>
</tr>
<tr>
<td>Occupational therapy</td>
<td>7</td>
</tr>
<tr>
<td>Occupational therapy aides</td>
<td>7</td>
</tr>
<tr>
<td>Sources of data</td>
<td>7</td>
</tr>
<tr>
<td>II. REVIEW OF THE HISTORY OF OCCUPATIONAL THERAPY</td>
<td>9</td>
</tr>
<tr>
<td>Aims and theory</td>
<td>13</td>
</tr>
<tr>
<td>Personal qualifications</td>
<td>20</td>
</tr>
<tr>
<td>Pre-professional preparation</td>
<td>21</td>
</tr>
<tr>
<td>III. SCHOOLS AND COURSES</td>
<td>23</td>
</tr>
<tr>
<td>Approved schools</td>
<td>23</td>
</tr>
<tr>
<td>The field as a vocation</td>
<td>25</td>
</tr>
<tr>
<td>Curriculum for approved schools</td>
<td>26</td>
</tr>
<tr>
<td>Qualifications for therapy aides as established by the Civil Service Commission</td>
<td>32</td>
</tr>
<tr>
<td>IV. ANALYSIS OF OFFERINGS RELATED TO OCCUPATIONAL THERAPY IN INDIANA STATE TEACHERS COLLEGE</td>
<td>35</td>
</tr>
</tbody>
</table>
# V. SUMMARY AND RECOMMENDATIONS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary</td>
<td>44</td>
</tr>
<tr>
<td>Recommendations</td>
<td>44</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>46</td>
</tr>
</tbody>
</table>
CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

Present world conditions are giving impetus to the challenging profession of occupational therapy. There is an urgent and growing need for occupational therapist aides. Wanda A. Misback, Chairman, Department of Occupational Therapy, Ohio State University, says, "The War Man Power Commission is beginning to be concerned about the supply of trained therapists."¹

Therapists are now going to Puerto Rico and Hawaii, and the Canadian Association reports requests for trained workers in New Zealand and South Africa; thus the possibilities for occupational therapy are really international.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study (1) to review the history and the present status of the training of occupational therapists; (2) to analyze the standards and requirements for occupational therapy aides; (3) to determine to what extent the curriculum of Indiana

State Teachers College would meet the requirements for one classification of aides; and (4) to determine whether any additional courses would be necessary to meet the requirements.

**Importance of the study.** Columbia University states that the need for therapists is twofold: (1) the present war emergency and (2) post-war rehabilitation.²

The United States Civil Service Commission, Federal Building, Indianapolis, Indiana, announced a call for occupational therapy aides for Federal Civilian War Service, March 10, 1944.³

Miss Helen S. Willard, Director, Philadelphia School of Occupational Therapy says the appeal may well be classified with those, which, in the present war emergency, have been made for nurses, dietitians, physical therapists, and other workers in the health field. The increasing demand for trained occupational therapists, qualified to give treatment under the direction of physicians, far exceeds the present supply.

The Office of the Surgeon General of the Army has

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³ *News item in The Indianapolis News, March 10, 1944.*
authorized the use of occupational therapy, and departments have been opened in its thousand-bed base hospitals.4

In the present emergency, according to Miss Willard, occupational therapy is being used in Army and Navy hospitals for physical restoration and for the care of neuropsychiatric cases. The first objective of such hospitals is to return the man to active service. It is of the greatest importance that men suffering from recoverable ailments should be given the proper treatment to hasten their convalescence so that the maximum efficiency of the fighting forces may be maintained.

As men are discharged from the service because of severe or permanent disabilities, they often enter veterans' hospitals, where, again, occupational therapy is used for their treatment as an aid in their rehabilitation.5

There are two general hospitals in Indiana: Billings General Hospital, Fort Benjamin Harrison, Indiana, and the new one being equipped at Camp Atterbury, Indiana.

A news item in The Indianapolis News, April 12, 1944,

4 Helen S. Willard, "Occupational Therapists Wanted!" reprinted from School and College Placement, Volume III, Number 3, 1941.

sends that the United States Army General Hospital at Camp Atterbury is to be one of the most complete in the service. The plant is to include fifty-seven buildings, and the barracks are to be used for 3,000 more patients during convalescence. In that way the hospital will care for at least 5,000 men. The hospital will specialize in surgery of the bones and joints, surgery of the brain and nerves, and plastic surgery. As the service men improve, they will be transferred to other quarters for occupational therapy and physical and mental convalescence.  

The vast increase in the numbers of unskilled workers has caused a heavy load of injuries from industrial accidents. The patients have to be cared for by the civilian hospitals. The appeal of war service is rapidly depleting these civilian hospitals in which occupational therapy has come to be recognized as a valuable help in the medical treatment. The discovery of so many physical disabilities among men examined for Selective Service has placed a greater load upon these local institutions.  

Occupational therapy is a part of the program of treatment in treating merchant seamen injured or suffering

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6 News item in *The Indianapolis News*, April 12, 1944.
shock and mental derangement from their war experiences. The United States Navy has established occupational therapy departments in its hospitals and is commissioning properly qualified young women in the Women's Naval Reserve (Waves) as officers to direct this treatment. Lieutenant G. E. Giesecke of the Indianapolis, Indiana, office had an article in The Indianapolis News, May 4, 1944, to this effect.

A few hospitals have occupational therapy in connection with their Out-Patient Departments. Here it has two objectives: the therapeutic value of the work, and the encouragement of the patient so that he will continue to come for his treatments.

Some of the types of institutions where occupational therapists are employed are the following:

- Army Hospitals
- Navy Hospitals
- Veterans' Hospitals
- General Hospitals
- Children's Hospitals

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9 News item in The Indianapolis News, May 4, 1944.

Curative Workshops
Convalescent Homes
Mental Hygiene Clinics
Penal Institutions
Private Practice
Sanatoria for the Tuberculous
Hospitals for Mental Diseases
Orthopedic and Special Schools
Schools for the Feebleminded
Workshops and Schools for the Blind
Homes for the Aged
Recreational Centers
Home Service Departments of Institutions

During the depression years occupational therapy was one of the very few professions for women which did not suffer. This profession developed steadily to meet its growing demands. Its qualifications as a field which offers employment security in both war and peace have been very definitely demonstrated. Undoubtedly this post war period will bring greater and greater need for persons trained in the guidance of those who are ill and disabled.


¹² Willard, "Occupational Therapists Wanted!"
II. DEFINITIONS OF TERMS USED

**Occupational Therapy.**

Occupational Therapy is that form of treatment which includes any occupation, mental or physical, definitely prescribed and guided, for the distinct purpose of contributing to and hastening recovery from disease or injury, and of assisting in the social and institutional adjustment of individuals requiring long and indefinite periods of hospitalization. (Adopted by the Veterans' Bureau)

**Occupational therapy aides.** Occupational therapy aides are those men and women who have met the standards set up by the American Association of Occupational Therapy and the American Medical Association, or those who have met the qualifications of the United States Civil Service Commission.

III. SOURCES OF DATA

The data used in this study were collected from reprints, news items from newspapers, monographs, mimeographed

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13. **General Information for Occupational Therapy,** a folder issued by Mount Mary College, Milwaukee, Wisconsin.

14. **Occupational Therapy, a New Curriculum in the College of Education,** folder issued by Ohio State University, Columbus, Ohio.

15. **United States Civil Service Commission, Number 321 (Unassembled) Forms:** 57/4006ABC, "Occupational Therapy Aides," February 29, 1944.
sheets, the United States Civil Service Commission Call, periodicals, college catalogs and bulletins, and interviews with members of the faculty of Indiana State Teachers College.

Occupational therapy, as a course, is so recent that there is as yet very little published material available.
CHAPTER II

REVIEW OF THE HISTORY OF OCCUPATIONAL THERAPY

Only since World War I, has occupational therapy, as a branch of medical science, enjoyed the benefits of a scientific and definite organization. Miss Constance Tebbit, graduate of the Philadelphia School of Occupational Therapy (1930), who returned to England to become the director of the Dorset House School of Occupational Therapy in Bristol, wrote that it is as old as an art as it is new as a science. However there is very little authentic history until comparatively modern times.¹

Occupation and diversion were very highly thought of in the treatment of insanity in ancient Egypt, but there is little documentary evidence of the existence of a definite belief in work as a therapeutic agency until Galen. This Greek physician, as long ago as 172 A. D. wrote that employment was Nature's Physician. The "work cure" was used for all forms of insanity, and the results seem to have been sufficiently good to cause the treatment to be widely adopted.

The earliest record in the United States of any

¹ Constance Tebbit, "History of the Philadelphia School of Occupational Therapy," unpublished article, 1941.
attempt to have organized occupation as part of the regular routine in the care of a patient's needs seems to be that of Doctor Benjamin Rush, who wrote to the Board of Managers of the Pennsylvania Hospital in Philadelphia and asked them to "institute instruction in the roots of the mechanical arts."  

The Friends Hospital in Philadelphia, from an early date, made efforts to amuse and occupy the patients. From 1835 on, there was a continuous growth of the idea that benefit came to the patient if his thoughts were wisely directed by means of employment. At first, a toy railway was used. A little later, pet-keeping was introduced as an out-of-door hobby. Then patients were given reading and writing materials, and still later, carriage rides were adopted for suitable patients. From this early effort, gradually there grew a regular workroom.

From 1840 to 1860, the belief spread rapidly that occupations were an important part of the hospital care of the insane. Many institutions introduced work in some form. Doctor Evans of Illinois, said, "We think highly of employment to procure rest, give strength, promote appetite, and facilitate recovery. When out patients begin to mend they

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desire employment." This was the first attempted formulation of some of the principles for which occupational therapy has come to stand.

Doctor Kirbride of Philadelphia, Pennsylvania, was probably the first to feel that the work should be done directly on prescription from the medical officer. He pointed out that unless carefully applied, this form of labor could be very dangerous, and that a thoughtful study should be made before any application of the treatment was attempted.

From 1860 to 1890, occupation as a form of treatment dropped into the background, but in 1910, Miss Susan Tracy gave it considerable stimulus by her work, and her book, *Invalid Occupation*. From 1910 until 1914, there were a steady return of interest in, and an increased recognition of the value of occupational treatment.

In 1917, General John Pershing, recognizing the curative value of occupational work, installed it in the Naval and Military Hospitals. Immediately a large number of crafts-women were needed to teach the sick and wounded in these hospitals. So these women were given a short, intensive course of training, after which they became an integral

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part of the Medical Corps, for service at home and abroad. They were called "Reconstruction Aides." To meet the war-time demand for trained therapists, the first schools of occupational therapy were organized. The first and most important of these were the schools at Philadelphia, Pennsylvania, and Boston, Massachusetts.

The work of the Reconstruction Aides was invaluable in dealing not only with the mental readjustments, but also with medical and surgical cases. It was done not merely from a diversational or even from a psychological standpoint, but a directly therapeutic, and in many cases, orthopedic aim.

After the close of the war, the schools were requested to stay open. As they did not need to turn out aides at the fastest possible speed, these schools were able to lengthen their courses.

The work done during, and immediately after, the war demonstrated that there were other fields besides the mental in which occupational therapy could be used successfully. Work with tuberculous patients, the blind, and mentally defective children progressed. To these was added the great and growing field of orthopedic surgery, with its need for special crafts to give a particular exercise to a specific condition of a joint or muscle.

The name occupational therapy was first given in 1914,
by George Edward Barton at a Conference of Hospital Workers called by the Massachusetts State Board of Insanity. Since then, this term has been almost universally adopted. 4

I. AIMS AND THEORY

There are three main aspects of occupational therapy: the physical, the psychological, and the economic. These are so inter-dependent that it is scarcely possible to separate them. 5

The therapist of today is a technician, who, in the light of her medical knowledge, is able to apply each occupation, as a nurse administers the doctor's prescription, for the physical or mental benefit of a sick or disabled person. Occupational therapy is, therefore, a medical treatment which must be prescribed by the physician according to the needs of the patient. The progress of the treatment must be watched and guided by the therapist, who is versed in its methods and procedures. 6

In the General Hospital the work must be graded so that the patient who is acutely sick may have light,

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4 Ibid., p. 7.
5 Ibid., p. 8.
recreational work. If he is ambulatory, he must have graduated work in the shops, and exercise for the uninjured muscles. 7

Martha Gellhorn states that Doctor Archibald McIndoe, chief of a hospital near London, dealing in plastic surgery for burned flyers, encourages his patients to work in an industrial workshop at the hospital. They make small parts for airplanes. When the surgeon feels that the patient has had all the operations he can stand for a time, he is sent away to work at a job. If the disability is too serious, he is sent to a rest home where, under the care of occupational therapists, he does limited factory work or is taught in a training school. In this way, during the minimum two years required for the surgery of bad burn cases, the men are not permitted to become idle or to feel that they have lost all chance of fitting into an average life. 8

The tubercular and cardiac cases require special care in the selection of the craft as well as the length of time the patient may work. He must never work past the fatigue point. It is sometimes better to provide some interest for a case who would otherwise be considered too sick to do


anything. This type of patient uses up less effort in a light and sedative, yet pleasing, occupation than he does in worry.

The work in a hospital for children must be varied, simple, and colorful for short-time cases. Where a long-time case has to be dealt with, the program should include also something of an educational and mentally stimulative character. This work is often of great value in the handling of behavior problems. Group projects, such as marionette and puppet shows, do much from the diversional, educational, and social points of view.

In tuberculosis sanatoria the emphasis is definitely on rehabilitation. Projects are along such lines as commercial art, photography, costume design, home economics, and general education. Such work is closely correlated with the abilities and needs of the patient and his readjustment to normal living.

Occupational therapy possesses an important relationship in the treatment of orthopedic cases. Doctor J. T. Nicholson, Orthopedic Surgeon of the Hospital of the University of Pennsylvania, states that it is the most

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10 Helen S. Willard, "Occupational Therapists Wanted!" reprinted from School and College Placement, Volume III, Number 3, 1941.
valuable form of medicine for patients who are confined to the hospitals for long periods of time. This treatment is especially important when the patients have to lie in practically one position maintained by cumbersome plaster casts or pieces of apparatus. Occupational therapy then not only furnishes guidance for their scattered and discouraging thoughts, but helps to stimulate an effort in rehabilitation as no other present type of therapy does. \textsuperscript{11}

In the orthopedic hospital, the occupational therapy in general is done to give a certain exercise. Very often, even with adults, that can be effectively accomplished through games of different kinds. Pool, for example, gives fine exercise of the shoulder, elbow, wrist, and hand. \textsuperscript{12}

Weaving, woodwork, metalwork, block printing, and basketry are considered some of the most useful crafts in the orthopedic departments because they afford sufficient variety to maintain interest and offer exercise to the various parts of the body. They may also be adapted and adjusted to different ages, sexes, and disabilities. Moreover they

\textsuperscript{11} Dr. J. T. Nicholson, "Occupational Therapy in Reconstructive Orthopedic Surgery," clinical presentations, reprinted from Occupational Therapy and Rehabilitation, 14:326-327, No. 5, October, 1935.

provide the endless repetition of the required motions which is essential in these crafts.\footnote{13} It is often good to give a craft which involves bilateral exercise, for by so doing, the normal arm or leg sets the standard of attainment for the weaker limb. Measurements of the injured and affected parts are taken at regular intervals. Muscle tests are given in a similar way to paralytic cases.\footnote{14}

Wide use of the principles of the therapy of the orthopedic program is being made in the government hospitals for toughening stumps of arms and legs before artificial appliances are fitted, to learn to use the new limb or hand.\footnote{15}

In the curative workshops, the following types of cases are received for exercise and restoration of the physical function: fractures, sprains, lacerations, infections, osteomyelitis, burns, dislocations, arthritis, amputations, infantile paralysis, cerebral palsy, peripheral nerve injuries, and brachial palsy. This department occupies a large part

\footnote{13}{Helen S. Willard, "Occupational Therapy in Reconstructive Orthopedic Surgery," clinical presentations, reprinted from Occupational Therapy and Rehabilitation, 14:333-334, No. 5, October, 1935.}

\footnote{14}{Constance Tebbitt, "The History, Aims and Theory of Occupational Therapy," p. 9.}

\footnote{15}{Wanda A. Misback, "Needed: Occupational Therapists," reprinted from Everybody's Digest, reprinted from The Woman (Chicago: Farrell Publishing Corporation), April, 1941, p. 63.}
in the war effort by shortening the period of disability of injured workmen. 16

In the mental hospital, exercise is a secondary objective. The primary objective is the effect upon the patient's mental condition; therefore the occupation must be adjusted so that it will assist in bringing his mind back to normal.

It has been demonstrated that it is almost impossible for anyone to continue in a destructive trend of thought, when with his hands he is creating and constructing something that is both well made and beautiful. For this reason, if for no other, the type of work done in mental hospitals is as beautiful in form and color and as well made as possible. The standards are the same as those for normal people. If an adjustment needs to be made, it should be done by selecting a simpler problem and not by lowering the standards of work. The patients in a mental hospital are classified according to the nature of their illnesses. The classes are then planned so that the chronic and deteriorated patients are not mixed with the acute, or the acute with the convalescent cases. Stimulating projects are given to those who need stimulation, and sedative work is given to those who

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16 Folder, "Healing by Work," from The Curative Workshop, issued by the Philadelphia School of Occupational Therapy.
need to be less active. Group pieces give good training in social adjustment and in cooperation. In every craft many opportunities are given for training in coordination and concentration. 17

In the large state, county, or federal hospital, the program may have all the normal activities for patients and may be as varied as the imagination and initiative of the therapist permit. The work rooms offer diversified or specialized occupations which range from simple, varied crafts to printing, dressmaking, and furniture repair.

Much of the industrial work of the institution, such as gardening, baking, canning, waiting on table, and similar occupations, may be the best possible therapy if administered under definite prescription and supervision. Patients are promoted as their condition and abilities warrant.

The recreational program in a mental hospital consists of music, dramatics, the celebration of special holidays, sports and games, and is often one of the most interesting features of the department. A hospital newspaper which is edited and printed by the patients is usually a popular project.

In the private mental hospitals, the program may be

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even more varied. Patients are offered the opportunity for study courses, both social and educational clubs, lectures, concerts, dramatics, and athletics. There are also classes in nutrition, home economics, painting, sculpture, photography, and crafts. The grounds of the hospitals are often very beautiful, and picnics, nature study, and individual gardens afford the patients great pleasure and promote health.

Occupational therapy is of definite use in preventing mental illness. It eases emotional stress, gives an outlet for repressed energy, arouses and develops attention, replaces unhealthy mental trends with healthy ones, substitutes encouragement for discouragement, and gives opportunity for self-expression and development of initiative. 18

II. PERSONAL QUALIFICATIONS

Occupational therapy requires excellent executive ability, tact, a desire to teach, initiative, sympathetic understanding, charm and dignity of manner, patience, tolerance, and a strong desire to be of service to the sick and disabled. Good health and mental and emotional self-control are also essentials. 19

18 Helen S. Willard, "Occupational Therapists Wanted!"
Quoting from General Information of the United States Civil Service Commission:

Applicants must be citizens of or owe allegiance to the United States. Foreign-born applicants must furnish proof of citizenship.

There are no age limits for these positions.

Applicants must be physically capable of performing the duties of the position and be free from such defects or diseases as would constitute employment hazards to themselves or would endanger their fellow employees or others.

Persons with physical handicaps which they believe will not prevent their satisfactory performance of the duties described on page 1 of this announcement are invited to reply. The determination as to whether an appointee meets the physical requirements for the particular position to be filled will be the responsibility of the appointing officer.

The profession so far has attracted mostly women, but there is a demand for men, particularly in the large state and veterans' hospitals. The St. Louis School, New York University, and Columbia University accept men for training.

III. PRE-PROFESSIONAL PREPARATION

The high school student who plans to enter a professional school in occupational therapy is advised to include


chemistry, biology, art, and typing in addition to her regular college entrance requirements.

Wide interests in reading, music, and hobbies are most helpful, as also are any kind of previous experience in teaching, salesmanship, camp counseling, or group leadership. The prospective student should make use of every opportunity to gain experience with people, either taking care of children, working at summer camps or playgrounds, teaching a Sunday School class, working in a store, or planning entertainments.

Dramatics, debate and public speaking help her to gain poise and self-confidence, and to express herself clearly.22

Professional training along the allied lines of nursing, home economics, laboratory, library, business, or kindergarten work are also excellent foundation.23

22 Wanda A. Misback, "Needed: Occupational Therapists," p. 64.

23 Helen S. Willard, "Occupational Therapy as a Vocation," p. 5.
CHAPTER III

SCHOOLS AND COURSES

I. APPROVED SCHOOLS

In 1935, the American Medical Association at the request of the American Occupational Therapy Association, set up essential standards for schools of occupational therapy, and investigated the schools which were established. Three years later, the Association approved the four major schools, which had been training students continuously since 1918 or earlier. These were:

Boston School of Occupational Therapy, 7 Harcourt Street, Boston, Massachusetts

Milwaukee Downer College, Department of Occupational Therapy, Milwaukee, Wisconsin

Philadelphia School of Occupational Therapy, 419 South 19th Street, Philadelphia, Pennsylvania

St. Louis School of Occupational and Recreational Therapy, 4567 Scott Avenue, St. Louis, Missouri

The University of Toronto, Department of University Extension, Toronto, Canada, was also approved at this time. The Kalamazoo State Hospital School of Occupational Therapy, Kalamazoo, Michigan was tentatively approved, and in 1939 was placed on the accredited list.¹

Because of the increasing demand for occupational therapists, the following four new schools were opened in the fall of 1941:

Columbia University Extension, New York City, New York

New York University, New York City, New York

Michigan State Normal College, Ypsilanti, Michigan

Mount Mary College, Milwaukee, Wisconsin

Each of these schools, except Mount Mary College, offers a three-year diploma course which meets the requirements of the American Medical Association. At least one year of accredited post high school work, preferably college or its equivalent, is required for entrance. Advanced standing may be given to college graduates or persons having other fully accredited professional training. In that way, the advanced student may complete the course in less than the prescribed three years. All but two of these schools offer five-year courses leading to a Bachelor of Science degree, for which graduation from an accredited high school is necessary for admission.

All students must be at least twenty-one years of age at graduation. After a year's successful experience, the aides who have graduated from an approved school may become registered occupational therapists. ²

Other schools which have started courses since September, 1941 are:

- Mills College, Oakland, California
- Richmond Professional Institute, Richmond, Virginia
- San Jose State College, San Jose, California
- Texas State Teachers College, Denton, Texas
- Ohio State University, Columbus, Ohio
- University of Kansas, Lawrence, Kansas
- University of New Hampshire, Durham, New Hampshire
- University of Southern California, Los Angeles, California

II. THE FIELD AS A VOCATION

Since 1931, the American Occupational Therapy Association has maintained a national annual register of occupational therapists to protect hospitals and institutions from unqualified persons, to maintain high standards, and to safeguard the status of professional therapists.

The salaries paid compare well with those of nurses, dieticians, librarians, social workers, and teachers. Inexperienced therapists begin at $1300 to $1600. In

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3 Folder, issued by the American Occupational Therapy Association, 175 Fifth Avenue, New York City, New York.

4 Helen S. Willard, "Occupational Therapists Wanted!" reprinted from School and College Placement, Volume III, Number 3, 1941.
federal hospitals, they receive $1620 to $2,000, plus overtime pay. "The standard Federal workweek of forty-eight hours includes eight hours of overtime. The increase in compensation for overtime amounts on an annual basis to approximately 21 per cent of the basic salary." \(^5\)

Hospital salaries range up to $3000. Directors of departments, divisions, or schools may receive $3000 to $5000. \(^6\)

The majority of workers are employed in New England, New York, and Pennsylvania, but there are many in Mid-Western states, and a growing number in the far West and South. Army hospitals are increasing the distribution of employment throughout the country. Departments have been established in Hawaii, Puerto Rico, Venezuela, Canada, England, Scotland, Australia, Sweden, Denmark, India, and other foreign countries. \(^7\)

III. CURRICULUM FOR APPROVED SCHOOLS

The curriculum in the field of occupational therapy consists of three parts: first, theoretical instruction;

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\(^6\) Helen S. Willard, "Occupational Therapists Wanted!"

\(^7\) Helen S. Willard, "Occupational Therapy as a Vocation," p. 4.
second, technical instruction; and third, practical training in hospitals and other institutions.

The theoretical instruction includes courses in the biologic sciences, the social sciences, medical subjects, and the basic theory of occupational therapy.

The technical instruction includes the application of the skills in arts and crafts, in recreation, and in education, to the cure of various illnesses.

The practical training is given in hospitals of various kinds and corresponds to the internship of the medical student. 8

The following are the minimum standards for the training in occupational therapy in an approved school:

1. Length of Course

Twenty-five calendar months (100 weeks) of full time training

2. Distribution of Time

Sixty semester hours in theoretical and technical training

a. Theoretical training--30 semester hours

   (1) Biologic sciences--15 semester hours

   Anatomy

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8 "General Information for Occupational Therapy," a monograph, issued by Mount Mary College, Milwaukee, Wisconsin.
Kinesiology
Neurology
Physiology
Psychiatry
Psychology

(2) Social sciences--4 semester hours
   Sociology
   Delinquency and crime
   Social and educational agencies

(3) Theory of occupational therapy (interpretative courses)--4 semester hours
   Orthopedics
   Pediatrics
   Tuberculosis
   General medicine and surgery
   Special fields

(4) Clinical subjects--4 semester hours
   Blindness
   Deafness
   Cardiac diseases
   Communicable diseases
   General medical and surgical conditions

(5) Electives--3 semester hours

b. Technical training--30 semester hours
Concentration in one field
Survey courses in the other fields

(1) Field of therapeutic arts and crafts
   Design
   Leather
   Metal
   Plastic arts
   Textiles
   Wood

(2) Field of educational therapy
   Adult education
   Fine and applied arts
   Home economics
   Hospital library management
   Primary and secondary education

(3) Field of recreational therapy
   Dramatics
   Gardening
   Music
   Physical education
   Social recreation

c. Clinical affiliations--9 months
   Mental hospitals--2 months
   Tuberculosis Sanatoria or services--1 month
General hospitals--1 month
Children's hospitals or services--1 month
Orthopedic hospitals or services--1 month
Optional--3 months

In planning courses on occupational therapy at Mount Mary College, it was thought desirable to obtain a cross-section of opinion of therapists actually at work in the field. So, in 1940, a questionnaire was sent to the 800 Occupa-Therapists in the United States asking for basic information regarding their experience.

The following are some of the questions which were asked and the answers received:

"What courses taken during your training period have been especially helpful?"

Some therapists found mechanical drawing valuable, particularly when associated with a knowledge of those principles of design that will assure beauty and utility.

They were much opposed to mere busy work for a patient. All projects should have beauty and serve their purpose.


10 "General Information for Occupational Therapy," folder issued by Mount Mary College, Milwaukee, Wisconsin.
Design was emphasized more than other topics because a thorough knowledge of design and color is the best foundation for crafts. Its importance was very definitely indicated in the statement that all crafts can be developed if there is a basic knowledge of design.

The use of salvage materials and learning to supplement inexpensive equipment were also deemed very useful.

Many therapists found their teaching experience and specific training procedures were most helpful.

To the question, "What basic training in music or musical appreciation would you give to all occupational therapists in training?" there was an overwhelming opinion expressed that a well-rounded fundamental course in music appreciation should be required of all therapists. Closely following was the opinion that leadership in group singing or choral singing was highly desirable. The ability to read music, to play an instrument, and to organize dancing were also considered most helpful.

Another question asked was, "Have you any suggestions for improving the training of occupational therapists?"

Several therapists commented that they thought more practice in actual setting up looms, the understanding of loom mechanics and pattern making needed to be given. Others thought more thoroughness and accuracy in craftsmanship should be emphasized.
Lastly, one therapist wrote that she thought the occupational therapy work should be combined with a good, general college course. The techniques learned in a teachers college would enable the therapist to be a better instructor, and also to grasp more quickly the requirements set forth by the medical staff.\textsuperscript{11}

Several teachers colleges have become approved schools of occupational therapy, as listed on pages 24 and 25.

IV. QUALIFICATIONS FOR THERAPY AIDES AS ESTABLISHED BY THE CIVIL SERVICE COMMISSION CALL

Since this study is primarily concerned with the qualifications for therapy aides of a particular group, the Section SP-4, Group 2, is of special interest because it is used as a basis for checking the courses offered by Indiana State Teachers College.

The United States Civil Service Commission Call for occupational therapy aides lists three classifications:

A. Occupational Therapy Aide, SP-6, $2,000 a year

List 1. Applicants must have both a and b below:

a. Graduation in occupational therapy from an approved school

b. One year of experience in a hospital acceptable to the American Medical Association

List 2. Applicants must have both a and b below:

a. One of the following:

(1) Bachelor's degree in a college or university, with:

Eighteen semester hours in arts and crafts or trades and industries

Twelve semester hours in principles of general psychology and abnormal behavior

One year of experience in a hospital acceptable to the American Medical Association, Or

(2) Eighteen months' experience as a classified pupil or junior aide in occupational therapy in a Veterans' Administration Facility

b. One year of experience in a hospital acceptable to the American Medical Association, in addition to that required under a (1) above

B. Occupational Therapy Aide, SP-5-$1,800 a year

Applicants must meet the requirements in one of the categories under List 1a or List 2a above.

C. Occupational Therapy Aide, SP-4,$1,620 a year

Applicants must have one of the following:

1. Thirty semester hours in an approved school
of occupational therapy

Six months' experience in a hospital acceptable to the American Medical Association, or

2. Two years of study in a college, normal school, university, or school of industrial arts above secondary grade

Nine semester hours in theoretical and technical instruction in either arts and crafts or trades and industries

Six semester hours in the principles of general psychology and abnormal behavior

Six months' experience in a hospital acceptable to the American Medical Association, or

3. Three years' experience in hospitals acceptable to the American Medical Association, or

4. Completion of the occupational therapy course offered to hospital attendants in a neuropsychiatric hospital of the Veterans' Administration

Two years' experience in a neuropsychiatric hospital\textsuperscript{12}

CHAPTER IV

ANALYSIS OF OFFERINGS RELATED TO OCCUPATIONAL THERAPY
IN INDIANA STATE TEACHERS COLLEGE

A. Two-year course for Therapy Aides

The following requirements have been used as the basis for checking the adequacy of the courses offered by Indiana State Teachers College to meet the qualifications set forth by the United States Civil Service Commission for Occupational Therapy Aides, SP-4, group 2:

Two years of study in a college, normal school, university or school of industrial arts above secondary grade

Nine semester hours in theoretical and technical instruction in either arts and crafts or trades and industries

Six semester hours in the principles of general psychology and abnormal behavior

Six months' experience in a hospital acceptable to the American Medical Association

To translate semester hours to quarter hours, which is the basis of the courses in Indiana State Teachers College, multiply the number of semester hours by 1\(\frac{2}{3}\). So 9 semester hours are equivalent to 12 quarter hours.

hours equals $13\frac{1}{2}$ quarter hours; and 6 semester hours equals 9 quarter hours.\textsuperscript{2}

The American Occupational Therapy Association in its "Minimum Standards," says that, "The Field of Therapeutic Arts and Crafts is to include: Design, Leather, Metal, Plastic Arts, Textiles, and Wood.\textsuperscript{3}

Indiana State Teachers College offers courses as follows:

a. To satisfy the requirements of $13\frac{1}{2}$ quarter hours in arts and crafts or trades and industries, the following courses are available:

Department of Art

132 Color and Design. A study of design and color through practical application and experiment.

141 Sculpture. Composition in the round. Carving and modeling in such media as wood, plaster, clay, and stone.

241 Design in Materials. Designing with many kinds of simple materials, such as wood, glass, yarn, paper, and plaster.

242 Metal Craft. Designing and constructing articles

\textsuperscript{2} Information obtained from the Registrar's Office of Indiana State Teachers College.

\textsuperscript{3} "Minimum Standards for Training in Occupational Therapy," issued in mimeographed form by the American Occupational Therapy Association, 175 Fifth Avenue, New York, New York.
from copper, brass and other metals by the process of spinning, raising and hammering.

341 Pottery. Hand building, throwing on the wheel, glazing and firing clay shapes.

342 Metal Craft. Designing in metals and the mounting of stones.

344 Design. Original designing in materials such as woven, printed, or dyed textiles, sawed or turned wooden objects and bookbinding.

391 Methods. Philosophy and methods of teaching art at all levels developed through discussion, observation, and participation.

Department of Industrial Arts

103 Industrial Arts Design. Principles of design as applied to problems of construction in industrial art.

111 Elementary Woodwork. Stresses organization of teaching materials, correct construction, and good design in woodwork.

112. Furniture and Cabinet Making. Emphasis on design, materials, equipment, and shop arrangement.

b. To satisfy the requirements of 9 quarter hours in principles of general psychology and abnormal behavior, the following courses are available:

Department of Education:
220 Psychology. General introduction. Fundamental facts and principles of psychology as a basis for teacher education.

426 Mental Hygiene. Psychology of personality adjustment, types of maladjustment, and principles and procedure for dealing with adjustment problems.

428 Abnormal Psychology. Study of forms of mental abnormality and procedure for dealing with its problems.

429 Clinical Psychology.4

Since all hospital experience for the Civil Service therapy aides must be in an institution approved by the American Medical Association, it was useless to consider the local hospitals in that capacity. An inquiry, therefore, was made of the United States General Hospital, Camp Atterbury, Indiana, concerning the possibility of Indiana State Teachers College students obtaining their six months' practical experience there. Lieutenant Colonel R. A. Fleetwood answered under date of April 24, 1944, that he felt sure that something could be worked out later with the department in their hospital in giving students from this school an opportunity for practical training in this field. He felt certain that there would be in the future a great demand for this type of

trained individual.

B. Complete course for therapy aides

To meet the requirements of the Civil Service Commission for Occupational Therapy Aides SP-6, the applicant must be a graduate from an approved school and have one year of experience in a hospital acceptable to the American Medical Association.\(^5\)

It is significant to note how many of the requirements of the approved school Indiana State Teachers College fulfills.

The curriculum of Michigan State Normal College, Ypsilanti, Michigan (an approved school) will be used as the basis of comparison.

Curriculum for Occupational Therapy

Michigan State Normal College

Indiana State Teachers College

Group I--18 quarter hours

Language and Literature

Use of Books and Libraries . . . . . . 3 Use of Books and Libraries . . . . . . 1
Dramatics for Elementary Grades . . . . 4 Creative Dramatics . . . . 2
Electives . . . . . . . . 10\(\frac{1}{2}\)

Group II--37\(\frac{1}{2}\) quarter hours

Science

Group III--18 quarter hours

Social Studies

National Government in the United States. 3 Federal Government . . . . 4
Juvenile Delinquency. . 4½
Electives . . . . . . . 10½

Group IV--28½ quarter hours

Education and Special Education

Principles of Teaching. 4½ Principles of Teaching--Secondary. . . . . . 4
Principles of Teaching--Elementary . . . . . . . 4

Pre-Clinical Teaching . 7½
Theory of Occupational Therapy . . . . . . 3

Psychology. . . . . . . 4½ General Introduction to Psychology . . . . . . . 4
Educational Psychology . . 4

Fundamental Elementary Science. . . . . 3 Elementary Science . . . . 4
Gardening . . . . . . . 3

General Bacteriology. . 4½ Introductory Bacteriology. 4
Microbiology for Nurses in Training. . . . . 4

General Zoology . . . . 6 General Animal Biology . . . . 4
Biology of Vertebrate Animals. . . . . . . 4

Anatomy and Physiology. 7½ Principles of Human Anatomy. . . . . . . 4
General Physiology . . . . 4
Introduction to Human Physiology . . . . . . 4

Kinesiology . . . . . . 3 Applied Anatomy and Kinesiology. . . . . . 4
Psychiatry and Neurology . . . . . . 3
Introduction to Neurology. 4

Medical Lectures. . . . . 3
Advanced Theory of
  Occupational Therapy. 4½
Physical Reconstruction
  of Crippled
  Children. . . . . . 3
Education of Exceptional
  Children . . . . . . 3
Exceptional Child and
  His School . . . . . . 4
Mental Hygiene. . . . . . 3
Mental Hygiene . . . . . . 4

Group V--16½ quarter hours

Fine Arts

Elementary Art . . . . . 4½
Elementary Art Methods . . 4
Design . . . . . . 4½
Color and Design . . . . . 4
Design in Materials . . . . 4
Advanced Design . . . . . 4½
Advanced Design . . . . . 4
Elective (Music). . . . . 3

Group VI--37½ quarter hours

Practical Arts

Household Mechanics . . 4½
Art Metal Work and
  Plastics. . . . . . 3
Metal Craft. . . . . . . 4
Cement Handicrafts
  and Pottery . . . . . 3
Sculpture. . . . . . . 4
Pottery. . . . . . . 4
Weaving . . . . . . 3
Advanced Arts and
  Crafts. . . . . . . 4½
Advanced Metal Craft . . 4
Painting, Water Color . . 4
Oil Painting . . . . . . 4

Electives . . . . . . 19½

Group VII--3 quarter hours

Physical Education and Health

Theory and Philosophy
  of Play . . . . . . 3
Theory and Practice of
  Organized Play . . . . . 4
Physical Training . . . . . 22½
Additional Required
  Work. . . . . . . 12

English Grammar . . . . . 4
Junior English Composition 4
Advanced Composition . . . 4
Public Speaking .... 3 Public Speaking ... 4
Handwriting ....... 3 Penmanship and Spelling ..... 47
Electives ......... 9
Total .......... 180 quarter hours 6

An inspection of this tabulation reveals that the most
outstanding deficiencies are:

Gardening .......... 3 quarter
Medical Lectures .... 3 hours
Juvenile Delinquency ... 4½
Pre-Clinical Teaching ... 7½
Theory of Occupational Therapy ... 3
Psychiatry ........... 2
Advanced Theory of Occupational Therapy ... 4½
Physical Reconstruction of Crippled
Children .......... 3
Household Mechanics .... 4½
Weaving ........... 3
Total ............ 38 quarter hours

In addition there are a number of courses for which
at least a partial equivalent now exists. In the actual
organization of a therapy course at Indiana State Teachers
College, it would be necessary to make a detailed analysis
of these courses to determine what additions are needed.
This list follows:

Use of Books and Libraries

Creative Dramatics

6 "Michigan State Normal College Bulletin," 38:66,
Number 2, May, 1943.

Kinesiology

It is probable that the 49½ quarter hours of electives could be fully met by the present offerings.
CHAPTER V

SUMMARY AND RECOMMENDATIONS

I. SUMMARY

As has been shown, occupational therapy offers a broad, varied, and fascinating field which is valuable in war or peace, in depression or in prosperity. It has an esthetic and practical appeal, and the satisfying results of providing the maladjusted and handicapped person with a means of restoration to normal living and to rehabilitation.

It has been shown that Indiana State Teachers College has the curriculum facilities for training aides in a certain class for the government hospitals, and that it has a great part of the curriculum required for an approved school in occupational therapy.

II. RECOMMENDATIONS

Since therapist aides are in such great demand in this war period, and for the following one of post war, it is recommended that Indiana State Teachers College attempt to do its share in this training. Possibly, with the shortage of instructors, it would not be expedient at this time to undertake the organization of a complete course to meet the requirements set up by the American Medical Association for an
approved school. However, the two-year preparation for the United States Civil Service Aides can be met easily with the help of the United States General Hospital at Camp Atterbury, Indiana, for the six months' hospital training.

Finally, it is recommended that if, and when, Indiana State Teachers College decides to organize a complete therapy course, a more extensive analysis of certain courses be made in order to determine exactly what additions are needed.
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