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Differences in Values and Goals of Occupational Therapy Students

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**DIFFERENCES IN VALUES AND GOALS OF
OCCUPATIONAL THERAPY STUDENTS**

by

Margaret A. Danka

**A Thesis
Submitted to The
Faculty of The Graduate College
in partial fulfillment of the
requirements for the
Degree of Master of Science
Department of Occupational Therapy**

**Western Michigan University
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DIFFERENCES IN VALUES AND GOALS OF OCCUPATIONAL THERAPY STUDENTS

Margaret A. Danka, M.S.

Western Michigan University, 1990

This study compared professional values and goals of three levels of occupational therapy students: (1) seniors in baccalaureate programs ($n=337$), (2) students in professional master's programs ($n=95$), and (3) students in post-professional master's programs ($n=62$). Demographic characteristics and factors influencing career choice were also examined.

Significant differences were found among the three student groups for three professional goals: (1) contributing to theory, (2) doing research, and (3) educating occupational therapy students, and four professional values: (1) intellectual stimulation, (2) exciting life, (3) comfortable life, and (4) helpfulness. The demographic differences among the three student groups that were most pronounced were parents' educational background, continuing education, and elementary and secondary school achievement.

Implications for career counseling, recruitment, increased manpower, decreased shortage of occupational therapists, decreased attrition, and future curriculum planning were generated from the results.

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Margaret A. Danka

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CHAPTER I

INTRODUCTION

Overview of the Problem

The U.S. Department of Labor, Bureau of Labor Statistics, projected that occupational therapy will rank seventeenth among all professions in growth through the year 2000 (Silvestri & Lukasiewicz, 1987). According to recent data from the Research Information and Education Division of The American Occupational Therapy Association, there is approximately a 25% shortage of occupational therapists (Silvergleit, 1989). As the demand for occupational therapists increased, the number of graduates from occupational therapy programs also increased. Each year occupational therapy educational programs add 2,300 new occupational therapists to the work force, yet the American Occupational Therapy Association estimated that 6,000 jobs were unfilled (Silvergleit, 1989).

Although there is much published demographic data regarding occupational therapy students and the personality traits and professional productivity of occupational therapy graduates from various levels of educational programs, there are few data regarding students' professional

values and goals. Knowing the professional values and goals of students can be of benefit to the profession for a number of reasons, including implications for career counseling, recruitment, decreased attrition, and future curriculum planning.

By knowing occupational therapy students' values and goals, counselors can help them find the most economical way to further their education as well as direct them to the most appropriate area and level of professional education. Students preparing to enter an educational program may be directed toward occupational therapy if their values and goals fit that of the occupational therapy philosophy. Also, undergraduates who fit the graduate profile may be counseled into graduate programs. Recruiting incoming students into occupational therapy has implications for increasing manpower and decreasing the shortage of occupational therapists. Knowledge of students' goals and values may help recruiters identify students who will be successful in both the academic environment and in clinical practice.

Purpose of the Study

The purpose of this study is to compare the professional values and goals of three levels of occupational therapy students: (1) seniors in baccalaureate programs, (2) students in professional master's programs (master's

programs for students who have a baccalaureate degree in another field), and (3) students in post-professional master's programs (master's programs for students who have a baccalaureate degree in occupational therapy).

Research Questions

The questions to be examined are:

1. Is there a relationship between students' values and their professional goals?
2. Is there a relationship between students' values and the level of their professional education?
3. Is there a relationship between students' professional goals and the level of their professional education?
4. Are there differences in demographic data among the three levels of students?

CHAPTER II

REVIEW OF RELATED LITERATURE

The literature review describes factors related to demographic data of occupational therapy students and the professional values and goals of these students. This chapter is presented in the following sections: (a) goals and values of health care professionals, (b) goals and values of occupational therapists, (c) goals and values of occupational therapy students, (d) factors that influence recruitment of students into occupational therapy programs, and (e) demographic differences among occupational therapists.

Goals and Values of Health Care Professionals

Therapists

The purpose of a study by Holmstrom (1975) was to present a profile of aspirants to a career in therapy, including occupational therapy, physical therapy and speech therapy. Some of the variables studied were self-ratings of selected personal attributes, life goals, and reasons for career choice. Therapists (occupational therapists, physical therapists and speech therapists as a

group) rated themselves high on personal attributes of: (a) understanding of others, (b) popularity, (c) popularity with the opposite sex, (d) social self-confidence, (e) public speaking ability, (f) cheerfulness, (g) academic ability, (h) drive to achieve, and (i) intellectual self-confidence.

Some life goals on which therapists rated themselves high were: (a) helping others in difficulty, (b) becoming an authority on a special area in one's field, (c) keeping informed about political affairs, (d) obtaining recognition from colleagues for professional contributions, and (e) being well off financially. These responses are in rank order. Therapists also indicated some of the reasons for their choice of career. The most frequently given reasons for choosing a career as a therapist were: (a) opportunity to work with people, (b) opportunity to help others, (c) opportunity to make a contribution to society, (d) opportunity to work with ideas, (e) intrinsic interest in the field, and (f) opportunity to be original. These were the first six responses in rank order (Holmstrom, 1975).

Nurses

The National Panel for Essentials of College and University Education for Professional Nursing (American Association of Colleges of Nursing, 1986) recommended an essential education for professional nursing students. It

assumed that there is a set of essential values that should be developed by each student. Values are defined here as the beliefs or ideals to which the individual is committed and which guide behavior. The values are reflected in the individual's attitudes, personal qualities and consistent patterns of behavior.

There are seven recommended values that are considered essential for a professional nurse. These are: (1) altruism, (2) equality, (3) esthetics, (4) freedom, (5) human dignity, (6) justice, and (7) truth. According to the American Association of Colleges of Nursing, professional nursing students must acquire these essential values in their academic preparation if they do not enter the field already in possession of them.

Psychologists

Silverman, Bishop and Jaffe (1976) studied the terminal and instrumental values of graduate students in psychology. They hypothesized that student values differ by educational program type and on the focus of the student's future career. They sent letters to curriculum directors of 98 psychology doctoral programs in the United States and 954 students participated in the research. These students were compared to 68 other college educated students and students were also compared among the different psychology programs. The students completed the

Rokeach Value Survey (Rokeach, 1968) which contains 18 terminal values and 18 instrumental values. The psychology students more often chose: (a) true friendship, (b) self-respect, (c) social recognition, (d) mature love, (e) capability, (f) imagination, (g) independence, and (h) intellectual endeavors as highly valued qualities. The other college educated group more often chose: (a) forgivingness, (b) honesty, (c) obedience, (d) politeness, (e) responsibility, and (f) self-control as highly valued qualities.

Differences were also found among the various subgroups in the psychology curricula. The first group consisted of those in clinical, personality, developmental, and social psychology. The second group consisted of those in industrial, quantitative, experimental, and general psychology. The first group highly valued: (a) true friendship, (b) mature love, (c) cheerfulness, (d) helpfulness, and (e) lovingness. The second group highly valued: (a) intellectual endeavors and (b) logic. Interpersonal values were stressed by the first group, and cognitive competency was stressed by the second group. The author concluded that students' values differ by educational program type and on the focus of the students' future careers (Silverman et al., 1976).

In summary, the goals and values of therapists, nurses and psychologists have been examined by various researchers, and differences can be noted among the various groups

and between groups within these professions.

Goals and Values of Occupational Therapists

This section of the literature review pertains to values of occupational therapists. The research that is presented was done by Van Deusen Fox.

Van Deusen Fox (1981) examined knowledge and values held by recent graduates regarding occupational therapy theory development. There were two purposes for this research. The first was to examine whether occupational therapists completing basic occupational therapy preparation had knowledge of a wide range of occupational therapy theorists and whether they placed value on theory development. The second purpose was to provide data for educational planning and to determine whether the value position of new occupational therapists related to selected educational variables or to knowledge of theorists.

Subjects for this research were 109 new occupational therapists who had recently passed the certification examination. Ten percent were entry-level post-baccalaureate therapists (including professional master's and certificate graduates), and 90% were graduates of baccalaureate programs. They were chosen because it was thought that their opinions most nearly reflected the values reinforced by current education and field preparation, rather than by practice. The therapists completed three questionnaires.

The first was an educational data questionnaire that requested information regarding degrees held, location of the educational program, and a self-report on whether the subject was an "A," "B," or "C" student. The second questionnaire was a values survey regarding the importance of theory development. The third questionnaire pertained to occupational therapy concepts and to the knowledge that the therapists had of five major occupational therapy theorists. Each therapist was requested to complete all three questionnaires at the same time.

It was found that fewer than 1% of new occupational therapists placed high value on theory building when compared to other aspects of the occupational therapy discipline. Fourteen percent of the therapists placed a moderate value on occupational therapy theory construction, while 85% placed little value on theory building. Significant differences were found in value positions toward occupational therapy theory development between new occupational therapists with baccalaureate degrees and those with professional level master's degrees or certificates. Those who graduated with a professional level master's degree or a certificate more highly valued occupational therapy theory development. The researcher concluded that, in general, new occupational therapists do not place high value on theory development relative to other aspects of occupational therapy; however, those who graduated from

professional master's programs and certificate programs were found to more highly value theory development than those who graduated from baccalaureate programs. Van Deusen Fox (1981) speculated that rather than not having theory development emphasized in the educational program, the emphasis may not have been internalized by the new therapists, and that graduate education contributed to development of theory as a high professional priority. There are implications in this study for determining the prediction of value positions. If the Profession wishes to increase the number of entry-level therapists with a high priority on theory development, then the chances are good that increasing the number of therapists educated at the post-baccalaureate level would contribute to this objective (Van Deusen Fox, 1981).

Goals and Values of Occupational Therapy Students

This section of the literature review addresses goals and values of occupational therapy students. Included in this section are studies done by Madigan (1985); Barris, Kielhofner and Bauer (1985); and Katz (1982).

Madigan (1985) compared freshmen and sophomore occupational therapy assistant students to junior and senior professional occupational therapy students. She examined biographical characteristics, occupational choice motives, career aspirations, and work values. She found that the

professional level occupational therapy students had more experience with occupational therapy before entering their educational program than did the occupational therapy assistant students. The professional level occupational therapy students were more likely to learn about occupational therapy from an occupational therapist or occupational therapy student, whereas the occupational therapy assistant students were more likely to learn about occupational therapy from printed literature.

There were also differences in some of the reasons the students gave for choosing occupational therapy. The professional level students identified "leadership possibilities" and "a great deal of independence" as important reasons for choosing occupational therapy, whereas the occupational therapy assistant students identified "low pressure job" as an important reason for entering the profession. Some of the career goals were also different between the two groups. Goals such as: (a) supervising the work of others, (b) heading an occupational therapy department, (c) writing books or journal articles, (d) teaching, (e) consulting, and (f) having a private practice were selected by many more professional level occupational therapy students than occupational therapy assistant students. The occupational therapy assistant students, on the other hand, more often chose "creating artistic works" as a main goal in their career choice. Nine work values,

as determined on the Work Values Inventory (Super, 1970), were different between the two groups of students: scores for the professional level occupational therapy students were higher for way of life, independence, variety, and intellectual stimulation. Scores for occupational therapy assistant students were higher for achievement, surroundings, supervisory relationships, security, and esthetics (Madigan, 1985).

Barris et al. (1985) studied the relationship between students' professional values and academic satisfaction. They looked at students' value preferences and the relationship between these preferences and the ways the students reflected upon and evaluated their educational experiences. The students involved in this research were occupational therapy and physical therapy juniors, and first year occupational therapy graduate students in programs at Virginia Commonwealth University, Richmond, Virginia. Some of the questions that were examined were:

1. Do value preferences correlate with academic satisfaction?
2. Are occupational therapy and physical therapy students similar in their preferences?
3. Are undergraduates and graduates characterized by similar value preferences?

The students completed the Rokeach Value Survey (Rokeach, 1968) and a satisfaction questionnaire which

looked at the relationship between students' coursework and their professional goals.

The researchers found that, in general, all three groups highly valued qualities that describe a caring, empathetic, helping professional. They also found that the three groups varied in their priorities in educational and life values. Graduate occupational therapy students gave greater emphasis to universal social values, and undergraduates had more concern for self-restraint, virtue and practicality. Graduate students expressed a commitment to a larger ideal or whole and undergraduates expressed a concrete, functional approach to the world and to learning.

When compared to occupational therapy students, the physical therapy students preferred that more emphasis be given to technical skills. Their program appeared to be meeting their needs for concrete, technical learning, because they were the most satisfied of the groups.

Undergraduate occupational therapy students valued cheerfulness, but did not value obedience. These students, who, according to the authors, were making decisions and evaluating alternatives for the first time in their education and who were unaccustomed to the need for responsibility and independence, found their professional education to be overly stressful.

Graduate occupational therapy students highly valued theories of occupation which correlated to high

satisfaction with their professional education. These students felt negatively about a concrete learning preference, the value of logic, and research on the relative effectiveness of treatment. This pattern suggested that students who preferred prescriptive certainty provided by logical and concrete data on how to treat patients were less satisfied when their coursework pointed to uncertainty about treatment approaches and a need for critical judgment, appraisal, and personal decision-making in selecting treatment. Barris et al. (1985) concluded that values may be relevant to understanding student satisfaction and stress; however, other measures which are more specific to occupational goals may be more fruitful in revealing the relationships to student satisfaction.

Katz (1982) examined the terminal and instrumental values of 56 occupational therapy juniors and 48 occupational therapy first year graduates at New York University, New York. The researcher included a non-statistical comparison between the occupational therapy students and 68 other college students not in occupational therapy. This research examined the difference of values between junior occupational therapy students and first year graduate occupational therapy students, and identified and described values of beginning occupational therapy students and compared how these values differed from other college educated adults.

The students completed the Rokeach Value Survey (Rokeach, 1968), a security-insecurity inventory, the E-Factor of the 16 Personality Factor Questionnaire (Cattell, 1946), and a demographic and hobby information questionnaire. The researchers found that the juniors more often chose: (a) forgiving, (b) clean, (c) cheerful, (d) comfortable life, and (e) happiness as highly valued qualities. In contrast, the first year graduates highly valued intellectual endeavors. When compared to the college-educated sample, the occupational therapy students more often chose: (a) capable, (b) helpful, (c) loving, (d) exciting life, (e) happiness, (f) inner harmony, (g) self-respect, and (h) true friendship as highly valued qualities. The college educated group, on the other hand, highly valued: (a) broadmindedness, (b) self-control, (b) world peace, (c) family security, (d) freedom, and (e) national security. Katz (1982) concluded that knowing the values of students can benefit the profession of occupational therapy because they provide insight into the roles that govern action choices and influence attitudes of students in professional curricula. Knowing students' values also gives information to occupational therapy educators regarding whether students' values will fit into the occupational therapy philosophy (Katz, 1982).

These various researchers have examined students' work values, career aspirations, academic satisfaction and some

of the terminal and instrumental values that students in different educational levels possess.

Factors That Influence Student Recruitment Into Occupational Therapy Educational Programs

Researchers have identified factors that may influence recruitment and retention of occupational therapy students. Many seem to agree that measures other than grades or personality profiles need to be utilized for recruitment and retention of these students. Identification of students' values and goals may be two of these measures.

Knoblock (1983) examined the factors influencing college major and career choice of occupational therapists and high school seniors. Seventy-four therapists who graduated with professional master's degrees, 68 therapists who graduated with baccalaureate degrees and 156 high school seniors were the subjects for this study. The researcher hypothesized that the following factors influence the choice of a college major and career: (a) awareness of the occupational field; (b) age when first heard of the occupational field; (c) age at time of career choice; (d) accurate knowledge of the characteristics of the occupational field; (e) aspiration for college education; (f) role models; (g) socio-economic background; and (h) occupational values, needs and abilities.

It was found that none of the high school seniors chose occupational therapy for a career, the majority of

them were unaware of occupational therapy, and they had an inaccurate perception of the nature of the field. Occupational therapists with baccalaureate degrees and occupational therapists with professional master's degrees significantly differed on: (a) age when first heard of the occupational field, (b) age at time of career choice, and (c) socio-economic background. These two groups agreed on occupational values, needs, interests, and abilities.

Knoblock (1983) found that: (a) awareness of occupational field; (b) accurate knowledge of the characteristics of the occupational field; (c) aspiration for college education; (d) role models; and (e) occupational values, needs, interests, and abilities are very important to the choice of occupational therapy for a college major and career. The researcher recommended that potential candidates for occupational therapy be recruited into the field at an earlier age and that a priority be given to personal contact with occupational therapists in the recruitment effort.

Townsend and Mitchell (1982) surveyed 421 registered occupational therapists throughout the United States who had obtained a degree or certificate in occupational therapy since 1970. They found that an interest in occupational therapy occurred first through personal contact such as through a health professional, a family member, or a friend. The majority of those studied had developed an

interest in occupational therapy between the ages of 16 and 20. Influential recruitment techniques included: (a) volunteer jobs; (b) books, magazines, and newspapers; (c) guidance counselors; and (d) career days. They reported that selection of a professional field of study before the end of the sophomore year in college produced a majority of students who were really not aware of the profession's major responsibilities, a factor which contributes to attrition rate. They concluded that the increase in the number of applicants, the quality of the students selected and the attrition rate were measures of the effectiveness of recruitment programs (Townsend & Mitchell, 1982).

Various researchers have examined some of the factors that influence recruitment of students into occupational therapy educational programs. These researchers agree that measures other than grade point average or personality profiles need to be utilized for recruitment and retention of these students.

Demographic Differences Among Occupational Therapists

Various studies have examined some of the demographic differences among occupational therapists. Researchers have looked at occupational therapists' professional productivity, feelings of competence, professional publications, involvement in professional organizations, research endeavors, construction of marketable assessments and

assistive devices, and participation in administrative tasks.

A study by Gilkeson and Hanten (1984) examined various characteristics of occupational therapists who had been practicing from one to six years. They compared individuals who entered the profession at the baccalaureate level to those who entered at the professional master's level. They found that at each year beyond graduation, the master's-prepared respondents had devoted more hours to administrative management tasks than did the baccalaureate level respondents. As early as two years beyond graduation, occupational therapists graduating with a master's degree had engaged in research at a higher frequency than those with a baccalaureate degree, and at five years beyond graduation, master's respondents had spent significantly more time teaching in an academic institution than baccalaureate respondents. It was found that master's respondents six years beyond graduation rated their feelings of competence in their present position to be the same as, or higher than, those who graduated with a baccalaureate degree. Also at each level, income tended to be higher for the master's respondents. Master's graduates at each year beyond graduation rated themselves higher on perceived knowledge of research methodology and in skill at carrying out a research project than did the baccalaureate respondents. Six years beyond graduation, the master's graduates

had a higher number of programs or workshops presented at various professional conferences or meetings (Gilkeson & Hanten, 1984).

Rogers and Mann (1980a) studied the relationship of the educational level of registered occupational therapists to their professional productivity. They defined professional productivity in terms of: (a) practice, (b) education, (c) research, (d) publication, (e) professional activities, and (f) health care policy planning. Subjects had graduated from either: (a) baccalaureate programs, (b) post-baccalaureate certificate programs, (c) professional master's programs, (d) post-professional master's programs, (e) master's programs in a field other than Occupational Therapy, or (f) doctoral programs. No differences were found in terms of professional productivity among the three groups of master's degree level occupational therapists. However, as educational level increased, so did scores on the productivity variables stated above. When professional master's degree respondents were compared to baccalaureate degree respondents, it was found that individuals with master's degrees made greater contributions in the areas of education, research, publication, professional activities, and practice. Respondents from doctoral programs made the greatest contribution in each of these areas (Rogers & Mann, 1980b).

A study by Clark, Sharrot, Hill, and Campbell (1985)

compared occupational therapists who had graduated from the baccalaureate and the professional level master's programs at the University of Southern California, Downey, California. Respondents were compared in the categories of: (a) attitudes toward professional issues, (b) involvement in professional organizations, (c) educational goals, and (d) research and publication productivity. In the category of attitudes towards professional issues, the professional master's graduates more strongly agreed than the baccalaureate graduates with the statements:

1. In my experience, occupational therapists rely more on technique than theory.

2. I believe that graduate education enhances therapeutic effectiveness and provides a foundation for scholarly contributions in our profession.

3. I feel that Occupational Therapy is more of an art than a science.

4. I think occupational therapists should develop treatment plans based on an established frame of reference.

In the category of professional organizational involvement, the professional level master's graduates held more offices in the professional organizations to which they belonged and had been awarded more honors in the organizations. In the educational goals category, each group had anticipated further education, with the baccalaureate graduates anticipating education at the master's level and

the professional master's group anticipating further education at the doctoral level. Dramatic differences were found in the area of scholarly contributions. Those who had graduated from the professional level master's program had: (a) significantly more publications, (b) more publications in journals other than the American Journal of Occupational Therapy, (c) had presented at more professional conferences, (d) had patented more assistive devices, (e) had constructed more marketable assessments, and (f) had written more funded grants than the graduates of the baccalaureate program. The final category was that of publication of research. It was found that occupational therapists who graduated from the professional level master's program spent many more years conducting research and had published more articles in the American Journal of Occupational Therapy than had those who graduated from the baccalaureate program. The researchers concluded that there are similarities between the graduate level and the undergraduate level therapists; however, there were differences between graduates of baccalaureate and professional master's programs which suggested that the professional master's program better prepared occupational therapists to enhance the professionalization of occupational therapy through their attitudes towards professional issues, involvement in professional organizations, high educational goals and high research and publication

productivity (Clark et al., 1985).

In summary, there is a large amount of data regarding demographic differences of occupational therapists. Some of these differences included professional productivity, feelings of competence, professional publications, involvement in professional organizations, research endeavors, construction of marketable assessments and assistive devices, and participation in administrative tasks.

Summary

In conclusion, there is a representative amount of literature regarding values and goals of health care providers, values and goals of occupational therapists, factors that influence student recruitment in occupational therapy educational programs, and demographic differences among occupational therapists of differing levels of education (regarding education and professional productivity).

The literature contains little data regarding the professional values and goals of occupational therapy students. Knowing the professional values and goals of occupational therapy students can be of benefit to the profession for a number of reasons, including implications for counseling, recruitment, increased manpower and future curriculum planning.

CHAPTER III

DESIGN AND METHODOLOGY

Description of the Research Design

A cross-sectional descriptive study (Mann, 1985) was undertaken of three levels of occupational therapy students in a random sample of academic programs in the United States. The stated professional values and goals as well as demographic differences among students in each of the three levels of occupational therapy academic programs were compared. Human Subjects Institutional Review Board approval was obtained for this research (Appendix A).

Subject Selection

A sample of 20 of the 63 programs offering baccalaureate degrees, eight of the 16 programs offering professional master's degrees and 10 of the 27 programs offering post-professional master's degrees were randomly selected for inclusion in this study. Curriculum directors of the selected programs were contacted and invited to participate in the study. The curriculum directors who agreed to participate in the study were asked to provide to the researcher the number of students in their programs. The

number of seniors in the selected baccalaureate programs and the total number of students in the selected professional and post-professional master's programs were requested (not including those students currently on field-work), and enough questionnaires were sent to each program to accommodate each of these students.

Instrumentation

A questionnaire was developed by the researcher incorporating questions from other research, specifically Madigan (1985) and Morris (1982). Morris had compared public school teachers and public school administrators. Three slightly different forms of the questionnaire were developed for each of the three levels of academic programs (Appendices B, C, and D). The questionnaire consisted of fixed-alternative questions and one question with a five point response scale. Questions addressed five categories: (1) reasons for career choice, (2) values and goals of respondents, (3) how respondents learned about occupational therapy, (4) educational background of respondents, and (5) family background and socialization. Each questionnaire included a letter of consent (Appendix E). Questionnaires were pretested on three students in each of the three program levels (a total of nine students) at Western Michigan University, Kalamazoo, before distribution to other universities.

Procedure

Twenty of the 63 programs offering baccalaureate degrees, eight of the 16 programs offering professional master's degrees, and 10 of the 27 programs offering post-professional master's degrees were randomly selected to participate in this study. Letters requesting participation in the study (Appendix F) were mailed to each of the curriculum directors of the selected programs, along with a copy of the questionnaire for that particular program level.

Curriculum directors were asked to mail to the researcher information regarding the number of students in their programs (seniors in the baccalaureate programs, and all students in the professional and post-professional master's programs, not including those students on field-work). The researcher sent to the curriculum directors enough questionnaires for distribution to each of the students in the selected programs. A letter thanking the curriculum director (Appendix G) and an envelope with the address of the researcher and appropriate postage (determined by the initial postage) were sent to the curriculum directors with the questionnaires. The curriculum directors were asked to distribute the questionnaires to students and to place the return envelope in an accessible location for the students to return the questionnaires. The students were asked to complete the questionnaires and

place them into the return envelope. After a two-week period, the curriculum directors were asked to seal the envelope containing the completed questionnaires and mail it to the researcher.

Curriculum directors who did not respond to the initial request within three weeks were sent a follow-up letter (Appendix H) again requesting their participation and the number of students in their selected program level.

Data Analysis

Means and standard deviations were determined for each variable within the fixed alternative questions and for each variable included in the five point response question. There were 120 variables in the professional master's questionnaire, and 119 variables each in the post-professional master's questionnaire and the baccalaureate questionnaire. The means and standard deviations for each variable among the three program levels have also been established. The means for 15 specific variables among the three levels of students are compared to establish differences using chi-square and an analysis of variance.

CHAPTER IV

RESULTS

The study investigated the differences in professional values and goals of three levels of occupational therapy students: (1) seniors in baccalaureate programs, (2) students in professional master's programs, and (3) students in post-professional master's programs. The study also examined demographic data and factors that influenced respondents' career choice.

Students from 32 occupational therapy academic programs (17 baccalaureate programs, seven professional master's programs, and eight post-professional master's programs) participated in the study. A sufficient number of questionnaires were sent for each student in each of the 32 participating programs ($n=1163$). A return rate of 42.4% was achieved ($n=494$). The return rate was 44.4% ($n=336$) for the baccalaureate programs, and 36.3% ($n=95$) and 43.9% ($n=62$) for the professional master's and post-professional master's programs, respectively.

Characteristics of Respondents

Gender and Age

As expected, the majority of the students (94.6% of the baccalaureate students, 81.1% of the professional master's students, and 91.1% of the post-professional master's students) were female. Also as expected, the baccalaureate students were younger. The majority of them (56.8%) were between the ages of 20-22 years, while most of the professional master's students (41.1%) and the post-professional master's students (67.7%) were 29 years or older.

Elementary and Secondary School Achievement

The respondents were asked to provide information regarding their elementary and secondary school achievement. Although the majority of all three groups of students stated that they had achieved mostly A's and B's in elementary and secondary school, the post-professional master's respondents were twice as likely as the professional master's respondents and three times more likely than the baccalaureate respondents to say that they had received all A's. A minority of each group stated that they had mostly C's.

College Background

Surprisingly, 9.2% of the baccalaureate respondents

already had baccalaureate degrees and almost 10% (9.5%) of the professional master's students already had master's degrees. Almost 15% of the baccalaureate students had associate degrees. The professional master's students were asked to provide information about their undergraduate majors. Twenty-nine percent were psychology majors, 16% were biology majors, 8% were sociology majors, 6% had majored in the fine arts, and 5% each had majored in education, health sciences, and recreation therapy (Table 1).

The master's students were asked about the nature and size of their undergraduate universities. About half of the professional master's students (52.6%) had attended public undergraduate universities compared to (80.6%) of the post-professional master's students. The greater proportion of professional master's respondents (24.2%) had attended undergraduate universities of fewer than 2,000 students, while the greater proportion of post-professional master's respondents (32.3%) had attended undergraduate universities of greater than 20,000 students.

The respondents were also asked if they felt that they would return to school within five years to further their education. Based on three possible responses, the baccalaureate respondents (47.3%) were most likely to say they would return to school within five years, while 43.2% of professional master's respondents said that they would not return to school within five years. Almost 42% of the

Table 1
Previous Degrees Obtained

	Group Frequencies					
	Baccalaureate (<u>n</u> =336) Freq. %		Professional Master's (<u>n</u> =95) Freq. %		Post-Professional Master's (<u>n</u> =62) Freq. %	
Master's	3	0.9	9	9.5	1	1.6
Baccalaureate	31	9.2	82	86.3	45	72.6
Doctorate	0	0.0	0	0.0	0	0.0
Specialist	0	0.0	0	0.0	0	0.0
Associate	49	14.6	1	1.1	1	1.6
None	246	73.2	2	2.1	12	19.4
Other	6	1.8	0	0.0	2	3.2
Missing Data = 1			Missing Data = 1		Missing Data = 1	

post-professional master's respondents said that they did not know whether or not they would return to school.

Those who wanted to continue their education were asked about the highest degree they would like to obtain. Almost half of the baccalaureate students (49.7%) who said that they would like to pursue further education said they wanted study that would lead to becoming a specialist in the profession, whereas the highest proportion of the professional master's students (52.6%) and the post-professional master's students (51.6%) said they would like to attain a master's degree. Professional master's students (30.5%) were more than twice as likely, and post-professional master's students (37.1%) were almost three times as likely as baccalaureate students (13.4%) to state that they would like to obtain a doctoral degree.

Respondents relied on various sources to finance their educations. Most baccalaureate respondents (64.9%) stated that their families assisted in financing their education, whereas most professional master's respondents (57.9%) obtained loans to finance their education. Post-professional master's respondents (61.3%) were most likely to fund their education from their personal employment.

Parents' Educational Background

Demographic data were sought regarding the educational levels of the respondents' mothers and fathers. As seen in

Table 2, mothers of the baccalaureate respondents and the post-professional master's respondents were more likely to be high school graduates, whereas mothers of the professional master's respondents were most likely to have attained some college or trade school experience. Returns may be unreliable because respondents may have included associate degrees in this response. The professional master's students were almost twice as likely as baccalaureate students and almost three times as likely as post-professional master's students to state that their mothers had obtained a postgraduate degree.

The highest proportion of baccalaureate respondents stated that their fathers were either high school graduates or had attained some college or trade school experience. Again the returns may be unreliable because respondents may have included associate degrees in this response. Fathers of the professional master's respondents were most likely to have a postgraduate degree and, the fathers of the post-professional master's respondents were most likely to have attained some college or trade school experience. See Table 3 for other information regarding educational level of fathers.

Family Size and Make-up

Respondents were asked the number of children in their families. Most of the students: baccalaureate (47.3%);

Table 2
Educational Level of Mother

	Group Frequencies					
	Baccalaureate (<u>n</u> =336) Freq. %		Professional Master's (<u>n</u> =95) Freq. %		Post-Professional Master's (<u>n</u> =62) Freq. %	
Elementary School or Less	8	2.4	2	2.1	5	8.1
Some High School	15	4.5	6	6.3	5	8.1
High School Graduate	106	31.5	22	23.2	23	37.1
Some College/Trade School	84	25.0	28	29.5	15	24.2
College Degree	86	25.6	22	23.2	10	16.1
Some Postgraduate School	14	4.2	4	4.2	1	1.6
Postgraduate Degree	20	6.0	11	11.6	3	4.8
Missing Data = 3		Missing Data = 0		Missing Data = 0		

Table 3
Educational Level of Father

	Group Frequencies					
	Baccalaureate (<u>n</u> =336) Freq. %		Professional Master's (<u>n</u> =95) Freq. %		Post-Professional Master's (<u>n</u> =62) Freq. %	
Elementary School or Less	16	4.8	1	1.1	7	11.3
Some High School	10	3.0	8	8.4	6	9.7
High School Graduate	85	25.3	12	12.6	13	21.0
Some College/Trade School	85	25.3	19	20.0	14	22.6
College Degree	73	21.7	22	23.2	7	11.3
Some Postgraduate School	14	4.2	7	7.4	4	6.5
Postgraduate Degree	48	14.3	26	27.4	11	17.7
Missing Data = 5			Missing Data = 0		Missing Data = 0	

professional master's (53.7%); and post-professional master's (45.2%) came from families with three or four children. Seven percent of the baccalaureate respondents, 1% of the professional master's respondents and 6% of the post-professional master's respondents came from families in which they were the only child. The majority of each of the three groups of students came from families of both boys and girls: baccalaureate (67.3%), professional master's (74.7%), and post-professional master's (74.2%).

Respondents' Views of Themselves

The respondents were asked to identify terms and phrases that described them as children and terms and phrases which describe them now. "Expected to work" and "family encouraged high achievement" were the most frequently selected responses for all three student groups, both as children and at the present time. On the other hand, some of the respondents' views of themselves have changed from the time they were children. Baccalaureate respondents and professional master's respondents were more likely to say they were club members as children, in contrast to post-professional master's respondents who were more likely to say they are club members as adults. The post-professional master's respondents were the least likely to describe themselves as children as club members; whereas as adults they were more likely than the

professional master's respondents and equally as likely as the baccalaureate respondents to describe themselves as club members.

The amount of competition that respondents enjoy also changed since they were children. The post-professional master's respondents were least likely to say that they enjoyed competition as children, yet as adults they enjoy competition. The baccalaureate respondents and the professional master's respondents, on the other hand, were more likely to say they enjoy competition less as adults than they did as children. All three groups of students said they were more likely as adults than as children to engage in academic and social risk-taking behavior, although the baccalaureate students remain the most likely and the post-professional master's students remain the least likely to say that they are risk-takers.

Most of the respondents in each group said that they had families who encouraged high achievement, both as children and as adults (Table 4). As children, members of each of the three groups were more likely to have participated in activities with their mothers than with their fathers, although the baccalaureate students were most likely to say they participated in activities with both parents, and the post-professional master's students were the least likely to say that they participated in activities with their parents.

Table 4
Subjects' Views of Themselves as Children and at the Present Time

	Group Frequencies					
	Baccalaureate (n=336) Freq. %		Professional Master's (n=95) Freq. %		Post-Professional Master's (n=62) Freq. %	
As Children:						
Club Member	188	56.0	43	45.3	22	35.5
Enjoyed Competition	145	43.2	28	29.5	18	29.0
A Leader	96	28.6	28	29.5	15	24.2
Expected to Work	263	78.3	59	62.1	40	64.5
Social/Academic Risks	114	33.9	28	29.5	16	25.8
Family Encouraged High Achievement	218	64.9	57	70.5	40	64.5
At Present Time:						
Club Member	23	37.1	32	33.7	23	37.1
Enjoy Competition	131	39.0	19	20.0	22	35.5
Expect to Work	268	79.8	66	69.5	41	66.1
Social/Academic Risks	146	43.4	39	41.0	22	36.3
Family Encourages High Achievement	219	65.2	63	66.3	40	64.5

Although these three groups of students have some similar characteristics, they possess many different characteristics, creating different profiles for each group. In general, the baccalaureate students were the youngest, were most likely to say they would like to return to school within five years, and were most likely to have had their families finance their education. They were also more likely to have been club members and to have enjoyed competition both as children and as adults. The professional master's students had a higher proportion of male members than the other two groups of students, were most likely to have attended an undergraduate school of fewer than 2,000 members, and were most likely to have obtained loans to finance their current education. They were also the most likely to say that both their mothers and fathers had postgraduate degrees. The post-professional master's students were the oldest, and were the most likely to say they had attained all A's in elementary and secondary schools. They were most likely to have attended public undergraduate universities and they were most likely to say that they were striving for post-graduate degrees.

Factors Influencing Career Choice

The factors that influenced these three groups of students to choose occupational therapy as a career were examined. Respondents were asked to select the most

influential factors from a list of 16 factors. Students in all three groups most often chose "work seems interesting or challenging," "can be helpful to others," and "being able to work with people" (Table 5).

Respondents were also asked which individuals were influential in their decision to enter occupational therapy. The majority of the respondents (baccalaureate, 56.5%; professional master's, 62.1%; and post-professional master's, 45.2%) felt that they, themselves, were most influential in their decision to choose occupational therapy as a career. Occupational therapists were also important in influencing some students' career choices (baccalaureate, 8.3%; professional master's, 15.8%; and post-professional master's, 12.9%). Baccalaureate students indicated that their mothers (10.4%) were important in their decision, whereas the professional master's students responded that friends (5.3%) or teachers (5.3%) were influential in their decision to choose occupational therapy as a career. The post-professional master's students also stated that teachers (14.5%) were important in their decision.

Most of the students in all three groups first heard about occupational therapy from an occupational therapist or an occupational therapy student. Printed literature was also an important source of career information. These three groups of students were least likely to have first

Table 5
Reasons for Career Choice

	Group Frequencies								
	Baccalaureate (<u>n</u> =336)			Professional Master's (<u>n</u> =95)			Post-Professional Master's (<u>n</u> =62)		
	Freq.	%	Rank	Freq.	%	Rank	Freq.	%	Rank
Work With People	287	85.4	1	80	84.2	3	43	69.4	3
Interesting Work	286	85.1	2	81	85.3	2	55	88.7	1
Help Others	284	84.5	3	84	88.4	1	45	72.6	2
Work in Health Care	243	72.3	4	50	52.6	6	33	53.2	5
Job Openings	233	69.3	5	67	70.5	4	27	43.5	6
Can be Original	195	58.0	6	64	67.4	5	38	61.3	4
Contribute to Society	140	41.7	7	46	48.4	7	18	29.0	8
Work With Ideas	108	32.1	8	43	45.3	8	21	33.9	7
High Earnings	100	29.8	9	27	28.4	11	3	4.8	13
Leadership Possibilities	88	26.2	10	31	32.6	10	12	19.4	10
Independence	84	25.0	11	39	41.1	9	15	24.2	9

Table 5--Continued

	Group Frequencies								
	Baccalaureate (<u>n</u> =336)			Professional Master's (<u>n</u> =95)			Post-Professional Master's (<u>n</u> =62)		
	Freq.	%	Rank	Freq.	%	Rank	Freq.	%	Rank
Well Respected	72	21.4	12	10	10.5	13	5	8.1	11
Rapid Advancement	43	12.8	13	11	11.6	12	2	3.2	14
Fast Paced	21	6.3	14	2	2.1	16	1	1.6	15
Other	15	4.5	15	5	5.3	14	4	6.5	12
Low Pressure job	6	1.8	16	3	3.2	15	0	0.0	16

found out about occupational therapy from career days at school (Table 6). Ages at which respondents first learned about occupational therapy and ages at which they decided upon occupational therapy as a career are presented in Table 7. The highest proportion of the baccalaureate students (39.0%) had no direct experience with occupational therapy prior to entering their academic program; however, 22% had been volunteers in an occupational therapy department. Almost one third (31.6%) of the professional master's students had volunteered in an occupational therapy department. Fifty percent of the post-professional master's students had been paid employees in an occupational therapy department before entering their present academic program.

Respondents were asked what they think their primary role will be in five years. A substantial proportion of each group stated that they expect to be treating clients (Table 8). It should be noted that only one response was allowed; however, many respondents stated that they would like to perform other roles in addition to their primary role.

In summary, the three groups of students seem to have been similarly influenced to choose occupational therapy as a career. They all felt that occupational therapy was interesting, and they wanted to work with and help people. Many of them were influenced by occupational therapists to

Table 6
Means by Which Respondents First Learned About Occupational Therapy

	Group Frequencies					
	Baccalaureate (<u>n</u> =336) Freq. %		Professional Master's (<u>n</u> =95) Freq. %		Post-Professional Master's (<u>n</u> =62) Freq. %	
O.T or O.T. Student	84	25.0	30	31.6	15	24.2
Family Member	56	16.7	14	14.7	5	8.1
School Counselor	50	14.9	6	6.3	9	14.5
Career Days at School	10	3.0	2	2.1	2	3.2
Printed Literature	60	17.9	17	17.9	15	24.2
Radio, T.V., Films	2	0.6	0	0.0	0	0.0
Missing Data = 0 Missing Data = 0 Missing Data = 0						

Table 7
Age Upon First Hearing About Occupational Therapy and
Age Decided on Occupational Therapy as a Career

	Group Frequencies					
	Baccalaureate (<u>n</u> =336) Freq. %		Professional Master's (<u>n</u> =95) Freq. %		Post-Professional Master's (<u>n</u> =62) Freq. %	
Age Upon First Hearing:						
Under 12 Years	12	3.6	2	2.1	5	8.1
13 - 18 Years	181	53.9	18	18.9	20	32.3
19 - 22 Years	97	28.9	28	29.5	32	51.6
After 22 Years	43	12.8	47	49.5	5	8.1
Age Decided:						
Childhood (0-12 Years)	3	0.9	0	0.0	3	4.8
Adolescence (13-18 Years)	106	31.5	3	3.2	14	22.6
College Years (19-22 Years)	174	51.8	28	29.5	41	66.1
After College (23 and Above)	52	15.5	64	67.4	4	6.5
O.T. not my Career Goal	0	0.0	0	0.0	0	0.0

Table 8
Primary Role in Five Years

	Group Frequencies					
	Baccalaureate (<u>n</u> =336) Freq. %		Professional Master's (<u>n</u> =95) Freq. %		Post-Professional Master's (<u>n</u> =62) Freq. %	
Not Working	1	0.3	1	1.1	1	1.6
Working, not in O.T.	15	4.5	4	4.2	1	1.6
Treating Clients	236	70.2	56	58.9	22	35.5
Teaching Students	2	0.6	2	2.1	9	14.5
Managing a Department	26	7.7	9	9.5	12	19.4
Doing Research	7	2.1	3	3.2	8	12.9
Consultant	19	5.7	10	10.5	5	8.1
Undecided	12	3.6	7	7.4	3	4.8
Other	15	4.5	3	3.2	1	1.6
Missing Data = 3 Missing Data = 0 Missing Data = 0						

choose occupational therapy, and many first heard about occupational therapy from an occupational therapist or occupational therapy student or from printed literature. These groups of students had different experiences with occupational therapy prior to entering their academic programs, and they differed in the age at which they first heard about occupational therapy.

Professional Goals of Respondents

A primary purpose of this research was to examine the professional goals of the three groups of students. Students were asked to select from a list of 24 professional goals those which they would like to achieve in their careers. The majority of the students chose many goals from the list, but some chose only one goal, and that was "becoming an expert in a special area of practice." This goal was chosen most often by each of the three groups of students. Another goal the three groups of students held in common was "educating occupational therapy students" (which could have been interpreted by respondents as either in a clinical setting or an academic setting), although the post-professional master's students chose this goal almost two times more often than the other two groups. The baccalaureate respondents tended to choose goals which were clinically oriented, such as "having a private practice" and "being a consultant," whereas the post-professional

master's students tended to select goals which were academically or professionally focused, such as "publishing papers," "presenting at conferences," and "doing research." Professional master's students chose goals which were both clinical ("having a private practice" and "being a consultant") and academic ("doing research"). The three groups were also similar in those goals that were least frequently chosen. These were "developing a new course," "being a state officer," and "writing books." The 10 most frequently selected goals are presented in Table 9.

Five of the 24 professional goals listed were found to be significant in other studies of goals of occupational therapy students (Holmstrom, 1975; Madigan, 1985). These five goals are: (1) "making a theoretical contribution to the field," (2) "doing research in the field," (3) "educating occupational therapy students," (4) "supervising the work of others," and (5) "heading a department." These five goals were subjected to statistical analysis in this study, also. Significant differences were found between the baccalaureate students and the post-professional master's students for three of the five professional goals: post-professional master's students were significantly more likely than baccalaureate students to include "making a theoretical contribution to the field," "doing research in the field," and "educating occupational therapy students." The groups were not significantly different for the goals

Table 9
Professional Goals

	Group Frequencies					
	Baccalaureate (<u>n</u> =336) Freq. %		Professional Master's (<u>n</u> =95) Freq. %		Post-Professional Master's (<u>n</u> =62) Freq. %	
Expert in Practice	252	75.0	66	69.5	49	79.0
Private Practice	175	52.1	50	52.6	22	35.5
Educating Students	151	44.9	41	43.2	48	77.4
Consultant	159	47.3	46	48.4	32	51.6
Recognition	159	47.3	36	37.9	31	50.0
Supervising Others	117	34.8	36	37.9	29	46.8
Department Head	116	34.5	32	33.7	26	41.9
Doing Research	76	22.6	38	40.0	37	59.7
Publishing Papers	65	19.3	27	28.4	39	62.9
Presenting at Conference	61	18.2	23	24.2	33	53.2

of "supervising the work of others" or "heading a department." Although not significant, the professional master's students were more likely than baccalaureate students and less likely than post-professional master's students to include as important goals "making a theoretical contribution to the field" and "doing research in the field." They were less likely than either of the other two groups to choose "educating occupational therapy students" as a professional goal. These results are presented in Table 10.

In summary, the baccalaureate students were more likely to choose goals which were clinically oriented and the post-professional master's students were more likely to choose goals which were academically or professionally focused. The professional master's students chose both clinical and academic goals.

Professional Values of Respondents

This research examined the professional values of three groups of occupational therapy students. Respondents were asked to rank a list of 30 professional values on a five-point scale. "Honesty" was most often selected as "very important" for the baccalaureate group, whereas "self-respect" was most often selected as "very important" for both groups of master's students. The post-professional master's students ranked equally "intellectual

Table 10
Statistical Analysis of Five Selected Professional Goals

Group Frequencies			
	Baccalaureate (<u>n</u> =336)	Professional Master's (<u>n</u> =95)	Post-Professional Master's (<u>n</u> =62)
Theoretical Contribution			
	<u>Note</u> : $x^2 = 7.6$	<u>df</u> = 2	<u>p</u> = .02
Doing Research			
	<u>Note</u> : $x^2 = 38.7$	<u>df</u> = 2	<u>p</u> < .001
Educating Students			
	<u>Note</u> : $x^2 = 23.5$	<u>df</u> = 2	<u>p</u> < .001
Supervising Others			
	<u>Note</u> : $x^2 = 3.1$	<u>df</u> = 2	<u>p</u> = .21 Not Significant
Heading O.T. Department			
	<u>Note</u> : $x^2 = 1.3$	<u>df</u> = 2	<u>p</u> = .49 Not Significant

stimulation" and "self-respect." Frequency and percentage of responses for the 10 most frequently selected professional values are presented in Table 11.

Ten of the 30 professional values had been statistically examined by other researchers (Barris et al., 1985; Katz, 1982; Madigan, 1985; Silverman et al., 1976). These 10 professional values were also subjected to statistical analysis in this study, and significant differences were found between the baccalaureate students and the post-professional master's students for four of them. The baccalaureate and the professional master's students were significantly more likely than the post-professional master's students to include "helpfulness" as a professional value. Although "intellectual stimulation" was frequently selected for all three groups, the post-professional master's group was significantly more likely to select this goal than either of the two other groups. Also, the post-professional master's group was less likely to include any of the other three professional values (Table 12).

Summary

It can be concluded that similarities exist among occupational therapy students' professional goals and values, yet there are differences in the professional goals and values among different educational levels of occupational therapy students. The reasons that students choose to

Table 11
Professional Values

	Group Frequencies					
	Baccalaureate (<u>n</u> =336) Freq. %		Professional Master's (<u>n</u> =95) Freq. %		Post-Professional Master's (<u>n</u> =62) Freq. %	
Self-Respect	282	83.9	82	86.3	52	83.9
Honesty	288	85.7	76	80.0	45	72.6
Capability	245	72.9	66	69.5	42	67.7
Helpfulness	247	73.5	63	66.3	29	46.8
Intellectual Stimulation	214	63.7	65	68.4	52	83.9
Variety	222	66.1	59	62.1	39	62.9
Accomplishments	227	67.6	53	55.8	36	58.1
Supervisory Relationships	224	66.7	57	60.0	33	53.2
Challenge	210	62.5	57	60.0	43	69.4
Broad-Mindedness	214	63.7	61	64.2	33	53.2

Table 12
Statistical Analysis of Four Selected Professional Values

Group Frequencies			
	Baccalaureate (<u>n</u> =336)	Professional Master's (<u>n</u> =95)	Post-Professional Master's (<u>n</u> =62)
Intellectual Stimulation			
	<u>Note:</u> <u>F</u> = 4.5	<u>df</u> = 2 and 482	<u>p</u> = .012
Exciting Life			
	<u>Note:</u> <u>F</u> = 5.1	<u>df</u> = 2 and 482	<u>p</u> = .006
Comfortable Life			
	<u>Note:</u> <u>F</u> = 6.4	<u>df</u> = 2 and 481	<u>p</u> = .002
Helpfulness			
	<u>Note:</u> <u>F</u> = 11.0	<u>df</u> = 2 and 483	<u>p</u> = .000

enter occupational therapy are very similar. The profile suggests that the therapist-to-be has an intrinsic interest in the profession; wants to work with and help people, and wants the opportunity to be original. The main goal of these groups of students was to become an expert in occupational therapy practice, and, as a group they all highly valued self-respect, capability and honesty.

There are also differences among these three groups of students in terms of their professional goals and values, and a pattern has emerged that creates a different profile for each of the three groups of students. In general, the baccalaureate students are quite different from the post-professional master's students, and the professional master's students tend to have qualities in common with both student groups. The baccalaureate students were more likely than the other two groups of students to say they chose occupational therapy as a career due to high earnings, rapid advancement possibilities, and because it was a well respected profession in which they could work with people. They were also more likely to state they valued security, prestige, an exciting and comfortable life, social recognition, and pleasure. They were more likely to say they wanted to be awarded honors, to develop new treatment techniques, and to patent new assistive devices.

The professional master's students, on the other hand,

were more likely than the other two groups of students to say they decided upon occupational therapy as a career because they could contribute to society, be independent and original, and could work with ideas. They were more likely to say they valued creativity, altruism, imagination, inner harmony, and self-respect. They were also more likely to say they would participate in the Peace Corps or be employed in private practice.

The post-professional master's students were more likely than the other two groups of students to say they chose occupational therapy as a career because they had an intrinsic interest in the profession. They were more likely to say they valued intellectual stimulation, challenge, freedom, and management. They were also more likely to say they wanted to become an expert in practice, to educate students, to perform research, to make a theoretical contribution, to write books, to publish papers, and to present material at conferences. The patterns which emerged among the three groups of students are clear and the implications of these patterns and differences will be further discussed in the next chapter.

CHAPTER V

DISCUSSION AND CONCLUSION

This study compared the professional values and goals of three levels of occupational therapy students. There were many similarities between the results of this study and the findings from other studies, yet there were also interesting differences. Both similarities and differences were found in the factors that influenced career choice, and professional goals and values.

Characteristics of Respondents

Differences were found among the groups of respondents in the areas of educational background, educational pursuits and the primary role that respondents would like to achieve in five years.

Two percent of the professional master's respondents and 19% of the post-professional master's respondents said they did not have a previous degree. This is surprising considering that master's students are expected to have a baccalaureate degree before entering a graduate program and the post-professional students, by definition, have a baccalaureate degree in occupational therapy. Was this an error by the respondents, or are graduate programs

admitting students who have not finished their undergraduate degrees (perhaps to a combined baccalaureate-graduate track)? Also, only 50% of the post-professional master's students said they were paid employees in an occupational therapy department before entering their current educational program. Where were the other 50%? Did they go directly into a graduate program from their undergraduate program? Are graduate programs perhaps being used to update knowledge of therapists who have been out of practice for a period of time?

Many of the respondents said that they want to obtain a further degree. Greater than 85% of the baccalaureate group, 44% of the professional master's group, and 45% of the post-professional master's group said they would like to obtain a further degree. Almost three times the number of post-professional master's students and more than twice the number of professional master's students than the baccalaureate students said they would like to obtain a doctoral degree. This apparent trend toward more education may argue for entry into the profession at the master's degree level. If 85% of baccalaureate students want to obtain a degree higher than their current degree, might not these students be willing to enter the profession at the master's level? What of the students who stated that they did not want to return for a further degree? Does this mean that there will be a group of therapists in the

profession who will not be keeping up with current knowledge?

Also, a number of baccalaureate students stated they were working on their second baccalaureate degrees. What characteristics do these baccalaureate students possess that influence them to seek a second baccalaureate degree as opposed to a professional master's degree? Do they not have professional master's programs available to them in their geographic locations? On the other hand, do some professional master's students enter graduate programs due to a perceived higher status of obtaining a master's degree, when in reality, they have values and goals more similar to the baccalaureate profile? How many professional master's students fail to complete their master's program when they could have been successful in a second baccalaureate program? Are the values and goals of baccalaureate students who return to academic programs within 10 years to obtain advanced degrees different from the values and goals of baccalaureate students who do not return for advanced degrees?

Many of the students in each of the groups had difficulty responding to the question of what they expect their primary role will be in five years. Many students said that they want to have numerous roles, not just a primary role. Some wanted to teach part time and consult part time. Some wanted to manage a department, do research

and treat clients. The trend for this group of students is to want more than one role as an occupational therapist. Should academic programs offer more information in the baccalaureate programs about research, theory, publication, managing departments and skills for educating others? Also, should students who want numerous roles be counseled into programs where they can get further specialized knowledge and credentials? Knowing that these students want to perform many roles has implications for counseling them while they are still enrolled in their educational program, and it has implications for future curriculum planning.

Factors Influencing Career Choice

Four factors which influenced therapists' career choice in Holmstrom's (1975) research also influenced the career choice of respondents in this research. These factors were: (1) "intrinsic interest in the field," (2) "opportunity to help others," (3) "opportunity to be original," and (4) "opportunity to work with people." Although these studies are 15 years apart, the respondents had common factors which influenced their career choice. These findings are not consistent with the findings of Madigan (1985). In Madigan's study, baccalaureate students were influenced by "leadership possibilities," "opportunity for independence," and "low pressure job"; however, neither the baccalaureate students nor the master's students in this

study selected these three factors as very influential in their career choice.

According to respondents in all three student groups, career days in secondary school were the least effective factor which influenced their career choice. This recruitment technique seems not to have influenced the students in this study. Many students in each group first heard about occupational therapy from an occupational therapist or occupational therapy student. How are they obtaining these contacts? Most of the baccalaureate students first heard about occupational therapy during high school years. Are occupational therapists and occupational therapy students visiting schools to spread information? It seems that many more high school and junior high school students would have contact with a teacher before they would have contact with an occupational therapist or occupational therapy student. Would it not make sense to educate teachers about occupational therapy so they can assist in providing information and perhaps increase the awareness of occupational therapy among high school and junior high school students? Also, many students in each group first heard about occupational therapy from printed literature. This option should be further explored as a recruitment technique since it seems to have influenced each of the three groups.

Many of the students stated that they had some experience with physical therapy (observed or volunteered in

a physical therapy department, or tried to enter a physical therapy academic program before entering an occupational therapy program). Also, many of the professional master's students had common undergraduate majors (psychology, biology, sociology, fine art, education, health sciences and recreation therapy). These programs should be targeted for recruitment of occupational therapy students.

Professional Goals of Respondents

There were common professional goals between the students in this research and the therapists in Holmstrom's (1975) research. All three student groups in this study most frequently chose "becoming an expert in practice" as a professional goal. All three groups also frequently selected "educating occupational therapy students" as a goal. Baccalaureate and professional master's students were more likely than post-professional master's students to have chosen "having a private practice" and "being a consultant" and professional master's and post-professional master's students selected "doing research" more frequently than baccalaureate students. The post-professional master's students were most likely to select "publishing papers" and "presenting at conferences" as professional goals. Some of these goals are consistent with Madigan's (1985) findings. Both the baccalaureate group in Madigan's study and the baccalaureate group in this study very often

chose the professional goals of "educating occupational therapy students," "being a consultant" and "having a private practice." Has this expressed interest been reflected in a concomitant increase in therapists employed in these areas? Does this finding have implications for a possible decrease in the number of therapists in other areas of practice such as community services, hospitals and rehabilitation centers? Are expanding consultant agencies and private practices the new trend?

Gilkeson and Hanten (1984) found that more occupational therapists who had graduated from professional master's programs were performing research than were therapists who had graduated from baccalaureate programs. In this study as well, almost twice the proportion of professional master's students and almost three times the proportion of post-professional master's students than baccalaureate students wanted to do research as a professional goal. The findings from this study are also similar to those in the study by Rogers and Mann (1980b) regarding professional productivity. Rogers and Mann found that occupational therapists who had graduated with a master's degree performed more research in the profession than had occupational therapists who had graduated with a baccalaureate degree.

The master's-prepared occupational therapists in both Gilkeson and Hanten's (1984) study and Rogers and Mann's

(1980) study, as well as the baccalaureate students in Madigan's (1985) study, and each of the three groups in this study had indicated "educating occupational therapy students" as a major professional goal. In most academic programs today, faculty must hold at least a master's degree (Rogers & Mann, 1980). Thus, possession of a master's degree provides an increased opportunity to participate in occupational therapy education. If a goal of baccalaureate students is to educate students, this goal should be known while the students are still in the baccalaureate program so that they can be properly counseled to obtain the further degree necessary to accomplish this goal. There is currently a faculty vacancy in nearly one out of every two occupational therapy educational programs, a condition that has existed for at least the past five years (C. Harsh, Director of the Education Division of the American Occupational Therapy Association, personal communication, June 14, 1990). Does the fact that many of the respondents said they want to educate students as a professional goal mean the end to the shortage of occupational therapy faculty?

On the other hand, respondents may have been referring to educating students in a clinical environment. Does this imply that there will be sufficient student supervisors for all clinical fieldwork students? Can the number of clinical fieldwork placements made available to students be

increased? Does this have implications for the inclusion of content on supervisory skills in entry-level curricula?

There were similarities in this study to the study done by Clark et al. (1985) regarding professional goals. In that study, occupational therapists who had graduated from professional master's programs had more professional involvement in "publishing papers," "presenting at conference," "constructing assessments," and "writing funded grants." Each of these goals was indicated more frequently by the professional master's students than by the baccalaureate students in this study as well. These findings are important because they have implications for curriculum planning. If professional master's students want to achieve these four goals, then should not these areas be offered, if not stressed, in their professional education?

The three student groups in this study were also similar to therapists in Holmstrom's (1975) study in those goals that were least frequently chosen. The three least frequently chosen goals for all three groups of students in this study and in the Holmstrom study were: (1) "developing a new course," (2) "being a state officer," and (3) "writing books." How does this lack of interest in achieving these goals affect the profession? Will occupational therapy educational programs ever be truly current if there is a lack of interest in developing new courses? What of occupational therapy state associations? Will they ever

flourish if there is a lack of interest to participate? Who will write occupational therapy textbooks in the near future when writing books is not a goal of the students in current programs? Will other professions find it profitable to publish occupational therapy books if occupational therapists do not want to do it?

Rogers and Mann (1980b), Gilkeson and Hanten (1984) and Clark et al. (1985) reported that occupational therapists who graduated with master's degrees had higher levels of professional productivity than the occupational therapists who graduated with baccalaureate degrees. It seems that those baccalaureate students with goals similar to the goals found in a graduate profile should be sought out and counseled into master's programs so they may more quickly contribute to the growth of the profession. How are students' professional goals addressed in occupational therapy academic programs? Are students counseled on means to achieve their goals? Could they have attended a program that more directly addressed their needs to achieve certain goals if these goals were identified before they entered an educational program?

Professional Values of Respondents

There were also similarities among the three levels of occupational therapy students regarding professional values. "Self-respect," "capability," and "honesty" were

among the five most frequently selected values for all three student groups. Other important values included by the baccalaureate students were "accomplishments" and "helpfulness." Two other values that were important for the professional master's students were "intellectual stimulation" and "creativity." For the post-professional master's students, "intellectual stimulation" and "challenge" were also frequently selected values. Suppose a student who enters an occupational therapy educational program highly values prestige, surroundings, and social recognition but does not believe that self-respect, intellectual stimulation, capability or honesty (the frequently stated values of the students in this study) are important. Will this student complete the academic program and become a successful therapist? It seems that this student's needs should be identified before entering an occupational therapy program so that he/she will have a satisfying and rewarding educational experience.

Psychology students in the study done by Silverman et al. (1976) also highly valued "self-respect" and "intellectual stimulation." The similarity found between this research and that done by Katz (1982) was that master's students more highly valued "self-respect" than did baccalaureate students, and baccalaureate students more highly valued "comfortable life" than did master's students. The baccalaureate students in this study more often chose

values that reflected external satisfaction (comfortable and exciting life, salary and security), whereas the professional master's students more often chose values that reflected internal satisfaction and use of the creative mind (imagination and creativity, inner-harmony and self-respect). The post-professional master's students more often chose values that reflected growth of the self and of the profession (intellectual stimulation and challenge). These values also reflected a pattern that suggested a different profile for each of three levels of students.

All of these interests, values and goals contribute to the profile of an occupational therapist in a helping profession. Some questions should be asked, then, about those students who may differ from the norm. What happens to a student who may be "misplaced" in the educational system? What about the "misplaced" professional master's student who has goals and values more similar to the baccalaureate profile (developing new treatment techniques and patenting assistive devices), but is instead enrolled in a program geared towards the graduate profile (performing research and managing a department)? Could this student have been directed toward a baccalaureate program before entering the graduate program, therefore decreasing time, money and wasted effort? Do these students fail to complete their academic program, do they become an unsatisfied but employed therapist, or do they contribute to the

attrition rate? Do their goals and values change after being a member of the profession for a number of years? And what about baccalaureate-educated clinicians who are unsatisfied with the treatment role and who want to perform research and publish papers? How are these people counseled into graduate programs where they can learn or refine these skills? Could this have been done before these people became unsatisfied therapists?

How do the findings of this study apply to the high school student? It seems that those students who possess the values and goals of the occupational therapy philosophy could be targeted while still in high school. Occupational therapists and occupational therapy students should visit high schools to inform students (and teachers) about occupational therapy programs. This would result in high school students being more aware and more knowledgeable about occupational therapy before making career choices. Informed decision-making can contribute to higher academic success in college and to decreased attrition.

Knowing the professional values and goals of students who are preparing to enter an educational program may be beneficial in directing them toward occupational therapy if their values and goals fit that of the occupational therapy philosophy. Baccalaureate students who fit the graduate profile may be counseled into master's programs. Recruiting incoming students into the profession of occupational

therapy has potential for increasing manpower, decreasing the current shortage of occupational therapists, and decreasing the attrition rate. Knowledge of students' professional goals and values may help recruiters identify students who will be successful in both the academic environment and in clinical practice. Future curriculum planning, including a decrease in educational duplication, an increase in teaching strategies geared towards student needs, and development of courses according to trends can also be influenced by the knowledge that students in different educational levels have differing professional values and goals.

Limitations

One limitation of this study was the method of sampling. In order to contain the costs of the survey, a random selection of schools was chosen for this research instead of a random selection of students. The sample of schools may not have been representative of all schools in the United States. There was less than a 100% return rate, so it is not known how much respondents differ from non-respondents. Some of the questions included in the survey required recall of childhood experiences. These responses are only as accurate as memory allows.

Other questions may have been included in the questionnaire which would have elicited important information.

Post-professional master's students who are enrolled in part-time educational curricula may be different from post-professional master's students who are enrolled in full-time educational curricula. Questions could have been included in the questionnaire to obtain this information. This group of students should also have been asked if they would have returned for their advanced degrees if there were no program near their homes (or if a main reason they returned was because there may have been a program nearby). If they travelled a distance, their incentive to do this should have been known. This student group should also have been asked if they returned to the same educational institution from which they obtained their baccalaureate degree, and if not, why not.

Some of the questions may not have been clear, and could have been expanded upon for clarification. For instance, the professional goal of "educating occupational therapy students" should have been two goals: (1) "educating occupational therapy students in an academic program" and (2) "educating occupational therapy students in a clinical program." Also, the question regarding the highest degree that students would like to obtain may have had a choice that was not clear to all respondents. A specialist degree is not a well known degree and many respondents may not have been clear on its definition, and may have been thinking of education in a specialty area of practice.

Another point of confusion may have occurred in the educational level of mother and father. Respondents' parents who had an associate's degree may not have known where to classify that parent. This should have been a separate item.

Recommendations and Suggestions for Future Research

This study should be replicated using a random sample of students in each of the three programs to obtain a more representative sample of the student population. Also, similar studies should be done which are longitudinal rather than cross-sectional. This method would generate information about subjects over time.

Further study in this area may focus on the professional goals and values of baccalaureate graduates who obtain a second baccalaureate degree and of baccalaureate graduates who obtain a professional master's degree. Future researchers may want to compare baccalaureate-educated occupational therapists who go on to post-professional master's programs and baccalaureate-educated occupational therapists who do not go on to post-professional master's programs and determine differences in their professional goals and values. It may also be beneficial to compare the professional goals and values of recent graduates and of those who have been working in the profession for 10 years or longer to determine important trends.

Another study may focus on the job satisfaction of occupational therapists who have professional goals and values that differ from the norm.

The professional goals, values and trends of non-traditional students are important since this is a growing student population which will be contributing to the profession. One possible study may focus on investigating and reporting differences in educational programs so that students may make informed educational choices. Future studies may examine strategies for teaching professional leadership components (i.e., theory, research, teaching, management). There should be continued research regarding change of entry into occupational therapy to the master's degree level.

A study such as this study can be very valuable to the profession of occupational therapy for a variety of reasons. It is important to know what therapists of the near future value, and what their professional goals are. It has been shown both in other studies and in this study, that occupational therapy students of differing educational levels have a variety of reasons for entering the profession. Although a profile has been created for the potential occupational therapist, the students who have made up this profile have very different backgrounds and their needs are varied. They are striving to achieve professional goals which are both clinical and academic, and

their professional values have influenced their career choice, and will continue to have an impact on their performance as occupational therapists. In addition to the previously mentioned reasons why it is important to know the professional goals and values of occupational therapy students, knowing the professional values and goals of occupational therapy students may provide for growth of the profession and assist in keeping the 2,300 new occupational therapists added to the work force each year productively employed.

Appendix A
Human Subjects Institutional Review
Board Approval Letter

WESTERN MICHIGAN UNIVERSITY

Date: January 17, 1990

To: Margaret A. Danko

From: Mary Anne Bunda, Chair *Mary Anne Bunda*

This letter will serve as confirmation that your research protocol, "Differences in Values, Goals and Demographics of Three Levels of Occupational Therapy Students", has been approved under the exempt category of review by the HSIRB. The conditions and duration of this approval are specified in the Policies of Western Michigan University. You may now begin to implement the research as described in the approval application. You must seek reapproval for any changes in this design.

The Board wishes you success in the pursuit of your research goals.

xc: B. Rider, Occupational Therapy

HSIRB Project Number 89-11-39

End Date of Approval January 17, 1991

Appendix B
Baccalaureate Questionnaire

Student Goals and Values Survey
Reasons, Values and Goals

1. Following is a list of some reasons that influence people in choosing a career. Circle any that were important in your decision to choose Occupational Therapy. (May circle more than one response.)

- (1) Work seems interesting and/or challenging
- (2) Job openings are readily available
- (3) Can be helpful to others
- (4) Can make important contribution to society
- (5) High anticipated earnings
- (6) Great deal of independence
- (7) Chance for originality/creativity
- (8) Has leadership possibilities
- (9) Rapid career advancement possible
- (10) Well respected/prestigious occupation
- (11) Low pressure job
- (12) Able to work in health care field
- (13) Able to work with people
- (14) Able to work with ideas
- (15) Fast paced work
- (16) Other, specify _____

2. Following is a list of goals. Circle any that you consider important for you to accomplish during your career in O.T. (May circle more than one response.)

- (1) Becoming an expert in a special area of practice
- (2) Obtaining recognition from colleagues
- (3) Supervising the work of others
- (4) Heading an O.T. department
- (5) Making a theoretical contribution to the field
- (6) Creating artistic works
- (7) Doing research
- (8) Writing books
- (9) Publishing professional papers
- (10) Becoming an officer in the state professional organization
- (11) Becoming active in the national professional organization
- (12) Being awarded professional honors
- (13) Participating in an organization like the Peace Corps or Vista
- (14) Educating O.T. students
- (15) Presenting material at professional conferences
- (16) Being a consultant
- (17) Going into private practice
- (18) Patenting an assistive device

- (19) Constructing an assessment instrument
- (20) Beginning a new clinical O.T. program
- (21) Developing a new treatment technique
- (22) Developing a new course in O.T.
- (23) Writing a funded grant
- (24) Other, specify _____

3. Below is a list of career values. Please circle one number for each career value.

Career Values		Very Impor- tant	Some- what Impor- tant	Neither	Not Very Impor- tant	Unimpor- tant
(1)	Creativity	1	2	3	4	5
(2)	Management	1	2	3	4	5
(3)	Achievement	1	2	3	4	5
(4)	Surroundings	1	2	3	4	5
(5)	Supervisory	1	2	3	4	5
	Relationships					
(6)	Security	1	2	3	4	5
(7)	Associates	1	2	3	4	5
(8)	Prestige	1	2	3	4	5
(9)	Independence	1	2	3	4	5
(10)	Variety	1	2	3	4	5
(11)	Altruism	1	2	3	4	5
(12)	Imagination	1	2	3	4	5
(13)	Accomplishment	1	2	3	4	5
(14)	Responsibility	1	2	3	4	5
(15)	Intellectual	1	2	3	4	5
	Stimulation					
(16)	Equality	1	2	3	4	5
(17)	Inner Harmony	1	2	3	4	5
(18)	Freedom	1	2	3	4	5
(19)	Exciting Life	1	2	3	4	5
(20)	Social	1	2	3	4	5
	Recognition					
(21)	Comfortable	1	2	3	4	5
	Life					
(22)	Helpfulness	1	2	3	4	5
(23)	Wisdom	1	2	3	4	5
(24)	Pleasure	1	2	3	4	5
(25)	Self-respect	1	2	3	4	5
(26)	Broad-	1	2	3	4	5
	mindedness					
(27)	Capability	1	2	3	4	5
(28)	Honesty	1	2	3	4	5
(29)	Challenge	1	2	3	4	5
(30)	Salary	1	2	3	4	5

4. What do you intend to be doing five years from now?
(Circle only one alternative - the primary role.)

- (1) Not working
- (2) Working in an occupation other than O.T.
Working in O.T.:
 - (3) Treating clients
 - (4) Teaching students (academic)
 - (5) Managing a department
 - (6) Doing research
 - (7) Acting as a consultant
- (8) Undecided
- (9) Other, specify _____

Learning About Occupational Therapy

5. By what means did you first learn about Occupational Therapy?

- (1) An O.T. or O.T. student (not related to you)
- (2) Family member (who is not or was not an O.T.)
- (3) School Counselor
- (4) Career days at school
- (5) Printed literature
- (6) Radio, T.V., Films
- (7) Other, specify _____

6. Before you entered the educational program in which you are presently enrolled, did you have any direct experience with O.T.?

- (1) No direct experience with O.T.
- (2) Received O.T. as a client/patient
- (3) A family member received O.T.
- (4) A friend received O.T.
- (5) As a paid employee in an O.T. department
- (6) As a volunteer in an O.T. department
- (7) As a visitor in an O.T. department
- (8) Knew an O.T.
- (9) Other, specify _____

7. At what age did you first learn about Occupational Therapy?

- | | |
|--------------------|--------------------|
| (1) under 12 years | (3) 19 - 22 years |
| (2) 13 - 18 years | (4) after 22 years |

8. At what age did you decide to make a career in Occupational Therapy your goal?

- (1) Childhood (0 - 12 years)
- (2) Adolescence (13 - 18 years)
- (3) College years (19 - 22 years)
- (4) After College (23 years and above)
- (5) a career in Occupational Therapy is not my goal

9. Who do you feel was most influential in your decision to go into Occupational Therapy?

- (1) Mother
- (2) Father
- (3) Other relative, specify _____
- (4) Friend
- (5) Teacher, counselor
- (6) Self
- (7) An O.T.
- (8) Other, specify _____

10. Are you a member of the American Occupational Therapy Association?

- (1) yes
- (2) no

Educational Background

11. Have you earned any previous College degrees?

- (1) Masters
- (2) Baccalaureate
- (3) Doctorate
- (4) Specialist
- (5) Associate
- (6) None
- (7) Other, Specify_____

12. What is the size of the student body of the senior class in which you are enrolled?

- (1) 0 - 10
- (2) 11 - 20
- (3) 21 - 40
- (4) over 40

13. Through what sources do you intend to finance your education? (May circle more than one.)

- (1) Family (parents, spouse, others)
- (2) Grants or scholarships
- (3) Personal Loans
- (4) Commercial Loans
- (5) Personal Savings
- (6) Personal Employment
- (7) Other, specify _____

14. In elementary and secondary schools, what was your level of achievement?

- (1) all A's
- (2) mostly A's
- (3) mostly B's
- (4) mostly C's
- (5) other _____

15. Are you planning to return to school within five years to further your education?

- (1) yes
- (2) no
- (3) don't know

16. What degree would you like to attain as your highest?

- (1) Bachelor's
- (2) certificate
- (3) entry-level master's
- (4) post-professional master's
- (5) doctorate
- (6) other, specify _____

Family and Socialization

17. What is the highest level of formal education obtained by your mother and father? (Mark one in each column.)

	Mother	Father
(1) elementary school or less	1	1
(2) some high school	2	2
(3) high school graduate	3	3
(4) some college or trade school	4	4
(5) college degree	5	5
(6) some postgraduate school	6	6
(7) postgraduate degree	7	7

18. How many children were in your family?

- | | |
|---------|-------------------|
| (1) one | (3) three or four |
| (2) two | (4) five or more |

19. Which category describes the children in your family?

- | | |
|---------------|--------------------|
| (1) all girls | (3) boys and girls |
| (2) all boys | |

20. Which of the following terms and phrases could be used to describe you as a child? (May circle more than one.)

- (1) club and organization member
- (2) preferred male friends
- (3) preferred female friends
- (4) enjoyed competition
- (5) participated in many activities with my father
- (6) participated in many activities with my mother
- (7) a leader
- (8) always expected to work someday
- (9) took risks socially and/or academically
- (10) family encouraged high achievement
- (11) none of the above

21. Which of the following terms and phrases could be used to describe you now? (May circle more than one.)

- (1) club and organization member
- (2) prefer male friends
- (3) prefer female friends
- (4) enjoy competition
- (5) always expect to work
- (6) take risks academically
- (7) take risks socially
- (8) have a family who encourages high achievement
- (9) none of the above

Optional Questions

22. What is your gender?

- (1) Male
- (2) Female

23. What is your age?

- (1) 19 years or younger
- (2) 20 - 22 years
- (3) 23 - 25 years
- (4) 26 - 28 years
- (5) 29 years or older

Please include any additional comments that you may have.
Thank-you.

Appendix C
Professional Master's Questionnaire

Student Goals and Values Survey
Reasons, Values and Goals

1. Following is a list of some reasons that influence people in choosing a career. Circle any that were important in your decision to choose Occupational Therapy. (May circle more than one response.)

- (1) Work seems interesting and/or challenging
- (2) Job openings are readily available
- (3) Can be helpful to others
- (4) Can make important contribution to society
- (5) High anticipated earnings
- (6) Great deal of independence
- (7) Chance for originality/creativity
- (8) Has leadership possibilities
- (9) Rapid career advancement possible
- (10) Well respected /prestigious occupation
- (11) Low pressure job
- (12) Able to work in health care field
- (13) Able to work with people
- (14) Able to work with ideas
- (15) Fast paced work
- (16) Other, specify _____

2. Following is a list of goals. Circle any that you consider important for you to accomplish during your career in O.T. (May circle more than one response.)

- (1) Becoming an expert in a special area of practice
- (2) Obtaining recognition from colleagues
- (3) Supervising the work of others
- (4) Heading an O.T. department
- (5) Making a theoretical contribution to the field
- (6) Creating artistic works
- (7) Doing research
- (8) Writing books
- (9) Publishing professional papers
- (10) Becoming an officer in the state professional organization
- (11) Becoming active in the national professional organization
- (12) Being awarded professional honors
- (13) Participating in an organization like the Peace Corps or Vista
- (14) Educating O.T. students
- (15) Presenting material at professional conferences
- (16) Being a consultant
- (17) Going into private practice
- (18) Patenting an assistive device

- (19) Constructing an assessment instrument
- (20) Beginning a new clinical O.T. program
- (21) Developing a new treatment technique
- (22) Developing a new course in O.T.
- (23) Writing a funded grant
- (24) Other, specify _____

3. Below is a list of career values. Please circle one number for each career value.

Career Values		Very Impor- tant	Some- what Impor- tant	Neither	Not Very Impor- tant	Unimpor- tant
(1)	Creativity	1	2	3	4	5
(2)	Management	1	2	3	4	5
(3)	Achievement	1	2	3	4	5
(4)	Surroundings	1	2	3	4	5
(5)	Supervisory	1	2	3	4	5
	Relationships					
(6)	Security	1	2	3	4	5
(7)	Associates	1	2	3	4	5
(8)	Prestige	1	2	3	4	5
(9)	Independence	1	2	3	4	5
(10)	Variety	1	2	3	4	5
(11)	Altruism	1	2	3	4	5
(12)	Imagination	1	2	3	4	5
(13)	Accomplishment	1	2	3	4	5
(14)	Responsibility	1	2	3	4	5
(15)	Intellectual	1	2	3	4	5
	Stimulation					
(16)	Equality	1	2	3	4	5
(17)	Inner Harmony	1	2	3	4	5
(18)	Freedom	1	2	3	4	5
(19)	Exciting Life	1	2	3	4	5
(20)	Social	1	2	3	4	5
	Recognition					
(21)	Comfortable	1	2	3	4	5
	Life					
(22)	Helpfulness	1	2	3	4	5
(23)	Wisdom	1	2	3	4	5
(24)	Pleasure	1	2	3	4	5
(25)	Self-respect	1	2	3	4	5
(26)	Broad-	1	2	3	4	5
	mindedness					
(27)	Capability	1	2	3	4	5
(28)	Honesty	1	2	3	4	5
(29)	Challenge	1	2	3	4	5
(30)	Salary	1	2	3	4	5

4. What do you intend to be doing five years from now?
(Circle only one alternative - the primary role.)

- (1) Not working
- (2) Working in an occupation other than O.T.
Working in O.T.:
- (3) Treating clients
- (4) Teaching students (academic)
- (5) Managing a department
- (6) Doing research
- (7) Acting as a consultant
- (8) Undecided
- (9) Other, specify _____

Learning About Occupational Therapy

5. By what means did you first learn about Occupational Therapy?

- (1) An O.T. or O.T. student (not related to you)
- (2) Family member (who is not or was not an O.T.)
- (3) School Counselor
- (4) Career days at school
- (5) Printed literature
- (6) Radio, T.V., Films
- (7) Other, specify _____

6. Before you entered the educational program in which you are presently enrolled, did you have any direct experience with O.T.?

- (1) No direct experience with O.T.
- (2) Received O.T. as a client/patient
- (3) A family member received O.T.
- (4) A friend received O.T.
- (5) As a paid employee in an O.T. department
- (6) As a volunteer in an O.T. department
- (7) As a visitor in an O.T. department
- (8) Knew an O.T.
- (9) Other, specify _____

7. At what age did you first learn about Occupational Therapy?

- | | |
|--------------------|--------------------|
| (1) under 12 years | (3) 19 - 22 years |
| (2) 13 - 18 years | (4) after 22 years |

8. At what age did you decide to make a career in Occupational Therapy your goal?

- (1) Childhood (0 - 12 years)
- (2) Adolescence (13 - 18 years)
- (3) College years (19 - 22 years)
- (4) After College (23 years and above)
- (5) a career in Occupational Therapy is not my goal

9. Who do you feel was most influential in your decision to go into Occupational Therapy?

- (1) Mother
- (2) Father
- (3) Other relative, specify _____
- (4) Friend
- (5) Teacher, counselor
- (6) Self
- (7) An O.T.
- (8) Other, specify _____

10. Are you a member of the American Occupational Therapy Association?

- (1) yes
- (2) no

Educational Background

11. Have you earned any previous College degrees?

- (1) Masters
- (2) Baccalaureate
- (3) Doctorate
- (4) Specialist
- (5) Associate
- (6) None
- (7) Other, Specify _____

12. What was your undergraduate major?

- (1) Psychology
- (2) Biology
- (3) Education
- (4) Business
- (5) Languages
- (6) Other, specify _____

13. What was the nature of the undergraduate college from which you graduated?

- (1) public
- (2) private, coeducational
- (3) private, all women
- (4) private, all men

14. What was the size of the student body in the undergraduate college from which you graduated?

- | | |
|-----------------|---------------------|
| (1) under 2000 | (3) 6000 - 11,999 |
| (2) 2000 - 5999 | (4) 12,000 - 20,000 |
| | (5) Over 20,000 |

15. What is the size of the student body of the professional master's program in which you are currently enrolled?

- | | |
|-------------|-------------|
| (1) 0 - 10 | (3) 21 - 40 |
| (2) 11 - 20 | (4) over 40 |

16. Through what sources do you intend to finance your education? (May circle more than one.)

- (1) Family (parents, spouse, others)
- (2) Grants or scholarships
- (3) Personal Loans
- (4) Commercial Loans
- (5) Personal Savings
- (6) Personal Employment
- (7) Other, specify _____

17. In elementary and secondary schools, what was your level of achievement?

- | | |
|----------------|-----------------|
| (1) all A's | (4) mostly C's |
| (2) mostly A's | (5) other _____ |
| (3) mostly B's | |

18. Are you planning to return to school within five years to further your education?

- (1) yes (2) no (3) don't know

19. What degree would you like to attain as your highest?

- | | |
|-----------------|--------------------------|
| (1) Bachelor's | (4) Specialist |
| (2) Certificate | (5) Doctorate |
| (3) Master's | (6) other, specify _____ |

Family and Socialization

20. What is the highest level of formal education obtained by your mother and father? (Mark one in each column.)

	Mother	Father
(1) elementary school or less	1	1
(2) some high school	2	2
(3) high school graduate	3	3
(4) some college or trade school	4	4
(5) college degree	5	5
(6) some postgraduate school	6	6
(7) postgraduate degree	7	7

21. How many children were in your family?

- | | |
|---------|-------------------|
| (1) one | (3) three or four |
| (2) two | (4) five or more |

22. Which category describes the children in your family?

- | | |
|---------------|--------------------|
| (1) all girls | (3) boys and girls |
| (2) all boys | |

23. Which of the following terms and phrases could be used to describe you as a child? (May circle more than one.)

- (1) club and organization member
- (2) preferred male friends
- (3) preferred female friends
- (4) enjoyed competition
- (5) participated in many activities with my father
- (6) participated in many activities with my mother
- (7) a leader
- (8) always expected to work someday
- (9) took risks socially and/or academically
- (10) family encouraged high achievement
- (11) none of the above

24. Which of the following terms and phrases could be used to describe you now? (May circle more than one.)

- (1) club and organization member
- (2) prefer male friends
- (3) prefer female friends
- (4) enjoy competition
- (5) always expect to work
- (6) take risks academically
- (7) take risks socially
- (8) have a family who encourages high achievement
- (9) none of the above

Optional Questions

25. What is your gender?

- (1) Male
- (2) Female

26. What is your age?

- (1) 19 years or younger
- (2) 20 - 22 years
- (3) 23 - 25 years
- (4) 26 - 28 years
- (5) 29 years or older

Please include any additional comments that you may have.
Thank-you.

Appendix D
Post-Professional Master's Questionnaire

Student Goals and Values Survey
Reasons, Values and Goals

1. Following is a list of some reasons that influence people in choosing a career. Circle any that were important in your decision to choose Occupational Therapy. (May circle more than one response.)

- (1) Work seems interesting and/or challenging
- (2) Job openings are readily available
- (3) Can be helpful to others
- (4) Can make important contribution to society
- (5) High anticipated earnings
- (6) Great deal of independence
- (7) Chance for originality/creativity
- (8) Has leadership possibilities
- (9) Rapid career advancement possible
- (10) Well respected /prestigious occupation
- (11) Low pressure job
- (12) Able to work in health care field
- (13) Able to work with people
- (14) Able to work with ideas
- (15) Fast paced work
- (16) Other, specify _____

2. Following is a list of goals. Circle any that you consider important for you to accomplish during your career in O.T. (May circle more than one response.)

- (1) Becoming an expert in a special area of practice
- (2) Obtaining recognition from colleagues
- (3) Supervising the work of others
- (4) Heading an O.T. department
- (5) Making a theoretical contribution to the field
- (6) Creating artistic works
- (7) Doing research
- (8) Writing books
- (9) Publishing professional papers
- (10) Becoming an officer in the state professional organization
- (11) Becoming active in the national professional organization
- (12) Being awarded professional honors
- (13) Participating in an organization like the Peace Corps or Vista
- (14) Educating O.T. students
- (15) Presenting material at professional conferences
- (16) Being a consultant
- (17) Going into private practice
- (18) Patenting an assistive device

- (19) Constructing an assessment instrument
- (20) Beginning a new clinical O.T. program
- (21) Developing a new treatment technique
- (22) Developing a new course in O.T.
- (23) Writing a funded grant
- (24) Other, specify _____

3. Below is a list of career values. Please circle one number for each career value.

Career Values	Very Impor- tant	Some- what Impor- tant	Neither	Not Very Impor- tant	Unimpor- tant
(1) Creativity	1	2	3	4	5
(2) Management	1	2	3	4	5
(3) Achievement	1	2	3	4	5
(4) Surroundings	1	2	3	4	5
(5) Supervisory	1	2	3	4	5
Relationships					
(6) Security	1	2	3	4	5
(7) Associates	1	2	3	4	5
(8) Prestige	1	2	3	4	5
(9) Independence	1	2	3	4	5
(10) Variety	1	2	3	4	5
(11) Altruism	1	2	3	4	5
(12) Imagination	1	2	3	4	5
(13) Accomplishment	1	2	3	4	5
(14) Responsibility	1	2	3	4	5
(15) Intellectual	1	2	3	4	5
Stimulation					
(16) Equality	1	2	3	4	5
(17) Inner Harmony	1	2	3	4	5
(18) Freedom	1	2	3	4	5
(19) Exciting Life	1	2	3	4	5
(20) Social	1	2	3	4	5
Recognition					
(21) Comfortable	1	2	3	4	5
Life					
(22) Helpfulness	1	2	3	4	5
(23) Wisdom	1	2	3	4	5
(24) Pleasure	1	2	3	4	5
(25) Self-respect	1	2	3	4	5
(26) Broad-	1	2	3	4	5
mindedness					
(27) Capability	1	2	3	4	5
(28) Honesty	1	2	3	4	5
(29) Challenge	1	2	3	4	5
(30) Salary	1	2	3	4	5

4. What do you intend to be doing five years from now?
(Circle only one alternative - the primary role.)

- (1) Not working
- (2) Working in an occupation other than O.T.
Working in O.T.:
 - (3) Treating clients
 - (4) Teaching students (academic)
 - (5) Managing a department
 - (6) Doing research
 - (7) Acting as a consultant
- (8) Undecided
- (9) Other, specify _____

Learning About Occupational Therapy

5. By what means did you first learn about Occupational Therapy?

- (1) An O.T. or O.T. student (not related to you)
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6. Before you entered the educational program in which you are presently enrolled, did you have any direct experience with O.T.?

- (1) No direct experience with O.T.
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- (9) Other, specify _____

7. At what age did you first learn about Occupational Therapy?

- | | |
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| (1) under 12 years | (3) 19 - 22 years |
| (2) 13 - 18 years | (4) after 22 years |

8. At what age did you decide to make a career in Occupational Therapy your goal?

- (1) Childhood (0 - 12 years)
- (2) Adolescence (13 - 18 years)
- (3) College years (19 - 22 years)
- (4) After College (23 years and above)
- (5) a career in Occupational Therapy is not my goal

9. Who do you feel was most influential in your decision to go into Occupational Therapy?

- (1) Mother
- (2) Father
- (3) Other relative, specify _____
- (4) Friend
- (5) Teacher, counselor
- (6) Self
- (7) An O.T.
- (8) Other, specify _____

10. Are you a member of the American Occupational Therapy Association?

- (1) yes
- (2) no

Educational Background

11. Have you earned any previous College degrees?

- (1) Masters
- (2) Baccalaureate
- (3) Doctorate
- (4) Specialist
- (5) Associate
- (6) None
- (7) Other, Specify_____

12. What was the nature of the undergraduate college from which you graduated?

- (1) public
- (2) private, coeducational
- (3) private, all women
- (4) private, all men

13. What was the size of the student body in the undergraduate college from which you graduated?

- (1) under 2000
- (2) 2000 - 5999
- (3) 6000 - 11,999
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- (5) Over 20,000

14. What is the size of the student body of the professional master's program in which you are currently enrolled?

- | | |
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| (2) 11 - 20 | (4) over 40 |

15. Through what sources do you intend to finance your education? (May circle more than one.)

- (1) Family (parents, spouse, others)
- (2) Grants or scholarships
- (3) Personal Loans
- (4) Commercial Loans
- (5) Personal Savings
- (6) Personal Employment
- (7) Other, specify _____

16. In elementary and secondary schools, what was your level of achievement?

- | | |
|----------------|-----------------|
| (1) all A's | (4) mostly C's |
| (2) mostly A's | (5) other _____ |
| (3) mostly B's | |

17. Are you planning to return to school within five years to further your education?

- (1) yes (2) no (3) don't know

18. What degree would you like to attain as your highest?

- | | |
|-----------------|--------------------------|
| (1) Bachelor's | (4) Specialist |
| (2) Certificate | (5) Doctorate |
| (3) Master's | (6) other, specify _____ |

Family and Socialization

19. What is the highest level of formal education obtained by your mother and father? (Mark one in each column.)

	Mother	Father
(1) elementary school or less	1	1
(2) some high school	2	2
(3) high school graduate	3	3
(4) some college or trade school	4	4
(5) college degree	5	5
(6) some postgraduate school	6	6
(7) postgraduate degree	7	7

20. How many children were in your family?

- | | |
|---------|-------------------|
| (1) one | (3) three or four |
| (2) two | (4) five or more |

21. Which category describes the children in your family?

- | | |
|---------------|--------------------|
| (1) all girls | (3) boys and girls |
| (2) all boys | |

22. Which of the following terms and phrases could be used to describe you as a child? (May circle more than one.)

- (1) club and organization member
- (2) preferred male friends
- (3) preferred female friends
- (4) enjoyed competition
- (5) participated in many activities with my father
- (6) participated in many activities with my mother
- (7) a leader
- (8) always expected to work someday
- (9) took risks socially and/or academically
- (10) family encouraged high achievement
- (11) none of the above

23. Which of the following terms and phrases could be used to describe you now? (May circle more than one.)

- (1) club and organization member
- (2) prefer male friends
- (3) prefer female friends
- (4) enjoy competition
- (5) always expect to work
- (6) take risks academically
- (7) take risks socially
- (8) have a family who encourages high achievement
- (9) none of the above

Optional Questions

24. What is your gender?

- (1) Male
- (2) Female

25. What is your age?

- (1) 19 years or younger
- (2) 20 - 22 years
- (3) 23 - 25 years
- (4) 26 - 28 years
- (5) 29 years or older

Please include any additional comments that you may have.
Thank-you.

Appendix E
Letter of Consent

Dear Fellow Student:

The attached questionnaire is being sent to you and other Occupational Therapy students. Your responses, and those from the other occupational therapy students, will be used in a study of characteristics common to students in Occupational Therapy. We believe that the results of this study will help the Profession of Occupational Therapy to better counsel incoming students, plan educational curricula and recruit students into our programs.

Although your participation in completing this survey is voluntary, please take the few minutes necessary to complete the questionnaire and return it to your department chairperson. A high rate of return will contribute to the validity of the study's results. Your cooperation is greatly appreciated.

Sincerely,

Margaret Danka

Appendix F
Initial Letter to Curriculum Directors

Dear:

I am a graduate student in Occupational Therapy at Western Michigan University. For my Master's thesis I plan to conduct a survey of students in professional and post-professional master's programs and seniors in baccalaureate programs to compare their stated professional values and goals. Also of interest to me are the differences in demographic data among the three groups.

I have drawn a random selection of academic programs in Occupational Therapy and your program was selected. I would like to invite the students in your program to participate in this study, but I need your assistance. I would like to send you a package of questionnaires for distribution to the students in your program. I will provide you with an envelope to collect surveys and to mail the responses back to me (postage of course, will be paid by me).

I have enclosed a copy of the survey instrument for your review. If you would like to participate, will you please let me know how many (seniors, professional masters, post-professional masters) students are enrolled in your _____ (baccalaureate, professional master's, or post-professional master's) program? I need this information so that I may send you the proper amount of questionnaires for student distribution.

I feel that there will be valuable benefits from this research. Knowing the values and goals of students can be of benefit for a number of reasons, including educational counseling, student recruitment, and curriculum planning.

I hope that you will accept my invitation. I appreciate any assistance that you can offer. I look forward to hearing from you!

Sincerely,

Margaret A. Danka

Appendix G
Letter of Thanks to Curriculum Directors

Dear :

I would like to thank you for your interest in my research project regarding professional values and goals of students, and for your prompt return of the student information card.

The enclosed stamped-addressed envelope for return of questionnaires may also be used for questionnaire collection. It may be placed in a convenient location, perhaps a main office, for easier access by the students.

I would appreciate it if you would return the completed questionnaires by February ____, which would allow about two weeks for the students to complete the questionnaires.

Once again, thank you for your interest and participation in this research. I look forward to hearing from you and continuing this very important process.

Sincerely,

Margaret A. Danka

Appendix H
Follow-Up Letter to Curriculum Directors

Dear:

This is a follow-up request for your participation in my research entitled "Differences in Values, Goals and Demographics of Three Levels of Occupational Therapy Students".

If you would like to participate, will you please let me know how many senior students are enrolled in your baccalaureate program? I need this information so that I may send you the proper amount of questionnaires for student distribution. Enclosed is a card for easy return of this information. Your return of this card will help to ensure a sufficient sample size.

I feel that there will be valuable benefits from this research. Knowing the values and goals of students can be of benefit for a number of reasons, including educational counseling, student recruitment, and curriculum planning.

I hope that you will accept my invitation. I appreciate any assistance that you can offer. I look forward to hearing from you!

Sincerely,

Margaret A. Danka

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