Differences in Values and Goals of Occupational Therapy Students

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Key Words: curriculum • professional education • professional productivity

This study compared professional values and goals of three levels of occupational therapy students: (a) seniors in baccalaureate programs (n = 337), (b) students in professional master's programs (n = 95), and (c) students in postprofessional master's programs (n = 62). Demographic characteristics including gender, age, and college background were also examined. Significant differences were identified between the baccalaureate group and the postprofessional master's group for three professional goals: (a) making a theoretical contribution to the profession, (b) performing research in the profession, and (c) educating occupational therapy students. Significant differences were also noted for four professional values. Intellectual stimulation was more often chosen by postprofessional master's students, exciting life and comfortable life were more often chosen by baccalaureate students, and helpfulness was more often chosen by the baccalaureate and postprofessional master's students. It was concluded that determining the professional values and goals of occupational therapy students may generate implications for career counseling, recruitment, curriculum planning, and decreasing the attrition rate.

The purpose of this study was to compare the professional values and goals of three levels of occupational therapy students: (a) seniors in baccalaureate programs, (b) students in professional master's programs (master's programs for students who have a baccalaureate degree in another field), and (c) students in postprofessional master's programs (master's programs for students who have a baccalaureate degree in occupational therapy). The two research questions examined were:

1. Is there a relationship between students' values and the level of their professional education?
2. Is there a relationship between students' professional goals and the level of their professional education?

Literature Review

This literature review describes factors related to professional values and goals of occupational therapy students and occupational therapists' professional productivity, professional publications, and research endeavors. Professional productivity of occupational therapists who had graduated with baccalaureate degrees and with professional master's degrees was examined by Gilkeson and Hanten (1984), Rogers and Mann (1980a, 1980b), Clark, Sharratt, Hill, and Campbell (1985), and Storm (1990). Gilkeson and Hanten (1984) found that as early as 2 years beyond graduation, occupational therapists with a master's degree had engaged in research with a higher frequency, and at 5 years beyond graduation, they had spent significantly more time teaching in an academic institution than had baccalaureate respondents. Six years beyond graduation, the master's graduates presented a higher number of programs or workshops at various pro-

The U.S. Bureau of Labor Statistics has projected that occupational therapy will grow by 55% through the year 2000 (Silvestri & Lukasiewicz, 1991). 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). In 1991, 2,592 entry-level students graduated from accredited occupational therapy educational programs (American Occupational Therapy Association, 1992), yet most recent estimates were that 6,000 jobs were unfilled in 1989 (Silvergleit, 1989).

Because of this continued shortage of occupational therapy professionals, the focus of this article was on the occupational therapy student. Few data have been published regarding occupational therapy students' professional values and goals. Knowing the professional values and goals of students can benefit the profession in the areas of career counseling, recruitment, curriculum planning, and decreasing the attrition rate.
fessional conferences than did the baccalaureate graduates.

Rogers and Mann (1980a, 1980b) defined professional productivity in terms of practice, education, research, and professional activities. They found that as educational level increased, so did scores on these productivity variables. Professional master's degree respondents reported more publications and had more professional conferences, and spent many more years conducting research than had those who graduated from the baccalaureate program.

Storm (1990) investigated productivity differences among occupational therapists with various levels of education. She examined research contributions, publications, awards and honors, and presentations. Her study did not substantiate significant differences in professional productivity among baccalaureate, professional master's, and postprofessional master's groups.

Madigan (1985), Holmstrom (1975), Katz (1982), and Rozier, Gilkeson, and Hamilton (1992) examined various goals and values of occupational therapy students. Madigan (1985) compared freshman and sophomore occupational therapy assistant students to junior and senior professional occupational therapy students. Career goals such as writing books or journal articles and teaching were selected by many more professional level occupational therapy students than by occupational therapy assistant students. The occupational therapy assistant students more often indicated creating artistic works as a main goal in their career choice. Several work values, such as independence, variety, and intellectual stimulation were more frequently chosen by the professional level occupational therapy students, whereas supervisory relationships, surroundings, and security were more often valued by the occupational therapy assistant students.

In Holmstrom's (1975) profile of aspirants to a career in occupational therapy, one variable studied was self-rating of life goals. Some life goals on which subjects rated themselves highly were: (a) helping others in difficulty, (b) becoming an authority on a special area in one's field, and (c) obtaining recognition from colleagues for professional contributions. Rozier et al. (1992) identified some of the reasons that students of differing educational levels chose occupational therapy as a career. They surveyed 218 students and found that the statement: "helping people is personally enjoyable," was agreed with often as a reason to enter the profession of occupational therapy.

Katz (1982) examined the terminal and instrumental values of 56 occupational therapy juniors and 48 occupational therapy first year master's students at New York University using the Rokeach Value Survey (Rokeach, 1968). She found that the juniors more often chose values related to a comfortable, happy life, whereas the first year master's students highly valued intellectual endeavors.

The professional productivity of occupational therapists with differing educational backgrounds has been examined by several researchers with varied results. Some report increased professional productivity with higher levels of education, and others do not substantiate these findings. There are limited data available regarding professional values and goals of occupational therapy students.

Method

This study used a cross-sectional descriptive design (Mann, 1985) to compare the stated professional values and goals among students in each of the three levels of occupational therapy academic programs.

Subjects

A sample of 20 of the 67 baccalaureate programs, eight of the 15 professional master's programs and 10 of the 31 postprofessional master's programs were randomly selected from academic programs in the United States for inclusion in this study. At least one third of each of the three programs was selected to obtain a representative sampling. Curriculum directors of the sample were mailed a copy of the questionnaire and asked to provide to the researcher the number of students in their programs (seniors in the selected baccalaureate programs and the total number of students in the selected professional and postprofessional master's programs were requested; students on fieldwork were eliminated) so that a sufficient number of questionnaires could be mailed.

Instrumentation

A questionnaire incorporating questions from Madigan's (1985) and Morris's (1982) studies was developed. Three slightly different forms of the questionnaire were developed for each of the three levels of academic programs. The questionnaire consisted of a maximum of 25 fixed-alternative questions and one question with a 5-point response scale. Vital to the questionnaire were two questions regarding professional values and goals of students (see Appendix). Questionnaires were pretested on nine occupational therapy students (three in each of the three program levels) at Western Michigan University, Kalamazoo, before distribution to the sample.
Procedure

Enough questionnaires for distribution to each student \((n = 1,163)\) in the 46 selected academic programs were sent to the curriculum directors. 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 after completion. After a 2-week period, the curriculum directors were asked to seal the envelope containing the completed questionnaires and mail it to the researcher. A follow-up letter was sent after 3 weeks to those who did not respond to the initial request.

Data Analysis

Means and standard deviations were determined for each variable within the fixed alternative questions, for each variable included in the 5-point response question, and for each variable among the three program levels. The means for 15 specific variables among the three levels of students were compared to establish differences, with chi-square and analysis of variance.

Results

Of the 1,163 questionnaires sent to the 46 programs, 494 were returned (42.4%). The return rate was 44.4% \((n = 337)\) for the 17 baccalaureate program groups, 36.3% \((n = 95)\) for the seven professional master's program groups and 45.9% \((n = 62)\) for the eight postprofessional master’s program groups.

Characteristics of Respondents

Gender and age. Most of the respondents (94.6% of the baccalaureate students, 81.1% of the professional master's students, and 91.1% of the postprofessional master's students) were female. Most of the baccalaureate students (56.8%) were between the ages of 20 and 22 years; many of the professional master's students (41.1%) and the postprofessional master's students (67.7%) were 29 years or older.

College background. Surprisingly, 9.2% of the baccalaureate respondents already had bachelor's degrees and 9.5% of the professional master's students already had master's degrees. Almost 15% of the baccalaureate students had associate degrees.

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

Professional Goals of Respondents

Students were asked to select from a list of 24 professional goals those that they would like to achieve in their careers. Ten of the goals most frequently chosen by the three groups are shown in Table 1. The baccalaureate and professional master's respondents tended to choose goals that were clinically oriented, whereas the postprofessional master’s students tended to select goals that were academically focused.

Five of the 24 goals listed were found to be significant in other studies of goals of occupational therapy students (Holmstrom, 1975; Madigan, 1985). These five goals are: (a) making a theoretical contribution to the field, (b) doing research in the field, (c) educating occupational therapy students, (d) supervising the work of others, and (e) heading a department. These five goals were subjected to statistical analysis in this study as well. Significant differences were found between the baccalaureate students and the postprofessional master’s students for three of the five professional goals: making a theoretical contribution to the field, doing research in the field, and educating occupational therapy students. Although this finding is not significant, the professional master’s students were more likely than baccalaureate students and less likely than postprofessional master’s students to include as important goals making a theoretical contribution to the field and doing research in the field.
field. They were less likely than either of the other two groups to choose educating occupational therapy students as a professional goal.

**Professional Values of Respondents**

Respondents were asked to rank a list of 30 professional values on a 5-point scale. Ten of the most frequently chosen professional values of the three groups are shown in Table 2. Also, 10 of the 30 professional values had been statistically examined by other researchers (Katz, 1982; Madigan, 1985). These 10 professional values were subjected to statistical analysis in this study and significant differences were found for four of them: intellectual stimulation, exciting life, comfortable life, and helpfulness. The baccalaureate and the professional master’s students were significantly more likely than the postprofessional master’s students to include helpfulness as a professional value. Baccalaureate students were significantly more likely to include exciting life and comfortable life than either of the other two groups. Although intellectual stimulation was frequently selected for all three groups, the postprofessional master’s students were significantly more likely to select this goal than were either the baccalaureate students or the professional master’s students.

**Discussion**

**Professional Goals of Respondents**

The students in this research and the therapists in Holmstrom’s (1975) research held in common the professional goal of becoming an expert in practice. The goal of becoming an expert in practice was not divided into general practice versus specialization in this study. Students need to be aware of the variety of specializations and to have their needs addressed regarding the options available in their professional careers. Becoming an expert in practice necessitates gathering information in current concepts of theory, research, and practice. All students need to be cognizant of this interplay and encouraged to make contributions to the profession. Both the baccalaureate respondents in Madigan’s study and the baccalaureate respondents in this study often chose the professional goals of being a consultant and having a private practice. Future trends may reflect an increase of therapists employed in these areas, therefore these potential trends may be areas to address in baccalaureate programs.

The master’s-prepared occupational therapists in Gilkeson and Hanten’s (1984) study, Rogers and Mann’s (1980a, 1980b) study, the baccalaureate students in Madigan’s (1985) study, and each of the three student 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, 1980b). 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 in an academic environment, 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 necessary degree (on the other hand, respondents may have been referring to educating students in a clinical environment, which is difficult to ascertain due to the limitations of this research).

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. In this study, publishing papers, presenting at conference, and doing research were indicated more frequently by the professional master’s and postprofessional master’s students than by the baccalaureate students. These findings have implications for curriculum planning. 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. Students’ professional goals and means to achieve their goals need to be addressed in occupational therapy academic programs. Identifying both the student goals and the goals of the curricula before the students’ enrollment may be beneficial in addressing these issues.

**Table 2**

**Professional Values of Occupational Therapy Students**

<table>
<thead>
<tr>
<th>Group Frequencies</th>
<th>Baccalaureate (n = 568)</th>
<th>Professional Master’s (n = 95)</th>
<th>Postprofessional Master’s (n = 62)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>%</td>
<td>Frequency</td>
</tr>
<tr>
<td>Self-Respect</td>
<td>52</td>
<td>9.3</td>
<td>82</td>
</tr>
<tr>
<td>Honesty</td>
<td>52</td>
<td>9.3</td>
<td>82</td>
</tr>
<tr>
<td>Capability</td>
<td>76</td>
<td>13.2</td>
<td>69.5</td>
</tr>
<tr>
<td>Helpfulness</td>
<td>76</td>
<td>13.2</td>
<td>69.5</td>
</tr>
<tr>
<td>Intellectual</td>
<td>76</td>
<td>13.2</td>
<td>69.5</td>
</tr>
<tr>
<td>Stimulation</td>
<td>282</td>
<td>49.7</td>
<td>82</td>
</tr>
<tr>
<td>Variety</td>
<td>282</td>
<td>49.7</td>
<td>82</td>
</tr>
<tr>
<td>Accomplishments</td>
<td>282</td>
<td>49.7</td>
<td>82</td>
</tr>
<tr>
<td>Supervisory</td>
<td>282</td>
<td>49.7</td>
<td>82</td>
</tr>
<tr>
<td>relationship</td>
<td>282</td>
<td>49.7</td>
<td>82</td>
</tr>
<tr>
<td>Challenge</td>
<td>282</td>
<td>49.7</td>
<td>82</td>
</tr>
<tr>
<td>Broad-mindedness</td>
<td>282</td>
<td>49.7</td>
<td>82</td>
</tr>
</tbody>
</table>

In Katz’s (1982) research, the 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 were significantly more likely than the postprofessional master’s students to include helpfulness as a professional value. Baccalaureate students were significantly more likely to include exciting life and comfortable life than either of the other two groups.
Research on employed in a variety of treatment settings can be dete-

cultures to obtain a more representaive sample of the

grams to obtain a more representarive sample of rhe

sional goals and values of baccalaureate graduates who

students in each of the three levels of educational pro-

subjeers over rime.

This study should be rer1icated with a random sample of

students in this study more often chose values that

reflected external satisfaction (comfortable and exciting

life), whereas the professional master's students more

often chose values that reflected internal satisfaction and

use of the creative mind (imagination and creativity and

self-respect). The postprofessional master's students

more often chose values that reflected growth of the self

and of the profession (intellectual stimulation and

challenge).

Suppose a student who enters an occupational ther-

apy educational program highly values prestige, sur-

roundings, 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. This student may fail to com-

plete his or her academic program (having wasted time,

money, and effort), may become an unsatisfied but em-

ployed therapist, or may contribute to the attrition rate.

This student's needs should be identified before he or

she enters an occupational therapy program so that the

student's educational experience (possibly in a program

other than occupational therapy) will be satisfying and

rewarding.

Recommendations and Suggestions for Future
Research

This study should be replicated with a random sample of

students in each of the three levels of educational pro-

grams to obtain a more representative sample of the

student population. Also, a longitudinal study rather than

a cross-sectional study would generate information about

subjects over time.

Further study in this area may focus on the profes-

sional goals and values of baccalaureate graduates who

obtain a second baccalaureate degree, because this popu-

lation was not addressed in this research. 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 impor-

tant trends. Professional goals and values of therapists

employed in a variety of treatment settings can be deter-

mined for insight into what attracts therapists to different

settings.

The professional goals, values, and trends of nontra-

ditional students also may be identified, as this is a grow-

ing population. Another possible study may focus on in-

vestigating and reporting differences in educational

programs so that students may make informed educa-

ational choices.

Study Limitations

This study has several limitations. One limitation was the

method of sampling. To contain the costs of the survey,
schools were randomly selected for the sample rather than students. The sample of schools may not have been representative of all schools in the United States. Additionally, the response rate was low for survey research and, because the return rate was less than 100%, it is not known how much respondents differ from nonrespon-
dents. Finally, some of the questions may not have been
clear, and could have been expanded upon for clarification. For instance, the professional goal of educating oc-
cupational therapy students should have been two goals: (a) educating occupational therapy students in an ac-
demic program and (b) educating occupational therapy

students in a clinical program. Additionally, becoming an

expert in practice might have been divided into: (a) be-

coming an expert in general practice and (b) becoming an

expert in a specialized area of practice.

Summary

It is shown 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 ther-

apy students. The profile of the occupational therapy

students in this study 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 respondents 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 emerged that creates a different profile for

each of the three groups. In general, the baccalaureate

students are quite different from the postprofessional

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 that they chose

occupational therapy as a career because it was a well

respected profession in which they could fulfill the pro-

fessional goal of working with people. They were also

more likely to state that they valued security, prestige, an

exciting and comfortable life, social recognition, and

pleasure.

The professional master's students were more likely

than the other two groups of students to say they decided

on occupational therapy as a career because they could

fulfill the professional goals of contributing to society,

being independent and original, and working with ideas.

They were more likely to say they valued creativity, altr,

sim, imagination, inner harmony, and self-respect.

The postprofessional 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 state the professional goals of becoming an expert in practice, educating students, performing research, making a theoretical contribution, writing books, publishing papers, and presenting material at conferences.

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. Recruiting incoming students into the profession of occupational therapy has potential for increasing the work force and decreasing the current shortage of occupational therapists. 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, 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. It is important for all of these reasons to know what therapists of the near future value and what their professional goals are. Knowing the professional values and goals of occupational therapy students may provide for growth of the profession and assist in keeping the 2,500 new occupational therapists added to the work force each year productively employed.

Appendix

Student Goals and Values Survey

1. Following is list of goals. Circle any that you consider important for you to accomplish during your career in occupational therapy (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 occupational therapy 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 occupational therapy 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 occupational therapy program
21. Developing a new treatment technique
22. Developing a new course in occupational therapy
23. Writing a funded grant
24. Other, specify

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

<table>
<thead>
<tr>
<th>Career Values</th>
<th>Very Important</th>
<th>Somewhat Important</th>
<th>Neither</th>
<th>Not Very Important</th>
<th>Unimportant</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Creativity</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. Management</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. Achievement</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. Surroundings</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. Supervisory relationships</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. Security</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. Associates</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. Prestige</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. Independence</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10. Variety</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11. Altruism</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12. Imagination</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>13. Accomplishment</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>14. Responsibility</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>15. Intellectual stimulation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>16. Equality</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
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<td>17. Inner harmony</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>18. Freedom</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>19. Exciting life</td>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
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<td>20. Social recognition</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>21. Comfortable life</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>22. Helpfulness</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>23. Wisdom</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>24. Pleasure</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>25. Self-respect</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>26. Broad-mindedness</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>27. Capability</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>28. Honesty</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>29. Challenge</td>
<td>1</td>
<td>2</td>
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<td>4</td>
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References


