Educational experiences and didactic materials on health promotion are necessary for occupational therapists to remain current in the profession. This paper reviews health promotion learning experiences to determine the "state of the art" in this important area. It was found that few papers or workshops have been given at recent AOTA Annual Conferences; five universities received Allied Health Grants, which included occupational therapists, to develop health promotion learning materials; and occupational therapy educational curricula for the most part do include something on health promotion. The AOTA Special Interest Sections have shown interest in health promotion.

AOTA Annual Conferences

A major source of continuing education for occupational therapists are AOTA's annual conferences. To assess the conference content emphasizing health promotion, we tallied the number of presentations addressing health promotion of the last three annual conferences. Other presentations might well have covered relevant health promotion information, but we chose to count only those presentations directed to health promotion.

The 1984 conference included one presentation on health promotion (Reitz, 1984) and the keynote address (Shealy, 1984); the 1985 conference had one presentation (Diazio, 1985); and the 1986 conference had four presentations (Goodro, 1986; Hertfelder & Gwin, 1986; Jaffe & Gray, 1986; Paulson, 1986), suggesting an increasing interest in this topic.

Allied Health Training Grants to Universities

In October 1983, nine university allied health education programs were awarded training grants by the Department of Health and Human Services (HHS) to develop health promotion training materials and/or conduct faculty development activities. Five of the nine universities included occupational therapy pro-

Health promotion and disease prevention are not new concepts in occupational therapy. The Representative Assembly of the American Occupational Therapy Association (AOTA) in 1978 adopted a formal statement of the "Role of the Occupational Therapist in the Promotion of Health and Prevention of Disabilities" (AOTA, 1978). Generally speaking, occupational therapists are well acquainted with both secondary and tertiary prevention, which refer to those activities that prevent or retard progression of a disorder, or reduce dysfunctional performance among disabled individuals. They are not as familiar with primary prevention, which assists people in promoting their own well-being.

The health care system's increasing emphasis on promoting health and wellness has stimulated a renewed interest among allied health professionals in learning about health promotion. Educational materials and experiences in this area should be available to therapists who want to remain current in the profession as well as to occupational therapy students about to enter a health-centered service delivery system. This paper reviews health promotion learning materials and experiences that can be found in continuing education for occupational therapists; in Department of Health and Human Services' Allied Health Training Grants in health promotion and disease prevention involving occupational therapy; in preprofessional occupational therapy curricula; and in pertinent related information.

Barbara A. Rider, MS, OTR, FAOTA, is Professor, Occupational Therapy Department, Western Michigan University, Kalamazoo, Michigan 49008.

Virginia K. White, PhD, OTR, FAOTA, is a health and education consultant in East Lansing, Michigan, and Adjunct Assistant Professor at Western Michigan University, Kalamazoo, Michigan.
grams: Western Michigan University, San Jose State University, Howard University, University of Texas at Galveston, and the University of Washington.¹

Most of the projects are completed or close to completion. Western Michigan University produced three educational videotapes, one on the role of allied health professionals in health promotion, another on their role with infants and children, and the third on their role with older adults. Five additional videotapes are discipline-specific, including one on the role of occupational therapists in health promotion and disease prevention. The final tape chronicles the process of influencing an organization, in this case the process of establishing a "no smoking" policy in a university.

San Jose State University used its HHS grant to develop an interdisciplinary health promotion curriculum focused on the health needs of minority populations. The courses have been taught several times by the faculty who developed them, and more recently the teaching has been assumed by faculty members of the participating departments.

At Howard University the occupational therapy project faculty provided consultancy services to a center for youth services providing education and employment training for adolescents. The faculty is developing an occupational therapy assessment instrument suitable for this population.

The School of Allied Health Sciences, University of Texas Medical Branch at Galveston, developed 14 self-instructional modules, each dealing with a different aspect of health promotion and disease prevention, such as nutrition, exercise, control of stress, and alcohol abuse. The modules have been incorporated into the classes of several of the allied health baccalaureate programs.

The University of Washington project faculty designed and tested a health promotion interdisciplinary training program that included a core course on health promotion. The occupational therapy program now uses this course, adapted for its junior year students. The emphasis is on primary prevention.

The involvement of occupational therapists in these health promotion/disease prevention training grants will have numerous spin-offs, starting with the impact of allied health professionals on each other. For some, this may be the first time that other allied health professionals learn what occupational therapists do.

Occupational Therapy Educational Curriculum

To assess the integration of health promotion and disease prevention principles within the curricula of occupational therapy programs throughout the nation, a survey was mailed to 45 schools in the summer of 1985, excluding the five curricula above that were recipients of HHS grants. Thirty-three schools returned the survey (a return rate of 73%). Twenty-nine respondents reported incorporating health promotion and disease prevention principles into their curricula (21 primarily used class time within a course to include these principles, and 8 developed specific courses using the health promotion/disease prevention concepts). Some of the topics that might be included in an introductory course for occupational therapists are the following (from Karmen Brown, MPH, OTR, at Wayne State University, Detroit, MI):

- Definitions of wellness, prevention, health promotion;
- Increasing life-style awareness, importance of balance;
- Habits, work/play, self-direction, and self-responsibility in relation to wellness;
- Evolution of the wellness movement;
- Impact of the media on life-styles;
- Historical review of change from an agricultural society to an industrial, more sedentary one; impact of the technology age;
- Historical perspective of the development from the medical-care model to a health-care model to wellness, including the Surgeon General's Report on Health Promotion and Disease Prevention (Public Health Service, 1979);
- Review of what occupational therapy has done regarding wellness, such as stressing the total person concept and self-responsibility;
- Implications for occupational therapy in hospitals and in the community.

In addition to a 2-hour session on these topics, occupational therapy students at Wayne State University benefit from the integration of health promotion and wellness concepts into other courses. A student project pertinent to wellness is also mandatory.

In summary, health promotion and disease prevention concepts are at least superficially included in most occupational therapy education programs. Collecting additional information about the depth of the content is a future task.

Additional Activities

A library search of the Psychological Abstracts from 1980 to 1986 was undertaken to discover the number of citations related to health promotion, disease prevention, and wellness. Of the 220 citations found, only 4 were in occupational therapy journals (Baum, 1980; Bloss-Brown & Shoening, 1983; Gilfoyle, 1984;...

¹ The products of these HHS-supported projects are available from the following sources: Western Michigan University, Center for Human Services; San Jose State University, Occupational Therapy Department; Howard University, Occupational Therapy Department; University of Texas Medical Branch at Galveston, Kathleen Tiernan; and University of Washington, Occupational Therapy Department, Elizabeth Kanny or Kay Paulson.
In 1985 a notice was placed in the *Occupational Therapy News*, asking readers about their involvement in health promotion/disease prevention programs. Only three responses were received. One was a request for additional information. The second respondent, Virginia Allen, sent a flyer describing the health promotion programs she conducted for the Trust Company of Augusta, Georgia (included in this issue). The third respondent, from Michigan, described what she was doing in health promotion in her practice.

The HHS Allied Health Training Grants encouraged several additional endeavors. Activities under way by a group of faculty members at Western Michigan University are examples of health promotion activities being conducted by occupational therapists. The Western Michigan group met with the AOTA Special Interest Section chairs and obtained their support to increase their emphasis on health promotion by including health promotion information in the newsletters. At the state level, the Western Michigan group will review the proposed licensure/regulation bill for inclusion of health promotion practice; monthly articles will be submitted to the Michigan Occupational Therapy Association newsletter; and the state Council on Education will consider a focus on health promotion for an annual meeting. Other activities under consideration include an offer to update the AOTA Health Promotion position paper, to develop a health promotion roles and function paper; to develop a health promotion/disability prevention self-study module; to review the position in the "Essentials" relative to health promotion; to develop a health promotion special interest section; and to encourage the southwestern district of the Michigan Occupational Therapy Association to focus some activities on health promotion.

**Summary**

The Representative Assembly of AOTA recognized the importance of health promotion and disability prevention as a separate area of practice as early as 1978. Recent years have seen an increased interest in health promotion among occupational therapists, encouraged, at least in part, by the national wellness movement and government funding to allied health programs to integrate health promotion concepts into education programs.

**References**


