

PILOT COURSE IN HOME MANAGEMENT FOR WOMEN PATIENTS
IN THE C. F. MENNINGER MEMORIAL HOSPITAL

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CHAPTER I

INTRODUCTION TO THE STUDY

During the past fifty years a new attitude has emerged concerning mental illness and its treatment; neither is it feared nor is the individual or family in disgrace who seeks help. Through education, most of the public has come to accept mental illness in the same light as physical illness, and there is hope that the individual may return to an active, useful life after treatment.

Mental health has been described in terms of the individual's feelings, personal traits, and behavior patterns.¹ Mental health depends upon the success of the individual's discernment of his environment, his adjustment to it, and the satisfaction he feels from living. Eaton said mental health was "a value judgment, and all the potentialities for variation and change implicit in such a relativistic entity."²

Much improvement has been made in understanding and treating mental illness but care must be taken that complacency does not prevent even more progress from occurring.

Menninger said that the figures of the 1961 study of the Joint

¹Marie Jahoda, Current Concepts of Positive Mental Health, p. (x).

²Joseph W. Eaton, "The Assessment of Mental Health," American Journal of Psychiatry, 108:9, August, 1951.

Commission on Mental Health showed, "Over 80 per cent of the state hospitals of our country still fail to offer any treatment at all to the patients assigned to them and confined in them."¹

During hospitalization a patient is relieved of the responsibility of meal preparation, clothing care, personal finance, and general housekeeping activities. Upon hospital release an individual returns to the routine of every day living. Skills not used during hospitalization may be forgotten or perhaps there was no previous mastery of them before the individual was confined.

Edith Stern, concerned about the readjustment of families and mental patients upon return from hospitalization, discussed mutual problems in Mental Illness: A Guide for the Family. "Home" may have seemed more glamorous to the patient while being hospitalized. Upon returning, some of the "realities of inconveniences and little frictions may, therefore, come to him as somewhat of a shock."²

THE SITUATION

The Menninger Foundation is a non-profit center for professional education, research, treatment, and prevention in psychiatry. Facilities are located at 3617 West 6th in Topeka, Kansas, and at West Campus, located northwest of Topeka on the site of the former Security Benefit Hospital.

¹Karl Menninger, Martin Mayman, and Paul Pruyser, The Vital Balance, p. 416.

²Edith Stern, Mental Illness: A Guide for the Family, p. 81.

The C. F. Menninger Memorial Hospital is named in honor of the late father of Dr. Karl Menninger and Dr. William Menninger. This hospital was planned "to create a warm, friendly atmosphere in which the patient could 'be at home,' to provide maximum safety and protection, and to increase the efficiency of both personnel and facilities."¹

Dr. Karl Menninger, Director of the Menninger Foundation, insists upon his staff thinking in terms of helping patients to become "weller than well."² Activities which form a part of healthy living are needed during treatment. "Today the modern hospital program tends to be increasingly an educational one."³

The Menninger philosophy stresses the importance of a structured milieu or environment from which the patient receives support and guidance. The milieu treatment is "based on the concept that people can be changed through people and environmental factors."⁴ The treatment guides, leads, or instructs the patient "into a new way of life and then gradually withdraws the instruction and the supports and permits him to take up an independent existence, once more using his own assets and his new techniques."⁵

¹"Far More Than a Monument," The Menninger Quarterly, 3:7, Summer, 1954.

²Menninger, Mayman, and Pruyser, op. cit., p. 411.

³Karl Menninger, "Healthier Than Healthy," Menninger Quarterly, 14:13, Summer-Fall, 1960.

⁴Gunter I. Ammon, "Theoretical Aspects of Milieu Therapy," p. 1.

⁵Menninger, Mayman, and Pruyser, op. cit., p. 71.

During mental illness an individual may withdraw from social relations, an action which is accompanied by a weakening of interests. Leaving a patient to himself tends to make life seem more disordered. If treatment is to be successful it is necessary for the hospital to provide various activities which will help individuals

direct their energies constructively and encourage a renewed interest in other people, things, and actions. Healthy elements in the personality are thus stimulated and mobilized from without, while psychotherapy helps the patient to a better understanding of himself.¹

The activity schedule goes beyond providing entertainment or "busy work" for the patient. The psychiatric team considers the patient's problems and assigns an activity prescription which will provide socially acceptable outlets for expression.² The program follows the idea that the training and retraining of people to live relatively normal lives may often allow them to have more satisfying lives than before the inception of their illnesses. All activities are considered to be "adjuncts" to recovery. Carefully trained adjunctive therapists carry on the program of treatment in industrial, creative, educational, and recreational areas.

Patients in the C. F. Menninger Memorial Hospital live and become well within this structured environment. However, upon moving from the

¹"Day Hospital: New Hope for the Mentally Ill," Menninger Quarterly, 17:20, Fall, 1963.

²William C. Menninger, "Psychiatric Principles Applied to the Treatment of Hospitalized Patients." Bulletin of the Menninger Clinic, 1:42, January, 1936.

confines of the hospital, the patients are suddenly without much of the support from this structure and may be confronted with the practical problems of home and personal management for the first time in several years. For some this experience in independent living will be entirely new as they have never before been independent or cared for themselves.

Consideration of possible ways to prepare these individuals to care for themselves after leaving the support of the hospital would seem relevant.

PURPOSES OF THE STUDY

The purposes of this study were (1) to plan and implement a pilot course in home management for women patients receiving treatment in the C. F. Menninger Memorial Hospital, (2) to assess the success of the pilot course and need for changes, and (3) to develop a more comprehensive course of study in the management of the home.

DEFINITIONS OF TERMS

For the purpose of clarification the following terms are defined.

Activity. An activity is any one of the arts, crafts, educational, or industrial classes to which a patient may be assigned for a period of thirty minutes to three hours.

Day-patient. A patient who lives outside of the hospital, spends full time, half-time, or quarter time in scheduled activities.

Group accompaniment. When a patient, individually or in a group, is accompanied by a staff member to, from, and during scheduled

activities. Accompaniment may or may not be by the staff member in charge of the scheduled activity.

Grounds privileges. When a patient has full freedom to move about the grounds unaccompanied at any time between 8:00 A.M. and 10:00 P.M., but is expected to maintain activity schedule.

Hospital-patient. A patient who lives within the hospital and attends scheduled activities.

PLAN FOR THE REMAINDER OF THE THESIS

Chapter II is a review of literature pertaining to changing attitudes, through the centuries, toward the mentally ill. Contributions by home economists to the challenge of helping the mentally ill are also presented.

Chapter III includes the development, implementation, and assessment of the pilot course in home management.

Chapter IV is the proposed course in home management developed from the assessment of the pilot course.

Chapter V includes a summary of the study and recommendations. Appendices contain an outline of the pilot course and instruments developed for the assessment of the pilot course.

CHAPTER II

CHANGING ATTITUDES TOWARD THE MENTALLY ILL

Change has come slowly, through knowledge of human behavior, in the treatment and rehabilitation of the mentally ill. The modern hospitals with its services and dedicated personnel are taken for granted and often the individuals who believed the mentally ill to be human with certain inalienable rights remain forgotten. The first section of the review of literature will be a summary of the historical background of changing attitudes toward the mentally ill and the last section will deal specifically with the reorientation of women in mental hospitals by home economists.

HISTORICAL BACKGROUND

Stresses and strains precipitating mental illnesses have undoubtedly plagued mankind since the beginning of time. The Ebers papyrus (1500 B. C.) contains descriptions of conditions known today as senile deterioration and alcoholism.¹

When the mysteries surrounding illnesses were first investigated causes were not studied. Diseases, and especially mental diseases, were attributed to the supernatural, and believed to have been sent by the

¹Menninger, Mayman, and Pruyser, op. cit., p. 419.

gods as punishment, annoyance, or revenge. Unfortunate individuals who were thought to be possessed by evil spirits were subjected to physical maltreatment for the purpose of making the body an "unpleasant abode for intruding demons and evil spirits."¹ However, persons afflicted with epileptic seizures, trances, hallucinations, and certain character disorders were considered to be divine instruments of the gods and the abnormal behavior to be a token of special grace. Meddling or probing into behavioral processes deviating from the considered norm was therefore unwise.²

During the time of Hippocrates investigations were carried on to determine the natural causes of disease. Hippocrates was the first to recognize the brain as a center of thought and emotion.³

Later efforts were made to protect the general public by imprisoning the mentally ill. Treatment was deplorable and inhumane. "Straight jackets, cribs, muffs, wristlets, iron collars, and balls and chains were used to restrain the violent."⁴

Thomas Sydenham, in the seventeenth century, announced a revolutionary theory concerning illness. He believed there were a number of diseases in existence and did not uphold the theory that illness was due

¹Ilza Veith, "The Infancy of Psychiatry," Bulletin of the Menninger Clinic, 28:187, May, 1964.

²Ibid., pp. 186-188. ³Ibid.

⁴Helen E. Marshall, Dorothea Dix, p. 66.

to "mixtures of body fluids"¹ or "due to laxity and tension of body organs."²

Insanity and poverty were not particular social problems during the time of American colonization. The Elizabethan Poor Law of 1601 placed the responsibility of caring for the insane and poverty-stricken upon society. Deviate behavior, unless extreme in nature, was tolerated because few people were threatened by it.³ With an increase in population and urbanization came an increase in the numbers of poor and insane. These two classes of unfortunates were classed together and housed in jails or poorhouses. It was inconceivable that these creatures could improve, much less recover through any type of treatment.⁴

Near the close of the eighteenth century the prevailing theory attributed mental disease to dog-days or black and yellow bile; "jealousy, envy, sloth, and self-abuse, were mistaken causes."⁵ Drugs, such as opium and belladonna, were used as treatment and any case not responding was considered beyond human help.⁶

In the last ten years of the eighteenth century, Philippe Pinel, in France, and William Tuke, in England, brought forth the first reforms

¹Menninger, Mayman, and Pruyser, op. cit., p. 18.

²Ibid.

³Gerald N. Grob, "Origins of the State Mental Hospital: A Case Study," Bulletin of the Menninger Clinic, 29:2-3, March, 1965.

⁴Ibid., p. 4. ⁵Helen E. Marshall, Dorothea Dix, p. 65.

⁶Ibid.

in treating the mentally ill. Pinel had the chains removed from the mentally ill and substituted a gentle and humane system of therapeutics at Bicentre, the men's hospital for the mentally ill in Paris. He became known as the "liberator of the insane."¹ The universal practice of using restraints was abolished in only a few hospitals and was still a point for argument in the early 1900's.² The movement towards liberating the insane from medieval practices was heightened by the causes underlying the French Revolution.³

In 1792, William Tuke, a Quaker, became concerned with treatment of church members committed to public asylums and workhouses. With donations from wealthy members of the Society of Friends he built a retreat and patterned the operation after the philosophy exemplified by Pinel.⁴

Dr. Benjamin Rush, patriot and physician during the Revolution, was the first American to propose "mental illness was a disease, not a devilish 'possession' or a punishment for sin."⁵ A diary entry for January 4, 1803, records a meeting of Pennsylvania hospital physicians at which time he proposed the need for humanitarian superintendents of

¹Ibid., p. 67.

²Albert Deutsch, The Mentally Ill in America, p. 227.

³Marshall, op. cit., p. 67. ⁴Ibid., p. 68.

⁵Sarah R. Reidman and Clarence Green, Benjamin Rush, Physician Patriot, Founding Father, p. 228.

mental hospitals.¹

Horace Mann was responsible for reinstating action on a Massachusetts legislative bill which asked suitable housing for the insane.² The resolution passed in 1830. Mann, Bezaleel Taft, and William B. Calhoun were appointed to oversee the planning and construction, as well as make recommendations for government and discipline, of a hospital to be built at Worcester. The completed structure provided a large window in each room, adequate bathing facilities, and stairways leading to a yard.³ Interest was stimulated in the care and treatment of patients through the practice of "moral treatment."⁴ Moral treatment was an attempt to create a favorable environment in which the patients, through kind and humane treatment, would recover.⁵

The reformers of this period believed society had an obligation to the insane, but even more important was their belief that mental illness was "a curable malady, given proper and early treatment."⁶ Although progress was being made the great mass of mentally ill were still without benefit of humane treatment.⁷

Dorothea Lynde Dix, a humanitarian and reformer, worked tirelessly in helping the mentally ill. She lived in an age "which had not

¹George W. Corner (ed.), The Autobiography of Benjamin Rush, p. 262.

²Grob, op. cit., p. 10. ³Ibid., pp. 12-13. ⁴Ibid., pp. 17-18.

⁵J. Sanbourne Bockhoven, Moral Treatment in American Psychiatry, pp. 83-84.

⁶Grob, op. cit., p. 18. ⁷Marshall, op. cit., p. 80.

yet come to place its stamp of approval upon women entering into an independent life or going into business or the professions in competition with men."¹ Her first triumph in helping the mentally ill was to obtain heat in the section of the East Cambridge jail reserved for the insane.² As a self-appointed critic she toured almshouses, prisons, and workhouses evaluating patient care and living conditions. Her report to the Massachusetts legislature was first denounced as false but in time accepted as evidence of shocking truth.³ Through her untiring efforts she helped establish thirty-two of the seventy-five state hospitals in existence in 1880.⁴ Deutsch characterizes the age of Dorothea Dix as one of "moral reform."⁵

Emphasis on custodial type housing was a product of the nineteenth century. Changes in the social order due to the industrial revolution and urbanization of the expanding population seemed to create the need for housing the mentally ill in centers for confinement. "During the dominance of the custodial ideal, institutionalization was conceived of as an end in itself."⁶

During the twentieth century there has been a gradual change from emphasis on custodial care to curative treatment.⁷ Progress was often hampered by crowded facilities and lack of trained personnel.⁸ "It was only after political corruption and medical incompetence reached the

¹Ibid., p. 58. ²Ibid., p. 84. ³Ibid., p. 92.

⁴Ibid., p. 245. ⁵Deutsch, op. cit., p. 186. ⁶Ibid., p. 187.

⁷Ibid., p. 440. ⁸Ibid., p. 448.

point of public scandal that progressive superintendents could gain the support necessary to introduce changes."¹

During the first twenty years of this century, psychological and social factors involved in mental illness were first identified and reported. In addition to his other contributions in the field of mental health, Elmer E. Southard developed the concept of social psychiatry and instigated the founding of psychiatric social work.² During World War I, Dr. Frederick Mott emphasized the importance of "moral and hospital atmosphere in the treatment of war neuroses."³ A psychoanalytic sanatorium was established after the first World War in Berlin. The importance of patient relationships with other patients and staff became apparent.

The Menninger Clinic was established in Topeka, Kansas, in 1937. The concepts of "attitude therapy," the prescription for the type of attitudes personnel should have toward each patient, and "milieu therapy" developed from research conducted at the clinic.⁴

REORIENTATION OF WOMEN IN MENTAL HOSPITALS BY HOME ECONOMISTS

Reported research in the area of reorientation of women in mental hospitals is limited. However, home economists have been involved in some activities which are designed to help individuals, who have undergone mental treatment, make the adjustment to the environment outside of the hospital.

¹Bockhoven, op. cit., p. 90. ²Ibid., p. 96. ³Ibid., p. 97.

⁴Ibid., pp. 97-98.

Home economists have recognized the influence of mental health on home management. Grady wrote, "The mental health of an individual is reflected in how effective he is and feels in the business of living. Management can make a major contribution toward effectiveness in both of these goals."¹

In October 1959, fashion therapy was introduced in the Napa State Hospital. The patients were brought up to date on fashion, make-up, and hair styling. The results were "enlightening, humbling, and emotionally stirring."²

The importance of reorienting women in homemaking skills was recognized by the veterans' hospital in Coatesville, Pennsylvania. Classes were held in meal planning, meal preparation, and equipment study. Interior decoration was considered as an area to be included at a future date.³

In Lexington, Kentucky, a home economist was employed by each of the four mental hospitals "to train homemakers so they can go home and function as useful individuals."⁴

¹Ethyl R. Grady, "Management and Mental Health," Journal of Home Economics, 54:267-270, April, 1962.

²Thelma Thompson, "Fashion Therapy," Journal of Home Economics, 54:835-836, December, 1962.

³Ann W. Arbegast, "Homemaking for Mentally Ill Patients as Rehabilitative Training," Journal of Home Economics, 56:650-652, October, 1963.

⁴Bonnie O'Bryant, "Services for the Mentally Ill," Journal of Home Economics, 56:45, January, 1964.

SUMMARY

Attitudes concerning treatment and rehabilitation of the mentally ill have changed through increased knowledge of human behavior. Evidences of symptoms of mental illness were observed as early as 1500 B. C. The mentally ill were at times neglected, imprisoned, and cruelly treated. During the last decade of the eighteenth century limited numbers of mentally ill benefited from the humane treatment in France and in England. American reform for housing and more humane treatment began in the early nineteenth century through the efforts of a few interested individuals. For a time custodial type housing became an end in itself as treatment for the mentally ill. Research into the nature of mental disorder resulted in a new concept towards mental illness and rehabilitation and has proved the importance of environment and attitudes in therapeutic treatment leading to recovery. Reorientation of women returning to useful and satisfying lives outside of the hospital has been reported by a limited number of home economists.

CHAPTER III

THE PILOT COURSE IN HOME MANAGEMENT

Two of the purposes of this study were (1) to plan and implement a pilot course in home management for women patients receiving treatment in the C. F. Menninger Memorial Hospital and (2) to assess the success of the pilot course and need for changes. Description of procedure for developing and for assessing the pilot course follows.

DEVELOPING THE PILOT COURSE IN HOME MANAGEMENT

Concern for patients being readmitted to the C. F. Menninger Memorial Hospital because of their inability to cope with daily problems encountered living outside of the hospital caused the Director of Adjunctive Therapies and his staff to consider the advisability of creating a home management situation within the hospital setting. In April, 1964, Mr. Don Jones, the Director of Adjunctive Therapies, Mrs. Harriet Grant, the adjunctive therapist assigned to the activity, and the writer,¹ a home economist with experience in teaching, began a series of planning sessions for developing and assessing a pilot course whereby some insight into patient problems concerning home management could be gained.

The decision was reached that the responsibility for outlining

¹The writer will hereafter be termed the consultant.

the pilot course, for developing assessment instruments, and for some teaching would be undertaken by the consultant. Assessment of the pilot course would be made by the participating staff members, the participants, the adjunctive therapist, and the consultant.

A course of six weeks in duration, including the areas of foods and nutrition, general home care, care of clothing, and personal finance was outlined (Appendix A). A questionnaire, in the form of a check list, was authorized by Mr. Jones, and distributed to women patients for the purposes of determining patient interest and possible omission in subject matter (Appendix B). Of the forty questionnaires distributed, thirty-seven, or 93 per cent, were returned. No responses were marked on three of the returned questionnaires.

Responses indicated that patients living in the main hospital who were expecting discharge within a few months and patients already in the day hospital were the most interested. All suggested interest items were chosen by some of those respondents who indicated interest in the proposed course.

Selection of the first group of participants was based on expressed interest. Six patients who would profit by such an activity were chosen by doctors and the Director of Adjunctive Therapies. These patients were in active treatment with a prognosis of leaving the hospital within six months to two years and were representative of different backgrounds and diagnoses as to their type of illness. The pilot course was attended by two day-patients, one patient living in the hospital but on group accompaniment to activities, and three patients living in the

main hospital with grounds privileges. Ages ranged from seventeen to sixty years.

During the pilot course an adjunctive therapist was present to observe the activity, to make the necessary reports on patient progress, and to free the instructor of any legal responsibility that might arise from patient behavior.

The foods and nutrition area was taught by the consultant. The other areas were taught by staff members. Men from the business office gave instruction on personal finance, the woman in charge of housekeeping gave instruction on general home care, and a staff member from the crafts area gave instruction on care of clothing. It was the first time the abilities of persons from the business office and housekeeping had been utilized in patient activity. Brief outlines of suggested materials to be covered were given to each of these people.

Classes were held in the afternoons, Monday through Friday, for an hour and a half, except for the foods and nutrition classes which met for two hours. Three weeks were devoted to the area of foods and nutrition, and one week each to the areas of general home care, care of clothing, and personal finance. The foods and nutrition classes were held in a kitchen containing three laboratory units. The other classes were held in a cottage consisting of a living room, dining area, kitchen, two bedrooms, and a bathroom.

ASSESSMENT OF THE PILOT COURSE

In order to assess the success of the pilot course and for

determining needed changes, three means were used: (1) a questionnaire completed by participating staff members, (2) a questionnaire answered by the participants at the completion of the course, and (3) observations made by the adjunctive therapist and the consultant.

Participating Staff Member Questionnaire

The instructors of the pilot course were asked to mark one of three responses to each of seven questions on a questionnaire (Appendix C). Questions dealt with personal satisfactions realized from working with participants, possible change of interest before or during participation, response of participants, adequacy of time allotted for presentation, interest of participants, interest in further participation, need for more detailed outline of subject matter, and additional comments.

Response to each question by the eight instructors was as follows:

Question 1. How much satisfaction did you realize from working with participants in the home management pilot course?

Five instructors indicated receiving much satisfaction and two indicated receiving some satisfaction from working with participants. One instructor realized satisfaction "depending upon patient response."

Question 2. Was there a change in your interest from the time that you were asked to participate to the day or days that you gave your presentation?

Three instructors indicated greater interest developed from the time request was made to participate to the day or days of subject presentation; three indicated no change of interest; and two indicated

interest lessened during this period.

Question 3. How did the participants respond to your particular area?

Three instructors indicated participants were highly interested; one indicated participants were either highly interested or seemed bored; four indicated varied responses.

Question 4. Was the length of time adequate for your presentation of material?

Three instructors indicated more time was needed for instruction; two indicated the time to be adequate; and three indicated too much time had been allotted.

Question 5. How much additional time would you have needed?

Of the three instructors indicating more time was needed, one replied with a question mark; one replied, "one hour"; and one instructor questioned whether time was needed or whether he had "tried to cover too much ground."

Question 6. Would you be interested in participating again?

Three instructors were interested in participating again. Three indicated being somewhat interested. Another answered by stating, "I would be interested if my time were not so hectic--but under the circumstances it kept me humping to integrate time with other scheduled activities." Another instructor answered, "It isn't that I'm not interested but I don't feel I can spare the time. I'm usually running behind on my own work."

Question 7. Would a more detailed outline of subject matter been of help to you?

A detailed outline would have been more help to one respondent;

three indicated a detailed outline would have been some help; three indicated a detailed outline would have been little help; one indicated the question to be "not applicable."

Additional comments were written by five instructors. Three instructors indicated more information concerning the participants would have been helpful in planning subject content taught. Two instructors commented that benefits were received by the group members from this type of activity.

Participant Questionnaire

The questionnaire completed by the six participants (Appendix D) provided an opportunity to express their feelings of the value of learnings from each area covered and to make suggestions to help plan a more meaningful activity. Analysis of the responses to the questionnaire follows.

Food and Nutrition Unit. The majority of the participants indicated nutritional information to be a most beneficial learning. One participant mentioned appreciation of materials handed out. Three replies indicated instruction in correct measuring and principles of food preparation to be of value. Three indicated menu planning and the preparation of a systematic time schedule as being beneficial.

The foods and nutrition unit could have been improved by the addition of more information on food selection at the store, more emphasis on meal management, and more instruction in meat preparation. One participant offered no suggestions while one "enjoyed this very much."

Housekeeping Unit. Five respondents indicated the information on the selection and use of cleaning equipment was beneficial. One participant stated bug control information to be most beneficial.

The unit on housekeeping could have been improved by including information helpful in making preparations for moving. Three respondents indicated subject information to be adequate. One participant expressed feeling of boredom and suggested "touching common sense items lightly." There were no suggestions from one participant.

Personal Finance Unit. Three respondents indicated information on budgeting to be of most value in this unit. Two respondents indicated insurance information to be of the most value. One respondent replied "the entire field" was of interest.

The unit on personal finance could have been improved by taking more time to cover the subject in detail. "Talking more slowly" was one comment made. One respondent had no suggestions while one stated, "the subject as a whole bored me."

Care of Clothing Unit. The most beneficial learnings from the unit on care of clothing were indicated to be stain and spot removal and selection of sewing equipment. One participant indicated making no evaluation due to "illness and therapy sessions during class time."

The unit on care of clothing could have been improved by adding information on textiles, laundry and ironing procedures.

Suggestions for Course Improvement. The participants indicated the desire for additional time in all areas with the exception of house-keeping. The majority of respondents indicated the preference for one

person to conduct the entire course in the future. Adjusting to a different instructor each day, or for each area was too difficult. There was a unanimous preference for afternoon scheduling of the activity.

Description of Interest Level. Five participants indicated interest level was high at the beginning of the course and remained high to the end of the course. One participant indicated having a high interest level at the beginning but had a low interest level at the end of the course "because some subjects interested me while others bored me."

One participant wrote on a questionnaire, "I was interested to find new ways of doing things." Another wrote, "It's a fine course."

Therapist and Consultant Observations

Patient progress reports, personal conferences between the therapist and consultant, and staff reports were the sources of the observations of the therapist. The therapist felt that a trained instructor in home economics was needed for the activity and questioned her own role in the activity. Patient absenteeism due to therapy, illness, out-of-town visits, driving lessons, and job hunting was reported. "From the outset," she said, "the members of this group have seemed interested and have taken an active participation on both discussion and work level." One participant repeatedly expressed her satisfaction with the course. The therapist indicated that one participant appeared "alert and outgoing" in the home management class and "quite the opposite" in another activity in which she was observed. Individual participants

tended not to be attentive to the instructor when material presented was not of interest.

The consultant, during the portion of the pilot course she taught, noted verbal expression by the majority of the participants indicated enjoyment of and the desire for its continuance as a regular activity. The participants appeared to receive much satisfaction from products prepared during the foods and nutrition unit. Product samples were frequently shared with roommates and doctors. The consultant observed participants to be usually tolerant of each other. Age differences of participants was of no significance to group functioning.

The consultant found that major learnings and methods for developing them were not clearly identified in the pilot course outline. A more complete guide would be necessary for another person to use in teaching. The objectives for the proposed course could remain the same but development of course content would vary depending upon the needs of the participants involved.

A better understanding by the staff of the activity and purposes would have been beneficial. Attendance, by some participants, was sporadic due to appointments scheduled by staff members which could possibly have been scheduled at another time.

Conclusions

In the light of the findings the following conclusions were made:

1. There was interest in and need for a home management course.
2. Staff members were too pressed with their own work to be

considered as regular instructors for this activity,

3. There was need to have one person conduct the entire course.
4. Afternoon scheduling of the activity was successful.
5. Participants of varying ages would present no problem to group functioning.
6. A more complete course outline would need to be written using the objectives of the pilot course but developing course content to show methods for presenting subject matter to meet the needs of participants.
7. Better understanding of the activity and purposes by the staff would have been beneficial to the success of the pilot course. Absentecism of the participants might be a problem for instructors if continuation of the course was not considered a regular activity.

Recommendations for Developing a More Comprehensive Course

Recommendations based on findings from the assessment of the pilot course, made with awareness of the limitations of the study, follow:

1. Retain pilot course objectives.
2. Develop a more complete course incorporating the suggestions for improvement to meet the needs of the participants and future instructors.

Recommendations for Implementing a More Comprehensive Course

Findings from the assessment of the pilot course were considered

in light of implementing a more comprehensive course. The following recommendations were made:

1. Continue the activity incorporating suggestions made for improving the pilot course.
2. Place a person with experience in teaching home economics with responsibility for the entire course.
3. Retain the afternoon scheduling of the activity.
4. Better inform the staff of the purposes of the activity.
5. Schedule the activity before participants become involved in the transition between hospital living and foster home or apartment living.

CHAPTER IV

THE PROPOSED MANAGEMENT FOR THE HOME COURSE

The third purpose of the study was to develop a more comprehensive course of study in the management of the home for women patients at the C. F. Menninger Memorial Hospital. A discussion of the development of the course and the proposed course follow.

DEVELOPING THE PROPOSED MANAGEMENT FOR THE HOME COURSE

Two recommendations made after the assessment of the pilot course were used as a basis for the development of the proposed management for the home course. Because recommendation was made that the objectives of the pilot course be retained, no changes were made.

The recommendation was made to incorporate the suggestions for improvement of the pilot course to meet the needs of the participants and future instructors. In the foods and nutrition area more instruction was included on food selection at the store, on meal management, and on meat preparation. Information helpful in making preparations for moving was added to the area of home care, and textile information and laundry and ironing procedures to the care of clothing area.

The selected areas to be covered were designated as emphases in subject areas to more closely fit into the Adjunctive Therapies program. These guidelines for working with patients in this activity were structured to assist the instructor in emphasizing content for reorientation

rather than for formal evaluation. Several of the emphases were renamed in an attempt to better convey course content. The selected emphases included Home Care, Care of Clothing, Personal Finance, and Meal Management. Objectives for each emphasis were stated as behavioral changes expected of the participants.

Each emphasis was divided into problems and some subproblems. The problems and subproblems were not planned as daily lessons. Problem objectives were developed indicating desired behavioral changes.

The format for subject content was organized into two sections, generalizations and guides for developing generalizations. The generalizations selected were those understandings for each problem considered most important to be developed and applied by the participants. Methods for structuring and stimulating the development of the designated generalizations were organized into the section guides for developing generalizations.

THE MANAGEMENT FOR THE HOME COURSE

The objectives, stated as behavioral changes expected of the participants are:

1. Develops an understanding of and appreciation for homemaking as a basis for satisfying and effective living
2. Understands the concomitance of time and daily activities
3. Identifies and uses ways to simplify homemaking activities
4. Recognizes the importance of clothing care to the well-groomed person and utilizes the knowledge in wardrobe

maintained

- b. Develops an interest in and understanding of the wise management of personal finance
- c. Applies the principles of nutrition and management in planning, preparing, and serving appetizing meals

EMPHASIS HOME CARE

EMPHASIS OBJECTIVES

The participant

Develops criteria to use in selecting a living place

Identifies procedures to follow when moving

Recognizes methods for simplifying homemaking activities

Examines procedures for maintaining a clean, neat, and orderly home

EMPHASIS	HOME CARE
PROBLEM	What criteria is helpful in selecting a place to live?
OBJECTIVES	The participant: <ul style="list-style-type: none"> Identifies satisfactions desired in a home Plans for housing expenditure in keeping with financial plan Develops criteria for evaluating possible living places

 GENERALIZATIONS

Housing provides the setting for individual development and is influenced by goals, activities, and resources of the individuals involved.

Realistic housing costs in keeping with the individual's financial plan appraised in the light of what is wanted from a home provides a sound basis for determining housing costs.

Considering general and specific features of proposed housing provides a basis for selection which may prevent future dissatisfaction and unnecessary expense.

 GUIDE FOR DEVELOPING
 GENERALIZATIONS

Discuss possible effects of housing on people. Participants consider values held important in housing. Discuss influences of special interests, goals, and resources on choice of home.

Examine expenses which may be involved in housing such as rent, mortgage payments, property taxes, property insurance, fuel for heating, utilities, services for which there is a charge, possible repairs, or redecorating.

Through buzz groups develop a list of specific and general features to consider when renting or buying.

GENERALIZATIONSGUIDE FOR DEVELOPING
GENERALIZATIONS

Distribute checklist of features to consider in looking at apartments or houses. Arrange field trip to several apartments and houses and evaluate features. Discuss reasons why opinions will vary.

EMPHASIS	HOME CARE
PROBLEM	How is moving planned?
OBJECTIVES	The participant: Identifies possible expenses involved in moving Identifies procedures helpful in efficient moving

GENERALIZATIONS

GUIDE FOR DEVELOPING
GENERALIZATIONS

In addition to actual moving costs there may be expenses involving rug and drapery cleaning, redecorating or remodeling, buying new furniture and appliances, and a general cleaning fee.

Efficient moving involves careful planning and attention to details.

Discuss possible expenses involved in moving.

Discuss procedure for obtaining estimates from moving companies in advance of proposed moving date. Discuss questions to ask concerning bonding, insurance, and extra expenses for special boxes and handling.

Discuss necessary procedures for disconnecting and installing major labor saving appliances.

Discuss how to inform friends, businesses, and publications of address change.

Identify services to be notified of starting or terminating: lights, gas, water, telephone, newspapers. Participants suggest others.

GENERALIZATIONSGUIDE FOR DEVELOPING
GENERALIZATIONS

Advance preparation of future home helps to reduce work on moving day.

Identify valuable papers and possessions protected or sent by registered mail if moving involves change of towns.

Discuss plans for meals and lodging during moving.

Discuss procedures which may be done before moving such as cleaning, lining shelves, and deciding furniture locations.

EMPHASIS HOME CARE

GOAL: How is a clean, neat, orderly home maintained?

OBJECTIVES The participant

Recognizes methods for simplifying home making activities

Selects appropriate cleaning equipment and supplies for home care

Examines some procedures used in home care

GENERALIZATIONS

GUIDE FOR DEVELOPING GENERALIZATIONS

Selecting furnishings and finishes requiring minimum care, keeping articles picked up, and controlling dirt at entrances helps to reduce cleaning needed.

Participants recall furnishings and finishes requiring extra care. Identify reasons why this extra care was needed. Study selected pictures of furniture with flat surfaces and smooth lines requiring a minimum of care in contrast to pictures illustrating deeply carved furniture. Demonstrate difference in dirt retention between a smooth surface fabric and ones which have deep piling, loops, or tufts.

Discuss controlling dirt at entrances by using floor mats, keeping approaches clean, providing storage for outdoor, work, and inclement weather clothing near entrances.

Homemaking activities may be simplified by eliminating useless motions and unnecessary trips, arranging equipment and

Participants discuss reasons why some individuals seem to accomplish more within a given amount of time.

GENERALIZATIONS

GUIDE FOR DEVELOPING
GENERALIZATIONS

supplies conveniently, selecting appropriate heights for work surfaces and planning work sequences.

Discuss how to develop more efficient methods through studying personal work habits.

Demonstrate relation of posture to strain and use of energy.

Discuss conserving time and energy by storing equipment and supplies at point of first use or most frequent use.

Recognize importance of storage near working levels to conserve time and energy.

Participants demonstrate how time and energy are saved when frequently used articles are stored within easy reach.

Participants evaluate several table heights for various activities such as mixing and using rolling pin. Discuss ways heights may be improved through alteration of working surface heights. Evaluate comfort of chairs and stools in relation to heights of work surfaces and body build.

Selecting and using appropriate equipment and supplies helps conserve time and energy involved in home care.

Develop criteria for selecting equipment and supplies which will include consideration of efficiency, ease of use, ease of storage, amount of care involved, frequency of use, number of jobs designed to do, and cost in relation to time and energy saved.

GUIDE FOR DEVELOPING
GENERALIZATION

GENERALIZATION 5

Identify equipment and supplies used to remove soil crust which has dried on washable surfaces. Demonstrate use of rags, wringer, sponges, and brushes.

Identify equipment and supplies used to remove loose, dry dust. Demonstrate types of vacuum cleaners and attachments. Identify desirable qualities of brooms and dusting equipment.

Show examples of expensive supplies having limited uses.

Demonstrate use of various waxes and draw conclusions for use.

Discuss effects of regular cleaning on time and energy. Note that accumulated soil may have damaging effect on surfaces.

Examine a variety of cleaning schedules. Discuss distributing thorough cleaning throughout the year by cleaning a room completely each month or cleaning the same kinds of surfaces each month.

Participants identify daily home care helpful in maintaining a clean, neat, orderly home.

Participants identify desirable weekly home care procedures.

Discuss reasons why efficient plans for home care are flexible and are more effective when planned by the individual.

Home care tends to be easier when dirt and clutter are not allowed to accumulate.

GENERALIZATIONSGUIDE FOR DEVELOPING
GENERALIZATIONS

A primary objective in cleaning is to remove soil from one surface without distributing it to another surface.

Identify general procedures for cleaning beginning with upper surfaces and working in a downward and inward direction.

Participants prepare a list of cleaning supplies and equipment helpful in effective home care.

Participants practice home care procedures in cottage.

EMPHASIS CARE OF CLOTHING

OBJECTIVES

The participant

Recognizes the importance of clothing care to the well-groomed person

Uses consumer information in predicting fabric performance and care

Uses effective procedures for removing some spots and stains

Maintains care of clothing as a part of good grooming

EMPHASIS CARE OF CLOTHING

PROBLEM What factors affect wardrobe maintenance?

OBJECTIVES The participant

Recognizes how effective daily, weekly, and seasonal care provides a ready-to-wear wardrobe and extends the life of garments

Becomes sensitive to the role clothing plays in acceptance by others

Understands importance of maintaining convenient and functional storage of clothing; utilizes existing facilities and makes improvement as necessary

GENERALIZATIONS

GUIDE FOR DEVELOPING
GENERALIZATIONS

Clothing tends to create an aura of individual's values and is an important aspect of first impressions.

Individual's attitude towards personal appearance influences the amount of time and care allotted for wardrobe maintenance.

Effective clothing care extends the individual's wardrobe, and saves time and money.

View selected pictures of persons dressed in various ways. Discuss how appearance and clothing may influence first impressions.

Discuss factors which influence amount of time and care allotted for wardrobe maintenance: how individual feels about appearance, personal habits, pressure of other activities, available facilities, and choice of clothing.

Discuss precautions in putting on and taking off clothing which will prolong garment life.

Discuss care given before garment is put away or worn a second time.

GUIDE FOR DEVELOPING
CLOSET ORGANIZATION

GENERAL OBJECTIVES

The organization of clothing and accessories helps save time and motion in dressing, helps keep articles in good condition, and contributes to neater and more attractive living quarters.

Discuss and discuss use of documents, dress shields, skirt covers, and sheet liners.

Discuss how a bedroom closet can provide hanging space, shelf storage space, and drawer space which allows the user to manage clothing storage more effectively.

Demonstrate various types of hangers; show see-through boxes and bags, shoe racks, and shoe crates; demonstrate storing like items together.

Discuss how closets may be prepared to prevent damage to clothing from dust, insects, and climatic conditions.

Discuss out-of-season storage as a means of clothing protection from dust, insects and stretching.

Discuss use of bonded storage when storage in living quarters is limited.

EMPHASIS CARE OF CLOTHING

PROBLEM How may consumer information assist the individual in predicting textile performance?

OBJECTIVES The participant

Knows some characteristics of fibers and fabrics related to clothing

Knows benefits of the Textile Products Acts to consumer

Estimates garment care by considering fabric, construction details, ornamentation, and tag and label information

 GENERALIZATIONS

 GUIDE FOR DEVELOPING
 GENERALIZATIONS

Understanding of fiber content, weave and finish may help in predicting garment performance and care.

Fibers are classified as natural or manufactured. There is no one perfect fiber for all purposes.

Discuss differences in fabrics due to physical characteristics.

Establish definitions for fibers, yarn, and textile. Discuss classification of fibers.

Show examples of fabrics made from fibers. Develop characteristics, coolness, wrinkles easily, will withstand high temperatures and launders well.

Show examples of protein fibers. Describe tendency for warmth, resiliency, and absorbency.

Show examples and discuss properties of man-made fibers. Note these yarns were developed and possess definite characteristics.

Fabric labeling assists the consumer in identifying fiber content and may provide information concerning fabric finish and care.

Examine a variety of fiber blends. Determine expected performance due to addition of these fiber blends.

Discuss influences of weave on fabric durability and appearance. Draw conclusions as to wearability of firm weaves and loose, nubby weaves.

Discuss influences of finishes on draping, laundering, pleat retention and wear. Define terms applied to finishes. Discuss care of garments having special finishes.

Examine collection of labels. Determine type of information found. Identify meanings of terms used.

Examine labels from garments containing wool. Discuss consumer protection through Wool Products Labeling Act of 1939.

Examine labels illustrating Fur Products Act requirements.

Discuss provisions of Flammable Fabrics Act of 1953.

Discuss provisions of Textile Fiber Products Identification Act of 1958. Examine labels and tags and discuss generic names and respective tradenames used. Differentiate between mandatory information and voluntary information.

GUIDE FOR DEVELOPING
GENERAL PAVIONSCONTRIBUTIONS

Retaining labels aids garment care.

Consideration of construction details, ornamentation, and tag and label information may prevent costly garment care.

Discusses consumers' role in improving labeling.

Develop importance of retaining tags and labels as an aid to garment care.

Examine several garments and decide anticipated care due to construction details and ornamentation.

THEMATIC	WHAT IS STAINING?
PROBLEM	How may some common spots and stains be removed from garments?
OBJECTIVES	The participant: <ul style="list-style-type: none"> Realizes prompt removal of spots and stains may prolong wearing life of garments Identifies type of spot or stain before determining procedure Uses effective procedures for removing some spots and stains

GENERALIZATIONS

GUIDE FOR DEVELOPING GENERALIZATIONS

Prompt removal of spots and stains tends to result in more satisfying results.

Stain removal procedures depend upon kind of stain, fiber, and fabric finish.

Effective stain removal may be facilitated by pigment and vehicle identification, and use of efficient removal medium.

Discuss advantages of prompt spot and stain removal. Consider effects of age, soap and hot water, or inappropriate methods on some stains.

Discuss effects of stain, fiber, and fabric finish on selection of spot and stain removal method.

Discuss effect of stain vehicle on selection of stain remover.

Participants list common stains. Classify as water-borne, oil-borne, combination of both, or stains of unknown origin.

Discuss possible prevention of possible fabric damage by testing removers on fabric scraps or concealed garment areas.

GENERALIZATIONS

GUIDE FOR DEVELOPING
GENERALIZATIONS

Assembling and storing stain removal supplies and equipment in one place facilitates care of clothing.

Show absorbent materials and discuss their effectiveness in removing certain stains.

Show examples of detergents. Discuss action on many nongreasy and some greasy stains by coating insoluble staining particles with a film which may be rinsed out of the fabric.

Show examples of solvents. Discuss effects of solvents on color, finish, and dimensional stability of treated areas.

Develop general precautions for using solvents other than water. Participants read labels and discuss printed warnings. Emphasize how and where solvents may be used.

Explain why flammable solvents cannot be used in washing machines or articles dampened with flammable solvents placed in dryers due to possible ignition of solvent vapors from electrical sparks or static electricity.

Discuss storing flammable solvents away from electrical sparks or flame, and out of reach of children.

Discuss possible uses of chemical stain removers. Discuss precautions in the use of bleaches. Show use of white vinegar in restoring colors changed by alkali action.

 Applications

 GUIDE FOR DEVELOPING
 DEMONSTRATIONS

Show use of ammonia in restoring colors changed by acid action.

Show use of effective rust remover.

Provide participants with stain removal guide.¹ Practice stain removal procedures on prepared swatches according to directions in bulletin.

Commercial dry cleaning services may be required to remove stains which would be unsuccessfully removed or cause further fabric damage by home removal methods.

Wearing life of fabrics may be more satisfying when spots and stains are effectively removed by procedures consistent with type of stain, fabric, and finish.

Discuss situations requiring services of commercial dry cleaners. Note the possibility of some stains never coming out.

Participants summarize reasons for spot and stain removal and general guides for procedures.

¹Irda I. McLendon, Removing Stains from Fabrics, United States Department of Agriculture, Home and Garden Bulletin No. 62.

EMPHASIS CARE OF CLOTHING

PROBLEM How are clothes successfully cleaned?

OBJECTIVES The participant

Identifies garments to be dry cleaned and garments to be laundered

Becomes familiar with services offered by commercial dry cleaners

Knows how laundry aids are used in general laundry procedures

Understands how to use automatic laundry equipment

GENERALIZATIONS

GUIDE FOR DEVELOPING GENERALIZATIONS

Physical and chemical composition of fibers, fabric finishes and trim determines the method to be used in cleaning garments.

Services available at commercial dry cleaning establishments may include dry cleaning, pressing, special finishing, minor alterations, mending, dyeing, re-weaving, and storage.

Coin-operated dry cleaning services may be used when the individual is aware of possible fabric and finish damage and is satisfied with home pressing results.

Develop criteria for determining whether garments are to be dry cleaned or laundered.

Discuss variety of services offered by some dry cleaning establishments.

Discuss how the consumer may assist the dry cleaner in providing maximum service by identifying stains and leaving labels in clothing which state fiber content, special finishes, and suggested cleaning procedures.

Arrange a field trip to a coin-operated cleaning service where participants may use the service. Discuss the advantages and disadvantages of using this service.

 CURRICULUM

 GUIDE FOR DEVELOPING
 GENERALIZATIONS

Dry cleaning at home is dangerous due to the flammability of cleaning solvents.

Laundry results may be improved through knowledge of laundry aids and their use.

Discuss and emphasize dangers of dry cleaning at home. Relate to principles developed in stain removal problem.

Display laundry aids to be used as problem develops.

Discuss formation of scum when soaps, made from fat and lye, react with mineral salts present in hard water.

Discuss use of synthetic detergents which dissolve in either hot or cold, hard or soft water without precipitating mineral content of water.

Define "detergent" as general term which includes both soaps and detergents.

Discuss use of unbuilt detergents for fine fabrics and lightly soiled garments and use of built detergents for heavily soiled garments.

Demonstrate characteristics of hard and soft water by using Tincture of Green Soap in distilled water and hard water conditioned with softener. Draw conclusions concerning how laundry may be done successfully in hard water.

Discuss uses of bleaches on fabric to remove stains and brighten yellowed fabrics.

GENERALIZATIONS

GUIDE FOR DEVELOPING
GENERALIZATIONS

Demonstrate effects of chlorine and oxygen bleaches on color-fast linens, cottons with resin finishes, silk, and rayon. Draw conclusions as to use of chlorine bleaches and oxygen bleaches.

Discuss reason for adding bleach after the washer is filled with water and after the detergent or soap has begun to act.

Demonstrate effect of fabric conditioners. Draw conclusions as to static reduction in some fabrics and for retention of moisture, which softens the fabric and permits easier ironing. Discuss when this aid is added during the laundry process.

Show products available for specific fabrics and/or garments such as cold water soaps, anti-static agents, and moth proofing preparations.

Assembling laundry aids will prevent last-minute confusion and save time and energy.

Discuss where laundry aids may be kept for convenience.

Preparing garments for laundry may help eliminate damage during the laundry procedure.

Assemble garments which vary in fiber, color, finish, amount of soil, and weight of fabric for demonstration as problem develops.

Discuss removal of some belts, covered buttons, and trim on garments to prevent permanent damage. Participants identify garment items to be removed before laundering.

CONCLUSIONS

DURING AND DEVELOPING
DETERMINATION

Garments are sorted to separate fabrics which may cause injury to each other and to group fabrics requiring similar treatment.

Discuss turning pockets wrong side out to remove foreign objects and prevent damage to garments or staining during laundry. Have participants assist during this step.

Discuss mending and repairing garments before washing to prevent further damage during laundry procedure.

Discuss closing zipper plackets to protect zipper teeth during laundry procedure.

Review removal of spots and stains before laundry procedure begins to help prevent permanent staining of garments.

Discuss pre-treating heavily soiled areas to help obtain a cleaner garment. Participants pre-treat heavily soiled areas.

Discuss redepositing of soil on garments caused by long soaking.

Discuss sorting of garments to separate fabrics which may cause injury to each other and to group fabrics requiring similar treatment.

Sort assembled garments according to fiber content, fabric finish, color, sturdiness or delicacy of fabric, and amount of soil.

Refer to tags and labels from garments to help determine laundry procedures.

GENERALIZATIONSGUIDE FOR DEVELOPING
GENERALIZATIONS

Basic sequence in cleansing fabrics involves washing, rinsing, and drying according to fiber, finish, color, weight and amount of soil.

Discuss selection of detergent and water temperature appropriate to fabrics being laundered.

Discuss importance of warm rinsing to free fabric of loosened soil and detergent which could cause stiffening of fibers and skin irritation. Cold rinsing helps prevent wrinkling of man-made fibers.

Discuss removing excess water according to fiber content and finish to help speed drying time.

Participants practice general laundry procedures using available automatic equipment.

EMPHASIS	CARE OF CLOTHING
PROBLEM	How are garments cared for after laundry is completed?
OBJECTIVES	The participant <ul style="list-style-type: none"> Understands use of automatic dryer Identifies articles of clothing needing ironing or pressing and those which require no ironing or pressing Use appropriate ironing and pressing procedures Knows appropriate storage for clean laundry

 GENERALIZATIONS

 GUIDE FOR DEVELOPING
 GENERALIZATIONS

Drying garments according to fiber content, weave, and finish helps retain color, shape, and prevents further wrinkling.

Discuss how to dry garments to help retain color, shape, and prevent further wrinkling.

Refer to dryer instructions and discuss use and care. Demonstrate use of dryer.

Identify articles of clothing needing ironing or pressing and those requiring no ironing or pressing.

Demonstrate smoothing and folding of garments requiring no ironing as garments come from dryer.

Ironing or pressing straightens threads into place, dries them and produces a smooth appearance.

Determine reasons for ironing or pressing. Study procedures used in ironing or pressing.

Determine fabrics requiring moisture before pressing or ironing. Discuss techniques for applying moisture.

GENERALIZATIONS

GUIDE FOR DEVELOPING
GENERALIZATIONS

Discuss effects of ironing temperatures on fabrics. Note thermostatic settings on most irons.

Identify label terms indicating special treatment, such as: "Needs No Ironing," "Needs Little or No Ironing," "Needs Only Touch-up Ironing," and "Automatic Wash and Wear."

Demonstrate techniques for ironing specific articles of clothing which are frequently ironed at home.

Discuss differences between ironing and pressing and determine when each is used.

Participants practice appropriate ironing or pressing procedures.

Appropriate storage of clean laundry tends to eliminate further wrinkling and is a part of clothing maintenance.

Discuss storage of clean laundry. Identify articles to be folded or hung. Relate storage to clothing maintenance.

Participants indicate type of storage for articles in demonstration laundry.

EMPHASIS: PERSONAL FINANCE

OBJECTIVES:

The participant

Develops increasing ability to formulate a financial plan based on goals, income, and expenses

Becomes familiar with the services available through banking establishments and knows how to use them

Knows insurance terms, basic types of insurance available, and how insurance fits into the personal financial plan

Assumes increasing responsibility for personal finance

EMPHASIS PERSONAL FINANCE

PROBLEM How is a personal financial plan developed?

OBJECTIVES The participant

Understands that a financial plan is an individual problem based on personal income, expenses, and goals

Develops some ability to formulate a financial plan based on income, expenses, and goals

Is aware that a financial plan is used and altered until it is workable for the individual

Views money and a sound plan for its use as being important as a means for achieving goals

GENERALIZATIONS

GUIDE FOR DEVELOPING
GENERALIZATIONS

An individual who views income and a sound plan for its use as being important will achieve goals in keeping with his financial capabilities.

A workable financial plan is based on the goals that each individual wishes to accomplish.

Discuss how people may spread their income over "wishes" and "needs."

Identify steps in devising a financial plan:

Determine realistic short time and long time goals.

Estimate income for all sources on the basis of take home pay.

Determine the period of time the plan is to cover.

Determine fixed expenses and chart payments to be set aside at definite times. Distribute list of fixed expenses and flexible expenses.

Estimate future flexible expenses.

GENERALIZATIONS

GUIDE FOR DEVELOPING
GENERALIZATIONS

A financial plan usually takes a period of adjustment before it becomes workable for the individual.

Helpful information on estimations of various kinds of expenditures is available from the government or found in magazines and books written on personal finance.

List anticipated expenses and divide over budget periods.

Prepare a detailed record of day-to-day expenses.

Determine personal allowances and what is covered by them.

Prepare a trial financial plan.

Discuss need for adjusting financial plan to take care of unexpected expenses or changes in income.

Provide government bulletins, paperback books and current magazines containing information on personal finance for participants to browse. Discuss quality of information found.

EMPHASIS PERSONAL FINANCE

PROBLEM How may consumer credit be used to benefit the individual while avoiding common pitfalls and unnecessary costs?

OBJECTIVES The participant

Understands how wise use of credit may benefit the individual

Becomes familiar with consumer credit plans

Develops an increasing ability to compare the costs of credit

Desires to use credit as a means of advancing time of consumption but not as an increase in purchasing power

 GENERALIZATIONS

 GUIDE FOR DEVELOPING
 GENERALIZATIONS

Credit may make possible immediate use of an article before the purchase price can be saved and may accomplish urgent or useful goals.

When an individual understands the true cost of credit offered by various credit agencies money may be saved by selecting the lowest rate of interest for the time period that is most convenient.

Discuss credit as an economic transaction; a trust, given or received. Consider how thoughtless or unknowing use of credit may result in the purchase of more expensive goods than can be truly afforded.

List types of credit charges: simple interest, discount, or dollar charge.

Discuss finding the true annual rate of interest when the credit fee is stated as a percentage of the declining balance by multiplying the monthly rate by twelve.

Discuss finding the true annual rate of interest by doubling the listed charge when the charge is stated as so many dollars per hundred.

Figure rate of interest on installment loans by using the following formula:

$$r = \frac{2 ml}{p (n+1)}$$

r = annual rate of interest

m = the number of payment periods in a year

l = finance cost in dollars

p = the amount of credit advanced

n = the number of payments

Discuss interest rates on budget or revolving charge accounts if not paid in full by the end of the established period.

Participants use one of the pocket guides for figuring interest to solve selected interest problems.

EMPHASIS	PERSONAL FINANCE
PROBLEM	How may the services offered by banking establishments help the individual with financial affairs?
OBJECTIVES	The participant <ul style="list-style-type: none"> Understands the variety of services offered by banking establishments Knows how to use the services offered by banking establishments

 GENERALIZATIONS

 GUIDE FOR DEVELOPING
 GENERALIZATIONS

A checking account provides a convenient way to pay bills, allows payment by mail, provides an automatic receipt, and eliminates carrying a large sum of money.

A savings account provides a reserve fund and helps build a credit rating. Savings accounts build interest.

Banking establishments offer a variety of services that aids the individual with his financial affairs.

Discuss procedures for writing checks and recording transactions.

Provide bank statements for participants to balance. Point out how the bank statement issued provides the depositor with a detailed accounting record of financial transactions for a stated period.

Discuss how restrictive endorsements guarantee check will be tendered for a specific purpose.

Participants prepare a deposit and a withdrawal slip. Examine passbooks noting how deposits, withdrawals, and interest are recorded.

List and discuss available banking services such as settlement of estates, investment advice, custodial services on securities, and safety deposit.

EMPHASIS PERSONAL FINANCE

PROBLEM How will an understanding of insurance programs help the individual with financial affairs?

OBJECTIVES The participant

Recognizes importance of dealing with a competent insurance agent

Identifies and understands insurance terms

Knows basic types of insurance

GENERALIZATIONS

GUIDE FOR DEVELOPING
GENERALIZATIONS

A competent, unbiased insurance agent can assist individuals and families in planning an adequate insurance program.

Discuss importance of selecting a competent, unbiased insurance agent who is trained to analyze the needs of individuals and families in planning an adequate insurance program.

Through life insurance individuals may make provision for the time when income ceases because of death, retirement, or declining health.

Discuss importance of reviewing insurance program from time to time and adjusting to fit changing needs and situations.

Discuss term insurance which has the lowest initial cost and provides protection with no savings or investment features for a certain length of time.

Discuss straight life policies which provide protection for life as long as premiums are paid and have some savings features, such as cash surrender and loan values.

GENERALIZATIONS

GUIDE FOR DEVELOPING
GENERALIZATIONS

There are combination policies which may provide the needed protection for families.

Health insurance may help pay for hospital, surgical, or medical care or it may help provide income during a disability period.

Homeowners policies provide protection for property damage and for some situations involving injury to others.

Discuss the purpose of the endowment policy as a means of accumulating savings while at the same time providing life insurance during that period.

Discuss limited payment life for which premiums are paid only during a specified time. This type policy may be paid up before retirement so premiums will not have to be paid out of retirement income.

Discuss advantages of the family income policy, the family policy, and the retirement income policy.

Discuss advantages and disadvantages of health insurance policies. Participants compile list of questions which will help in evaluating a particular program.

List periods insured against by the standard, broad, and comprehensive forms of the homeowners policy.

Invite a guest speaker to explain details of insurance about which the participants may have questions.

EMPHASIS MEAL MANAGEMENT

EMPHASIS OBJECTIVES

The participant

Identifies and uses ways to save time and energy while planning, preparing and serving nutritious and appealing meals

Plans, prepares, and serves simple meals using appropriate cookery principles

EMPHASIS	MEAL MANAGEMENT
MAJOR PROBLEM	How may time and energy be conserved while planning, preparing, and serving pleasing and appetizing meals?
OBJECTIVES	The participant <ul style="list-style-type: none"> Recognizes basic meal planning principles Identifies criteria for recipes which will give successful results Realizes time, energy, and money may be saved through using carefully prepared shopping lists Examine procedures which may aid in effective meal preparation and service

 GENERALIZATIONS

Menu planning may be more effective when nutrition, family composition, food availability, food variety and combinations, recipes, equipment, time, and skill are considered in advance of meal preparation time.

 GUIDE FOR DEVELOPING
GENERALIZATIONS

Participants recall menus which were particularly enjoyed. Develop reasons why these menus were enjoyed.

Provide chart of basic food groups for each participant. Discuss basic food groups and daily requirements.

Discuss implications of numbers to be served, ages, health, occupations, activities, food likes and dislikes for menu planning.

Recall situations where available money for food influenced menu choice.

Discuss influence of foods in season, foods in freezer or on cupboard shelves on choice of foods selected.

GUIDE FOR DEVELOPING
GENERAL OBJECTIVES

GENERALIZATIONS

More successful products may result through selecting and using recipes stated in standard measurements accompanied by clear and complete directions.

Preparing well organized shopping lists considering foods on hand, foods needed for coming menus, and advertised specials may save the individual time, energy, and money.

Display and identify basic kitchen equipment. Show how equipment may influence selection of food.

Discuss influence of time available for food preparation on menu planning. Analyze preparation steps of selected recipes and approximate time required to complete.

Identify foods requiring special techniques for preparation. Indicate effect on ease of meal preparation.

Evaluate selected recipes from newspapers, magazines, and cookbooks.

Discuss how recording items on a list when the last container is opened helps maintain food on hand.

Discuss advantages of making out menus, selecting recipes, and listing ingredients not on hand when preparing a shopping list.

Participants identify details helpful in making selections such as quantity, brand, and use of item.

GUIDE FOR DEVELOPING
GENERALIZATIONS

GENERALIZATIONS

Using newspaper advertisements evaluate "specials" listed. Compare special prices with regular prices; identify possible reasons for listing the food as a special; and compare weights of specials against other common sizes of same article.

Arrange for shopping trip to store. Different departments and the grouping of foods in stores will be identified where supplies will be purchased for class.

Discuss how to prepare an organized shopping list by grouping like foods together and arranging in order conforming with setup of store where regular shopping is done.

Planning meal preparation activities results in serving meals without delay or tension.

Participants suggest menu; plan time schedule together.

Using equipment correctly in an efficiently arranged kitchen helps produce more satisfying results and reduces accidents.

Discuss types of kitchen activities such as mixing, baking, cooking, dish washing, and serving; plan storage near point of first use; study picture examples; apply to class kitchens.

Clutter, confusion, and most aftermeal clean-up may be reduced through management of equipment and supplies.

Identify management procedures which will aid in reducing kitchen clean-up: using as few utensils as possible, placing salad utensils on a tray, washing dishes as cooking progresses, rinsing out utensils to reduce scouring before washing, and using a tray or cart to aid in table setting or clearing.

EMPHASIS	MEAL MANAGEMENT
MAJOR PROBLEM	How are skills in meal management developed?
SUB PROBLEM	How are simple breakfasts planned, prepared and served?
OBJECTIVES	The participant <ul style="list-style-type: none"> Becomes more aware of the importance of eating breakfast Recognizes need for a variety of breakfast patterns Uses principles of fruit, cereal and milk cookery in preparation of simple breakfasts Becomes familiar with and uses broiler unit of range

GENERALIZATIONS
**GUIDE FOR DEVELOPING
GENERALIZATIONS**

Breakfast provides nourishment for the body after a night's fasting and is important for efficient work and good health.

Interest in breakfast may be developed through food variety, attractive service, and allowing time for the meal.

Advanced planning and preparation helps conserve time and energy in breakfast management.

Fruits stimulate appetite, and add eye appeal and nutritive value to a meal and may be served raw, cooked in water, baked, broiled, or sauteed for variety.

Guide discussion around problem of individuals who do not like or eat breakfast, or foods usually eaten at this meal.

Discuss, drawing from buzz groups, what advanced planning and preparation may be done for breakfast.

Participants suggest ways of serving fruits attractively. View selected pictures to strengthen discussion. Demonstrate sectioning citrus.

GENERALIZATIONS

GUIDE FOR DEVELOPING
GENERALIZATIONS

Discoloration of certain raw fruits may be prevented by using a silver, stainless steel or plastic knife and by dropping fruit into a salt solution, acid solution, or sugar sirup.

Fruits cooked in water tend to lose shape while fruits cooked in sugar sirup retain shape.

The broiler unit may be used for preparing toast.

High temperatures for long periods of time results in milk protein coagulation accompanied by a brown color and unpleasant taste.

Blending cocoa (starch) with sugar helps prevent lumps from forming when liquid is added.

Covering or beating heated milk prevents formation of surface skin.

Demonstrate preparation of fruit cup using apples, banana, and pineapple. Suggest other fruits which discolor when exposed to air.

Discuss effects of sugar on cooking fruits. Compare method of preparing apple sauce and method for preparing cinnamon apple rings and the resulting product.

Explain use and care of broiler unit. Refer to direction book accompanying range.

After participants read through recipe for cocoa discuss reaction of milk to high temperatures.

Discuss prevention of lumps in cocoa as a principle of starch cookery.

Discuss importance of covering or beating heated milk to prevent formation of surface skin.

EMPHASIS MEAL MANAGEMENT

MAJOR PROBLEM How are skills in meal management developed?

SUB PROBLEM How are simple breakfasts planned, prepared and served?

OBJECTIVES The participant

Uses appropriate cookery principles for breakfast meats, eggs, and quick breads to prepare a simple meal

GENERALIZATIONS

GUIDE FOR DEVELOPING
GENERALIZATIONS

Breakfast meats are a good source of protein and complement the mild flavor of eggs.

Discuss different kinds of breakfast meats and standards for preparation and service.

Eggs may be used to leaven, thicken, coat foods, improve glaze on foods, improve flavor, appearance and health value of foods.

Discuss use of eggs in cooking.

Cooking eggs at high temperatures causes protein to shrink and toughen.

Consult cookbooks for various methods of cooking eggs. Discuss relationship of cooking temperatures to product.

Measuring accuracy, manipulative skills, understanding purposes of ingredients, and controlled oven temperatures influence quick bread quality.

Discuss purposes of quick bread ingredients. Demonstrate preparation of biscuits and muffins. Discuss effect of oven temperatures on quick breads. Develop standards of quality; explain deviations from standard products.

Participants plan, prepare and serve breakfast meats, eggs, and quick breads.

EMPHASIS MEAL MANAGEMENT

MAJOR PROBLEM How are skills in meal management developed?

SUB PROBLEM How are simple luncheons planned, prepared and served?

OBJECTIVES The participant

Knows and uses appropriate luncheon or supper menu patterns

Establishes criteria for selecting appropriate desserts

Uses appropriate cookery principles for preparing a protein-rich main dish, appropriate salad, and dessert

GENERALIZATIONSGUIDE FOR DEVELOPING
GENERALIZATIONS

Nutritious luncheon or supper meals contribute one-fourth to one-third of the daily food requirements for an individual and are planned in relation to the other meals of the day.

Luncheon or supper meal patterns offer a variety of food combinations.

Cheese, eggs, and legumes, supplemented with animal protein, are meat alternates.

Combining meats with cereal products extends possible servings.

Develop a series of luncheon or supper meal patterns.

Compile a list of main dishes using meat alternates.

Compile a list of meat extender dishes.

GENERAL PRINCIPLES

GUIDE FOR DEVELOPING
GENERAL PRINCIPLES

Casseroles usually contain a protein, a starch, a binder, seasonings, and often vegetables.

Cream sauces, of various consistencies, may be used as soup bases, binders, and sauces.

If starch granules are separated before being added to a hot mixture or before addition of liquid, lumps are less likely to be formed.

Demonstrate effects of cooking on size and bulk of pastas. Describe qualities of well-prepared pastas in terms of shape retention and chewy quality.

Demonstrate preparation of cream sauce. Consider desirable qualities such as rich flavor, satiny appearance, smooth texture, and consistency for desired purpose.

Explain how combining melted fat and flour separates starch granules permitting independent gelatinization resulting in a smooth texture. Discuss combining starch with sugar to separate granules of starch. (Refer to cocoa preparation)

Discuss combining a cold liquid with starch as a means of separating starch granules. Cite examples of starch cookery: preparation of gravies, sweetened sauces or puddings.

Emphasize how cooking starches develops flavor, improves digestibility, and thickens mixture by breaking down cell walls, allowing absorption of liquid.

Recognize different degrees of sauce-thickness are obtained by changing starch and liquid proportions. Discuss uses of these sauces.

GENERALIZATIONS

GUIDE FOR DEVELOPING
GENERALIZATIONS

Selecting salad ingredients in relation to other foods served at the meal adds interest and nutrition.

Attractive appetizing salads are prepared from quality ingredients and are served at appropriate temperatures.

A skillfully selected and used salad dressing heightens flavors and may help combine ingredients.

Selection of appropriate desserts involves consideration of other foods served at the meal.

Recall formation of surface skin when starch product was not covered. Explain covering prevents evaporation of water and accompanying skin.

Refer to selected pictures for emphasis. Stress preparation of most salads just prior to serving results in a fresh, nutritive product.

Discuss marinating ingredients for some salads to improve flavor.

Display and identify a variety of salad greens.

Identify oil, cooked and mayonnaise dressings. Discuss possible variations and use as added interest when used sparingly.

Discuss selection of "light" desserts for high caloric meals and "heavy" desserts to be served with meals otherwise low in calories. Desserts may add variety in textures and temperature to the meal. Participants complete several partial menus with appropriate desserts.

Participants plan, prepare and serve a protein-rich main dish, appropriate salad, and dessert.

EMPHASIS MEAL MANAGEMENT

MAJOR PROBLEM How are skills in meal preparation developed?

SUB PROBLEM How are simple dinners planned, prepared and served?

OBJECTIVES The participant

Uses appropriate cookery principles for preparing meat, vegetables, congealed mixtures, yeast breads, and cakes

Plans, prepares, and serves a simple dinner

GENERALIZATIONS

GUIDE FOR DEVELOPING
GENERALIZATIONS

Meats provide good quality proteins, fats, some minerals, and vitamins.

Cooking meat increases palatability, improves appearance and flavor; cooking may improve digestibility and tenderness.

Tender cuts of meat come from muscle sections receiving little exercise and may be prepared by dry heat methods.

Less tender cuts come from muscle sections receiving exercise and contain more and denser connective tissue requiring moist heat to convert collagen to gelatin resulting in a more tender product.

Distribute and use meat charts during discussion. Identify dry heat methods as broiling, pan broiling, and roasting. Discuss each method.

Identify moist heat methods as braising, cooking in water, and pan frying. Discuss each method.

Relate cooking method to tenderness, size and thickness of cut, and available cooking facilities.

GUIDE FOR DEVELOPING
GENERALIZATIONS

GENERALIZATIONS

Palatability is improved and cooking losses lessened when low or moderate cooking temperatures are used in meat preparation.

Cooking pork to well-done stage destroys any trichinae present.

Storing raw meat, partly covered, for a short period of time, in the coldest part of the refrigerator, helps retard bacterial growth; cooked meat, covered to prevent drying, is also stored in coldest part of refrigerator.

Vegetables add color, flavor, texture, and important nutrients to a meal.

Vegetables may be baked or sauteed, boiled or steamed, served with butter or sauce; or, after being boiled or steamed, may be creamed, mashed or sauteed.

Refer to pictures of roasts roasted at low and high temperatures. Discuss shrinkage, dripping losses, palatability and number of servings of each.

Emphasize importance of cooking fresh pork well done.

Discuss importance of storing meat. Demonstrate wrapping meat to be used within a few days; demonstrate wrapping cooked meat.

Discuss contribution of vegetables to nutrition and color, flavor, and texture of meal.

Develop reasons for cooking such as increasing variety, softening structure, altering starch for easier digestion, and modifying flavors.

Discuss a variety of ways to prepare vegetables.

Discuss cooking strong flavored vegetables in small amounts of water in covered utensils to produce more mild flavored vegetables.

Discuss cooking mild flavored vegetables in as short a time as possible in a minimum of cooking water to preserve color and nutritive value.

GUIDE FOR DEVELOPING
GENERALIZATIONS

GENERALIZATIONS

Storing vegetables in either a cool basement or in a closed, humid, low temperature container, such as a refrigerator hydrator, helps retain freshness and vitamin content.

Dissolving gelatin granules in presence of appropriate proportions of liquid and heat forms a congealed base for easy interesting salads and desserts; gelatin also prevents crystal-line formation in certain candies and frozen produce and strengthens foam of mixtures impregnated with gas bubbles.

Yeast breads depend upon carbon dioxide for leavening, requires kneading and fermentation periods before baking; quick breads depend upon chemical reactions for leavening and are baked as soon as mixing is completed.

Discuss cooking red or white vegetables in slightly acid cooking water to retain original color.

Discuss ascorbic acid retention by placing vegetable in small amount of boiling water, cooking only until done, and serving immediately.

Discuss fresh vegetable storage and the affects of temperature and humidity on freshness and vitamin content of vegetables.

Discuss use of gelatin as a base for many interesting molds, whips, snows, chiffons, mousses, Bavarian creams, Spanish creams, candies and frozen desserts and salads.

Explain differences in preparing unflavored gelatins and flavored gelatins.

Discuss basic differences between yeast breads and quick breads.

Demonstrate preparation of yeast dough. Discuss importance of hard wheat flours due to presence of quality gluten which, upon kneading, enables stretching without breaking during fermentation.

Discuss effect of maintaining optimum temperatures throughout preparation of yeast dough.

GENERALIZATIONS

GUIDE FOR DEVELOPING
GENERALIZATIONS

Removing yeast breads from pans to cooling racks provides air circulation and evaporation of excess surface moisture.

Measuring accurately, using quality ingredients, using appropriate techniques for cake type, appropriate pan sizes, controlling oven temperatures and careful cooling produces a quality cake.

Frostings may be cooked or uncooked, are moist, cling to cake, and help preserve cake freshness.

Demonstrate importance of kneading by leaving small amount of dough un-kneaded; bake; compare with control sample. Draw conclusions as to firm and elastic mass; thin walls, porous, product.

Demonstrate importance of optimum fermentation period by allowing sample to continue beyond optimum time. Compare with control sample. Note weakened structure, impaired flavor of finished product.

Note that baking yeast breads in hot ovens provides for optimum "oven spring."

Recall having been served a hot bread that was moist and soggy on the bottom. Discuss care of hot breads from oven to table.

Demonstrate folding linen napkin to form cozy for hot roll service.

Demonstrate preparation of butter, sponge and chiffon cakes. Develop standards for each type; discuss reasons for possible variation from standard.

Demonstrate preparation of cooked and uncooked frostings. Demonstrate frosting cakes. Develop standards for frostings. Compare similarities between cooked frosting and some candies.

Participants plan, prepare and serve a simple dinner.

CHAPTER V

SUMMARY

The symptoms of mental illness have undoubtedly plagued mankind since time immemorial. Causes of abnormal behavior were once attributed to the supernatural; some forms of aberrant behavior were revered while others were condemned as being caused by evil spirits.

Through the centuries treatment of the mentally ill often was cruel and inhumane. Imprisonment, drugs, and restraints were among the methods used to handle the unfortunate individuals.

The first reforms in treatment of the mentally ill came in the last years of the eighteenth century in France and England. However, humane treatment of the afflicted was not widespread.

Interest in the plight of the mentally ill in America gained momentum in the 1800's and limited attempts were made to improve the environment of these individuals. During the nineteenth century institutionalized care became an end in itself and patients were left to live out their lives in helpless confinement.

During the past fifty years a more positive concept has emerged concerning treatment and recovery of the mentally ill. During hospitalization, responsibility for self-management is replaced by a structured therapeutic program which is gradually withdrawn as treatment and recovery progresses. Upon moving from the structured environment of the hospital, individuals are confronted with the routines of every-day

living, some for the first time in their lives and some for the first time in several years.

A tenet of the philosophy of the Menninger Clinic is that individuals will be provided treatment which will permit them to lead more satisfying lives than before the inception of their illnesses. A structured environment or milieu which provides support and guidance to the patients is stressed. The modern hospital program involves activities which will permit the patient to develop new techniques for living. Attitudes expressed by the staff toward each patient and the prescribed activities depends upon the diagnoses of the doctors. All activities are considered "adjuncts" to recovery. Carefully trained adjunctive therapists carry on the program of treatment in industrial, creative, educational, and recreational areas.

The Director of Adjunctive Therapies and his staff at the C. F. Menninger Memorial Hospital were concerned when individuals returned to the hospital because of their inability to cope with daily problems encountered outside of the hospital. An activity directed toward assisting patients in solving possible problems upon release from the hospital was proposed. A home economist, with experience in teaching, was chosen as a consultant to assist in creating, teaching, and assessing a pilot course in home management.

Purposes of the Study

The purposes of the study were (1) to plan and implement a pilot course in home management for women patients receiving treatment in the

C. J. Manning Memorial Hospital, (2) to assess the success of the pilot course and need for change, and (3) to develop a more comprehensive course of study in the management of the home.

Proceedures for Developing the Major Goals in Home Management

In the spring of 1964, a series of planning sessions for the pilot course were held by the Director of Adjunctive Therapies, the adjunctive therapist assigned to the activity, and the consultant. Possible problems facing individuals upon hospital discharge and plans for implementation and assessment of a pilot course in home management were discussed. The decision was reached that the responsibility for outlining the pilot course, for developing assessment instruments, and for some teaching would be undertaken by the consultant. Assessment of the pilot course would be made by the participating staff members, the participants, the adjunctive therapist, and the consultant.

The outline was planned for a course of six weeks in duration. Included were three weeks of foods and nutrition, taught by the consultant; one week of general home care taught by the woman in charge of housekeeping; one week of clothing care taught by a staff member from the crafts area; and a week on personal finance, taught by men from the business office.

Interest in the proposed activity and possible omissions in proposed subject matter was assessed by means of a questionnaire. Thirty-seven of the forty women patients receiving treatment in the hospital responded. Six interested patients, ranging in age from

sixteen to sixty, who would profit by the activity were chosen by doctors and the Director of Adjunctive Therapies to take part in the pilot course.

Classes were held in the afternoons, Monday through Friday, for an hour and a half, except for the foods and nutrition classes which met for two hours.

Assessment of the Pilot Course

The results of the questionnaire administered to the instructors indicated that varying degrees of satisfaction were received from working with participants. Interest was expressed in participating again; however, involvement in their own work might prevent considering them as regular instructors for the proposed course.

The results of the questionnaire administered to the six participants indicated that there were beneficial learnings in each unit taught and the interest level remained high throughout the greater portion of the time. There was an expressed preference for one person to conduct the entire course. Suggestions were made for specific improvements in each unit.

Observations made by the therapist and consultant indicated that the participants showed interest in and received satisfaction from the activity and that therapy, illness, and appointments kept participants from attending. The therapist felt that a trained instructor in home economics was needed for the activity. The consultant observed the patients to be tolerant of each other and that age differences were not

significant to group functioning. The consultant, in using the pilot-course outline, found that major learnings and methods for developing them were not clearly identified and that a more complete guide would be necessary for another person to use in teaching.

Conclusions were drawn from the findings of the assessment of the pilot course and recommendations made for developing and for implementing a more comprehensive course.

A more comprehensive course "Management for the MSW" was developed following recommendations made from the assessment of the pilot course.

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PILOT COURSE OBJECTIVES

The participant

Develops an understanding of and appreciation for homemaking as a basis for satisfying and effective living

Understands the concomitance of time and daily activities

Identifies and uses ways to simplify homemaking activities

Recognizes the importance of clothing care to the well-groomed person and utilizes the knowledge in wardrobe maintenance

Develops an interest in and understanding of the wise management of personal finance

Applies the principles of nutrition and management in planning, preparing, and serving appetizing meals

HOME MANAGEMENT PILOT COURSE OUTLINE

- I. Foods and Nutrition
 - A. How is food used by the body?
 - B. How can I develop a plan for good nutrition?
 - C. How is good kitchen management accomplished?
 1. How do cleanliness and safety contribute to good kitchen management?
 2. Why are tested recipes used?
 3. How are ingredients measured for a successful product?
 - a. Demonstration of the Oatmeal Toll House Cookie recipe
 - D. How do you prepare several foods for service at a given time?
 1. Outline on the blackboard the steps in getting applesauce, cinnamon toast, and cocoa ready at the same time
 2. Prepare and serve these foods
 - E. How may a simple breakfast be prepared?
 1. Work out schedule for orange juice, bacon, eggs, and biscuits
 - a. Demonstrate preparation of biscuits
 - b. Discuss egg cookery
 - c. Preparation of the complete breakfast
 - F. How are scrambled eggs and All Bran muffins prepared?
 1. Participants work out own time schedule and prepare and serve foods
 - G. How are vegetables prepared and served?
 1. Prepare vegetables and serve buffet style
 2. While vegetables are cooking discuss the information on can labels and the common can sizes now in use

- H. How is an attractive salad prepared?
1. Demonstrate
 - a. Cleaning salad greens
 - b. Chopping, slicing
 - c. Russian roses, carrot curls, sliced cucumber slices
 - d. Set up salads while discussing the principles of salad preparation
 2. Prepare salad dressings
- I. How do I prepare salads?
1. Each group prepare a salad and share with the others
 2. After the lab is finished discuss how luncheon dishes are prepared
- J. How are luncheon dishes prepared?
1. Each group prepare one and share with the others
- K. How are simple desserts prepared?
1. Prepare a cake mix with frosted frosting, a canned fruit cobbler, and a fresh apple betty
- L. How is pastry made?
1. Demonstrate making pastry shell
 2. A shell is prepared by each kitchen and frozen
 3. Discuss different kinds of pie fillings and other crusts such as graham cracker, vanilla cookie crusts
- M. How is a complete dinner planned?
1. Plan menu in each kitchen
 2. Plan grocery order, writing it up in the order that foods will be selected in the store
 3. Work out suitable time schedule

W. How are groceries selected?

1. Field trip to super market to purchase foods for the dinners

O. How does pre-preparation help relieve the pressures of meal preparation?

1. Complete any pre-preparation in accordance with plan for work

P. How is a complete dinner accomplished?

1. Each group prepares and serves a dinner

II. General Housekeeping

A. How is cleaning equipment selected and used?

B. How may I establish a routine that will help insure an orderly home?

C. How are appliances cleaned?

D. What care should be given to the furniture, floors, and windows?

III. Care of Clothing

A. What are the preliminary steps taken before clothes are washed?

1. How are clothes sorted before washing?

2. How are spots and stains removed before washing?

3. How are clothes mended before washing?

B. How do I use a washing machine and dryer?

C. How do I iron clothes?

D. How do efficient closet and drawer arrangements aid good grooming?

E. Is there daily care that should be given to clothing?

APPENDIX C

PATIENT INTEREST QUESTIONNAIRE

June 5, 1964

TO THOSE INTERESTED IN A HOME MANAGEMENT COURSE

Many patients, when they leave from the hospital, are immediately faced with the practical problems of home and economic adjustment. We are attempting to design a course that will be useful at this important time.

The purpose of this questionnaire is to gather information and suggestions not only from those who might be prospective participants in the course but also from those who have already "worked through" the experience.

We shall greatly appreciate your time and consideration of this questionnaire. The interest shown by your answers will help determine the course content and its usefulness to the group.

Please complete this questionnaire and return it to your floor representative, or to Mrs. Harriet Grant, as soon as is convenient.

Mr. Don Jones of the Adjunctive Therapy Department has suggested that this be sent to you. I have been asked to act as a consultant in the development of this course, which will be a regular activity beginning June 15, 1964.

Thank you for your help!

(Mrs.) Margaret I. Wiley
Home Economist Consultant to
the Adjunctive Therapy Department

A QUESTIONNAIRE TO DETERMINE PATIENT INTEREST
IN A HOME MANAGEMENT COURSE TO BE OFFERED
AT THE C.F. MENNINGER MEMORIAL HOSPITAL

Directions: Please answer every item as it applies to you at the present time. Place a check mark in the space provided.

1. Previous courses in home economics that you have taken (check only the most recent one)

_____ No previous training

_____ Experience as a 4-H Club member, a Girl Scout or membership in a similar organization, or a series of lessons conducted by a utility company

_____ One or more courses in high school

_____ One or more courses in a college or university

_____ Other (please specify) _____

2. Check one or more of the following subjects about which you would like more information.

_____ Menu planning

_____ Food purchasing

_____ Food storage

_____ Planning the preparation and service of a meal

_____ Entertaining guests at meal time

_____ Other (please specify) _____

3. Check one or more of the following subjects about which you would like more information.

_____ Income and expenditures (budget)

_____ Insurance

_____ Credit and charge accounts

- _____ Banking
- _____ Loans and interest
- _____ Renting or buying property
- _____ Other (please specify) _____

4. Check one or more of the following subjects about which you would like more information.

- _____ Using a washing machine and dryer
- _____ Ironing clothes
- _____ Mending clothes
- _____ Spot and stain removal
- _____ Judging quality when buying clothes
- _____ Efficient closet and drawer arrangements
- _____ Care of out-of-season clothes
- _____ Other (please specify) _____

5. Check one or more of the following subjects about which you would like more information.

- _____ Factors affecting the selection of a home or an apartment
- _____ Repairing, renovating or the construction of furnishings
- _____ Interpretation of basic floor plans
- _____ Home decoration (color, design, fabrics, furnishings)
- _____ Other (please specify) _____

6. Check one or more of the following subjects about which you would like more information.

- _____ Dressing for the occasion
- _____ Your figure and exercise

_____ Routine of personal health (care of hair, nails, teeth)
 _____ Other (please specify) _____

7. Check one or more of the following subjects about which you would like more information.

_____ Purchasing furniture
 _____ Purchasing appliances
 _____ Purchasing and care of an automobile
 _____ Other (please specify) _____

8. Check one or more of the following subjects about which you would like more information.

_____ Selection and use of cleaning equipment
 _____ Planning the routine of housekeeping
 _____ Care of appliances
 _____ Care of furniture, floors, and windows
 _____ Other (please specify) _____

9. Check one or more of the subjects about which you would like more information.

_____ How to put up towel racks, cup racks etc.
 _____ How to change fuses
 _____ How to replace worn washers
 _____ Where and how to turn off gas, water, and electricity
 _____ Whom to call for minor repairs
 _____ Basic tools and their use (hammer, screw driver, plumber's helper)
 _____ Other (please specify) _____

10. Check one or more of the following subjects about which you would like more information.

_____ Landscaping and care of a yard

_____ Care of houseplants

_____ Flower arrangements for the home

_____ Other (please specify) _____

11. Your age as of June 1, 1964

_____ Sixteen years or under

_____ Seventeen years to nineteen years

_____ Twenty years to twenty-four years

_____ Twenty-five years to thirty years

_____ Over thirty-one years

12. Your church preference (For preparation of special holiday foods)

_____ Catholic

_____ Jewish

_____ Protestant

_____ Other (please specify) _____

13. Your present living accommodation

_____ Living in the main hospital

_____ Living in East hospital

_____ Living in a foster home

_____ Living in an apartment or home which you maintain

19. Interest in a home management course as a regular activity

_____ Interested in a course beginning June 15, 1964

_____ Might be interested if course is offered as a fall activity

_____ Not interested

General suggestions for the course _____

August 11, 1954

QUESTIONNAIRE FOR INSTRUCTORS OF THE PILOT COURSE

In Home Management

The first pilot course in home management has been completed. Your cooperation in conducting this activity was appreciated. Would you help in evaluating the course? As an instructor, your ideas concerning the presentation of material will be of value in planning a more meaningful activity. Thank you for your time and consideration of this questionnaire.

Directions: Place a check mark in the space provided.

1. How much satisfaction did you realize from working with the participants in the home management pilot course?

_____ Much
_____ Some
_____ Little

2. Was there a change in your interest from the time that you were asked to participate to the day or days that you gave your presentation?

_____ Greater interest developed
_____ No change of interest
_____ Interest lessened

3. How did the participants respond to your particular area?

_____ Highly interested
_____ Slightly interested
_____ Seemed bored

4. Was the length of time adequate for your presentation of material?

- _____ More time was needed
_____ The time was adequate
_____ Too much time was allotted

5. How much additional time would you have needed? _____

6. Would you be interested in participating again?

- _____ Very interested
_____ Somewhat interested
_____ Not interested

7. Would a more detailed outline of subject matter been of help to you?

- _____ None
_____ Some
_____ Little

Additional comments:

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SUGGESTIONS FOR IMPROVING THE HOME-MANAGEMENT COURSE
OFFERED AT THE C.F. WASHINGTON MEMORIAL HOSPITAL

The first course in home management is now completed. Would you please help in evaluating the course? As a participant there were probably some things that were of more interest or value to you. Your suggestions will help plan a more meaningful activity for a future date. You do not need to sign your name. Thank you for your cooperation!

1. The most beneficial learnings from the foods and nutrition unit were:

2. The foods and nutrition unit could be improved by:

3. The most beneficial parts of the housekeeping unit were:

4. The unit on housekeeping could be improved by:

5. The most valuable information gained from the unit on personal finance was on:

6. The unit on personal finance could be improved by:

7. The most beneficial learnings from the unit on care of clothing were:

8. The unit on care of clothing could be improved by:

9. What activities or information would you like to see added to the course?

10. What are your feelings concerning the number of persons involved in teaching during this activity?

11. At what time should this activity be scheduled during the day?

12. For what length of time should this activity be scheduled each day?

13. My interest level at the beginning of the course could best be described as (check one).

_____ Low _____ Medium _____ High

14. My interest level at the end of the course is best described as (check one):

_____ Low _____ Medium _____ High

PILOT COURSE IN HOME MANAGEMENT FOR WOMEN PATIENTS
IN THE C. F. MENNINGER MEMORIAL HOSPITAL

by

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During the past fifty years a new attitude has emerged concerning mental illness and its treatment; neither is it feared nor is the individual or family in disgrace who seeks help. During hospitalization, responsibility for self-management is replaced by a structured therapeutic program which is gradually withdrawn as treatment and recovery progresses. Upon moving from the structured environment of the hospital, individuals are confronted with the routines of every-day-living, some for the first time in their lives and some for the first time in several years.

The Director of Adjunctive Therapies and his staff at the C. F. Menninger Memorial Hospital were concerned when individuals returned to the hospital because of the inability to cope with daily problems encountered outside of the hospital. It seemed relevant to develop an activity directed toward assisting patients in solving possible problems in caring for themselves after leaving the support of the hospital. The writer, a home economist with experience in teaching, was chosen as the consultant to assist in creating, teaching, and assessing a pilot course in home management.

The purposes of this study were (1) to plan and implement a pilot course in home management for women patients receiving treatment in the C. F. Menninger Memorial Hospital, (2) to assess the success of the pilot course and need for changes, and (3) to develop a more comprehensive course of study in the management of the home.

A home management pilot course of six weeks duration was planned and taught to six selected participants, ranging in ages from sixteen

to sixty. The pilot course included a unit on foods and nutrition taught by the consultant, and units on general home care, clothing care, and personal finance taught by staff members. Classes were held in the afternoons, Monday through Friday, for an hour and a half, except for the foods and nutrition classes which met for two hours.

At the conclusion of the pilot course assessment was made by the staff instructors, the participants, the adjunctive therapist assigned to the activity, and by the consultant.

The results of the questionnaire administered to the instructors indicated that varying degrees of satisfaction were received from working with participants. Interest was expressed in participating again; however, involvement in their own work might prevent considering them as regular instructors for the proposed course.

The results of the questionnaire administered to the six participants indicated that there were beneficial learnings in each unit taught and the interest level remained high throughout the greater portion of the time. There was an expressed preference for one person to conduct the entire course. Suggestions were made for specific improvements in each unit.

Observations made by the therapist and consultant indicated that the participants showed interest in and received satisfaction from the activity and that therapy, illness, and appointments kept participants from attending. The therapist felt that a trained instructor in home economics was needed for the activity. The consultant observed the patients to be tolerant of each other and that age differences were

not significant to group functioning. The consultant, in using the pilot course outline, found that major learnings and methods for developing them were not clearly identified and that a more complete guide would be necessary for another person to use in teaching.

Conclusions were drawn from the findings of the assessment of the pilot course and recommendations made for developing and for implementing a more comprehensive course.

A more comprehensive course "Management for the Home" was developed following recommendations made from the assessment of the pilot course.

