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Original Article

# Documenting histories: the professional career of Milton Carlos Mariotti using the life-history method

*Documentando histórias: a carreira profissional de Milton Carlos Mariotti a partir do método da história de vida*

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## **Abstract**

Understanding the history of occupational therapy in Brazil through individual and collective trajectories is fundamental, both for the advancement of knowledge production and for professional training and development in the field. This article is based on the life story of Milton Carlos Mariotti, occupational therapist, Senior Professor at the Federal University of Paraná (UFPR). The objective is to document his professional narrative, the legacy of his leadership and his ethical commitment to the development of occupational therapy in Brazil. For that, four occupational therapist professors got together to formulate a semi-structured interview script composed of 34 questions. Based on the responses, the text was organized into four thematic axes: 1) Educational background, 2) Work as an occupational therapist, 3) Academic trajectory and 4) Political militancy. As a result, a historical narrative is presented that documents the history of the teacher's professional life and his contribution to the institutionalization of occupational therapy in the State of Paraná, southern Brazil.

**Keywords:** Occupational Therapy, Life Experiences, Leadership, Teaching, Faculty, Staff Development.

## **Resumo**

Compreender a história da terapia ocupacional no Brasil por meio das trajetórias individuais e coletivas é fundamental, tanto para o avanço da produção de conhecimentos quanto para a formação e desenvolvimento profissional no campo. Este artigo baseia-se na história de vida de Milton Carlos Mariotti, terapeuta

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ocupacional, Professor Sênior da Universidade Federal do Paraná (UFPR). Objetiva-se documentar sua narrativa profissional, o legado de sua liderança e seu compromisso ético com o desenvolvimento da profissão terapia ocupacional no Brasil. Para tanto, quatro docentes terapeutas ocupacionais reuniram-se para formular um roteiro de entrevista semiestruturada composto por 34 questões. A partir das respostas, organizou-se o texto em quatro eixos temáticos: 1) Formação acadêmica, 2) Atuação como terapeuta ocupacional, 3) Trajetória acadêmica e 4) Militância política. Apresenta-se como resultado uma narrativa histórica que documenta a história de vida profissional do professor e sua contribuição para a institucionalização da terapia ocupacional no Estado do Paraná, Sul do Brasil.

**Palavras-chave:** Terapia Ocupacional, Trajetória de Vida, Liderança, Docentes, Ensino, Formação de Recursos Humanos.

## Introduction

Advances in academic, scientific and social production result from the articulation of several individual and collective actors who, each in their own way, contribute to collectively breaking down political and ideological barriers, as well as dominant paradigms. Understanding these encounters along the way is essential to understand, for example, the beginnings of the Sanitary Reform in Brazil (Cohn, 1989).

In this perspective, understanding the paths of occupational therapy, in the field of knowledge and practice, engaged in the production of health, through individual and collective trajectories, is fundamental both for the advancement of production of original knowledge (Cardinalli & Silva, 2021), and for the consolidation of education and training, and professional development regulated in its history in Brazil.

The object of this text is the contribution of Professor Milton Carlos Mariotti, who graduated in São Paulo in the 1980s and played a decisive role in the consolidation of higher education and in the regulation of the profession in the State of Paraná as well as in the process of decentralization of the discipline, initially centered on the southeast region. He played a role in the history of occupational therapy, constituting regional leadership through work, whether in care, teaching, or in support of the formation of representative entities with influence in the implementation of public policies.

The history of occupational therapy in Brazil, legitimized from 1969 onwards, principally that associated with the expansion of Brazilian higher education, especially of occupational therapy courses, which took place in the last two decades, is indebted to the contribution of the protagonism and pioneering spirit of several professionals. Bianchi & Malfitano (2017) identified 50 occupational therapy courses in Brazil.

In the state of Paraná, the Occupational Therapy Course appeared in 1981 at the Tuiuti University of Paraná and in 2000 the course was created at the Federal University of Paraná (UFPR). For 39 years, Professor Milton participated in the training of occupational therapists. This original article is based on the “life history” method of Milton Carlos Mariotti, professor at UFPR. The objective is to present his trajectory in the profession.

## **Method**

To present the “life story”, four occupational therapist teachers got together to formulate a semi-structured interview script consisting of 34 questions (Appendix). The questions were discussed among them in order to collect the necessary information for the interview. The text was produced from the intergenerational meeting of these four occupational therapists with Milton and aims to document his professional narrative sensitive to his leadership, responsibility and professional ethical commitment in the State of Paraná, as well as his connections with occupational therapy in the world.

We opted for the life history method, which is an investigation procedure adopted by Sociology and Anthropology. This method basically consists of an intensive collection of biographical data about one or more people, with the person or persons being the main source of information, although not necessarily the only one.

The Life History method is part of qualitative methodologies (Biographical Approaches) that arose with the Chicago School. The method of Life History aims to apprehend the articulations between individual and collective history, a bridge between the individual path and the social trajectory (Silva et al., 2017, p. 25).

The interview data were collected virtually and followed all the ethical principles indicated by CNS Resolution No. 466 of December 12, 2012 (Brasil, 2012). The first version of the interview was read in full and then sent to the Professor so that he could include information such as the theoretical framework used and his main scientific productions.

The responses were qualitatively analyzed and the text was organized into four thematic axes: 1) Educational background, 2) Work as an occupational therapist, 2) Academic trajectory and 4) Political militancy. The data were discussed based on Professor Milton's productions and the theoretical references that guided his trajectory.

## **Educational Background**

Because of his interest in people, the human mind and psychic suffering, his focus was on mental health. He sought information and found out about the occupational therapy course and profession.

In the state of São Paulo, only the University of São Paulo (USP) offered an occupational therapy course until 1976. Outside the city of São Paulo, hardly anyone knew an occupational therapist. In 1977, the year in which Milton applied for an undergraduate vacancy, occupational therapy courses were opened at the following universities: Methodist University of Piracicaba (UNIMEP), Federal University of São Carlos (UFSCar) and Pontifical Catholic University of Campinas (PUC). He was approved at UNIMEP, where he studied the first year of the course.

*I felt the need to meet an occupational therapist, so I walked up to a sophomore teacher and introduced myself; it was Maria Heloisa da Rocha Medeiros or “Helô”, and we talked at length about occupational therapy. I also participated in a symposium at USP where I met Professor Irene de Aquino Villar, who spoke with*

*great passion about occupational therapy, her experience of having gone to the United States and the barriers to working and studying the master's degree, because of the "deficiencies of curriculum" at the University where she had studied in Brazil. She was the organizer and coordinator of the course at PUC Campinas and had built a curriculum based on international standards. I scheduled a visit to her clinic and after the visit, I decided to transfer to PUC Campinas, where I graduated in 1981 (Mariotti, Curitiba, Interview, 2020).*

During graduation, he participated in the study weeks, which he said took place annually. At these events, he met many professionals from all over the country, and it was during this same period that the first professors were hired by PUC.

Two very interesting experiences that determined his interest in teaching were being a tutor in the Therapeutic Activities and Resources subject and undergoing the occupational therapy process as a patient, a kind of didactic occupational therapy.

His training was focused on the clinic. At the time, practically all professors were specialists, only two professors were studying for a master's degree. The only research activity developed during the course was the Course Completion Work (TCC), for which he received guidance from Lilian Vieira Magalhães (Mariotti, 1981).

His interest in mental health was confirmed during graduation. He reported curiosity to deepen his knowledge on topics such as "therapeutic use of the self" and "therapeutic potential of occupations". In 1981, he began specializing in Dynamic Occupational Therapy, a methodology under construction at the time by Benetton (1991).

In 1983, he applied for a position as Professor at the Tuiuti University of Paraná (UTP) in Curitiba. He took another specialization course in Higher Education, completed in 1986, and began to think about the possibility of joining a *stricto sensu* postgraduate course.

He started his master's degree in the Graduate Program in Education, Art Education research line, at the Federal University of Paraná (UFPR). The title of his dissertation was "The expressive and artistic activities in occupational therapy in mental health", a correlation between the fundamentals of art education and the use of expressive and artistic activities in clinical practice in occupational therapy in mental health (Mariotti, 1999). In 2000, he developed and coordinated the Specialization Course in Occupational Therapy in Mental Health at UTP.

In 2001, he took the first selective test for a substitute professor at UFPR and was approved as a permanent professor at this higher education institution (IES) in 2003. Working on the implementation of the course, he was coordinator for two consecutive terms and head of the Occupational Therapy Department.

The doctorate was the next goal, achieved without work leave, in view of the process of implementing the course at UFPR. He completed his doctorate at the institution itself, in the health area, in the Internal Medicine Program. The line of research chosen was Nephrology. Their study showed characteristics of occupational deprivation and depression in patients undergoing hemodialysis treatment. The title of the thesis was "Quality of life in hemodialysis: impact of an occupational therapy program" (Mariotti, 2009). The theoretical model used was the Human Occupation Model by Gary Kielhofner (Ferrari, 1991) and the results were published in the Scandinavian Journal

of Occupational Therapy (Mariotti & Rocha de Carvalho, 2011). This research enabled the implementation of the occupational therapy service in a nephrology clinic in the city of Curitiba, PR.

Regarding the inspirations he had throughout his journey, regarding international literature, the Professor highlights Christiansen & Townsend (2004), Townsend (1997), and Wilcock (2006) as authors who inspired him with their ideas about occupational therapy and human occupation.

In Brazil, the Professor cites Irene de Aquino<sup>1</sup> Villar, Lilian Vieira Magalhães (2013), Maria Heloisa da Rocha Medeiros (2009), Maria José Benetton (1991), Rui Chamone Jorge (1981), Berenice Rosa Francisco (1988), Michelle Selma Hahn (1991), Roseli Esquerdo Lopes (2013) e Maria Luisa Guillaumon Emmel (2017) as people who inspired him during his academic training trajectory.

*In addition to these, I highlight those who inspired me in my professional career: Ana Maria Silvello, a classmate and friend who came to the south and settled in Curitiba, informed me about the possibility of working at UTP, and was a great supporter. Doctor Alexandre Sech (in memoriam), Psychiatrist, Clinical Director of Hospital Espírita de Psiquiatria Bom Retiro, one of those responsible for transforming the Hospital during the process of psychiatric reform. Doctor Rogério Andrade Mulinari, Director of the Health Sciences Sector (Mariotti, Curitiba, Interview, 2020).*

## **Work as an Occupational Therapist**

Several workspaces were challenges for his professional performance as an occupational therapist. In Curitiba, from 1983, he was a teacher and internship supervisor. For the development of the internship, the university established an agreement with the Hospital Espírita de Psiquiatria Bom Retiro. After a year of internship, the hospital management decided to create its own occupational therapy service, and Milton became an occupational therapist at the institution with a contract of 20 hours a week. In the following year, he organized and coordinated a training course for newly graduated occupational therapists, and the result of this permanent education was the expansion of the service, with the hiring of six professionals.

According to the Professor, one of the great challenges at that time at UTP was the lack of structure and support for research. To respond to this demand, the Professor reports that one of the initiatives with professionals who graduated from the first classes was the creation of the Cultural Association of Occupational Therapists of the State of Paraná (ACTOEP), today called the Brazilian Association of Occupational Therapists – Paraná (ABRATO-PR). This social, scientific and political space constituted a reference, an address to gather professionals and students and promote scientific events, and was fundamental for the creation of the Occupational Therapy Course at UFPR. It follows that, in 1990, the board of ACTOEP filed a motion of occupational therapists with the rector of that higher education institution, with a consistent justification of the social need for the creation of this graduation course.

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<sup>1</sup> First Course Director of the Occupational Therapy Programme at Catholic University of Campinas, Sao Paulo, Brazil.

For a decade, ACTOEP members articulated in the Brazilian Congresses of Occupational Therapy (CBTO) with new motions together with representative entities, reinforcing the request for the opening of the course. This was an incisive move by occupational therapists who graduated from the UTP and employees of the Complexo do Hospital de Clínicas (CHC/UFPR).

In 2000, this collective engagement resulted in UFPR's decision to create the course.

The course at UFPR started with two substitute professors in 2001. In 2010, it was expanded to a group composed of 24 effective professors and with the inauguration of its own building.

*Professor Rita Aparecida Bernardi Pereira, my vice-coordinator for two terms and subsequent coordinator, a working partner with enormous willingness, seriousness and competence, effectively contributed to the foundations and maintenance of this construction. Then came my classmates from the course and department, many of them my former students and now colleagues and friends, who are more than 30. I will mention one name as a representative of this department: Mônica de Macedo Ignácio, former student, colleague and friend, competent and exemplary professional (Mariotti, Curitiba, Interview, 2020).*

In 2001, the first class began, with a full-time entry with 30 vacancies. It took five years to finalize the course implementation project, and when this stage was concluded, due to the expansion plan for higher education in the country (REUNI), the arguments of interest of the UFPR Health Sciences Sector and the scarcity of occupational therapists in the State of Paraná, sector professors opted for the expansion of the graduation course, which started to offer 60 vacancies with two entrances per year (summer and winter), with the second entrance for the class in the evening period. In seven years, the staff was expanded from six to 18 professors with exclusive dedication and four technical servants in occupational therapy to meet the demand for entry of 120 vacancies per year. During this period, it was possible to carry out the teacher qualification and training plan, and the Clínica Escola de Terapia Ocupacional (CETO) and the Multidisciplinary and Family Health residencies were created at CHC/UFPR.

It was only from 2013 onwards that it was possible to start thinking about research and postgraduate studies with guidelines for Scientific Initiation, intensification of research and publications.

In 2017, a teaching group coordinated by Professor Milton began work on the construction of a project for the Stricto Sensu Graduate Program - master's degree.

In 2019, a specialization course in occupational therapy in mental health was developed and carried out from 2020.

As of 2020, even with the achievement of retirement, Professor Milton became part of the faculty of the Postgraduate Program in Education (PPGE/UFPR), the same one where he studied his master's degree, a CAPES program (Coordination of Improvement of Higher Education Personnel) grade 6.

## **Academic Trajectory: the Teaching and Creation of the Occupational Therapy Course at UFPR**

Professor Milton began to think about teaching from his experience as a monitor in the subject Activities and Therapeutic Resources. In 1981, he became aware of the opening of three courses in the capitals of the southern region at private universities and of a project at the Federal University of Paraíba (UFPB) in João Pessoa. In 1983, an opportunity arose in the city of Curitiba. As the vacancy was for the area of his specialization, he accepted it immediately and started working at UTP, a private university, with an hourly work regime, family administration, not filling the total number of student vacancies and at the end of the year with exemption from teachers. The institutional experience was quite difficult, even though it was the first in the state to train occupational therapists.

On the other hand, the Professor reports that the experience with the group of professors was positive, as they were very united and faced challenges collectively despite the institutional hierarchy.

His goal and that of other colleagues was to introduce occupational therapy into the public university, and his academic career at UFPR was interspersed with student, teaching, administrative and research activities.

Milton acted during the request for the creation of the occupational therapy course at UFPR together with colleagues from the Board of ACTOEP, in monitoring the process, in conversations with the Directors of the Health Sciences Sector for the creation of the course, in the reception of the first freshmen already as a substitute professor, then as a permanent professor and coordinator of the course, in the recognition by the Evaluation Committee of the MEC, in the Enade Tests (the course achieved maximum marks in all of them), in the affiliation in the World Federation of Occupational Therapists (WFOT), then in the expansion from 30 to 60 places and in the creation of another night course with the hiring of 18 more professors, and in the elaboration of the construction project of the new building and in the search for financing:

*It was all very difficult, winning each teaching position, each m<sup>2</sup> and each equipment. Our structure was not yet fully integrated into the functioning structure of the University and everything was a separate process (Mariotti, Curitiba, Interview, 2020).*

Although adherence to REUNI with the expansion of vacancies has been criticized, there was inter-institutional strategic planning. According to UFPR vacancy distribution calculations, the 30-vacancy course would have a quota of eight teaching vacancies for the specific staff of occupational therapist professors. We would not get to have a Department with autonomy, twelfth allowances and independence, because at least 12 professors would be needed for that.

Previous studies had already been carried out by ACTOEP, Regional Council of Physiotherapy and Occupational Therapy – 8 (CREFITO 8) and UFPR on what would be the number of professionals needed to meet the market needs of the population of



the State of Paraná. The results estimated 3,500 professionals. At the time, there were only 350 professionals registered with CREFITO 8:

*The calculation was simple: training 30 professionals a year, it would take 100 years to train 3,000, If we doubled the number, it would still take 50 years, and since we had the possibility, we quadrupled the number thinking that in 25 years we could reach the number of professionals needed in the state to serve the population. At that time, most professionals trained initially would already be retiring, so we would have an always open market. (Mariotti, Curitiba, Interview, 2020).*

Contracts to claim the opening of other courses in other regions of the state, such as at the State University (UEL) in Londrina and at the Latin American University (UNILA) in Foz do Iguaçu, had already been carried out and the possibilities were remote. Thus, we opted for a larger course, with two classes.

In 2005, the Professor began attending doctoral activities in Internal Medicine and Health Sciences. He completed the course in 2009, progressing to assistant professor. In 2009, the Department of Occupational Therapy was created and the Professor became the first department head.

In 2011, he began to dedicate himself more to research, guiding the Scientific Initiation and coordinating the Extension and Research Projects in mental health at UFPR.

In 2017, he became an Associate Professor and coordinator of the Graduate Commission. During this period, he began co-supervising master's and doctoral work in the Graduate Programs in Psychology and Childhood and Adolescence. In 2019, he joined the Graduate Program in Education as a permanent professor, in the line of research Cognition, Learning and Human Development. In 2020, his first advisees joined the program and in March 2022 the first dissertation defense was supervised by him.

According to Milton, a specific postgraduate course in occupational therapy is a necessity. In 2008, he created a Research Group in Occupational Therapy at UFPR. The professors involved initiated Scientific Initiation guidelines and intensified the development of Research Projects and publications.

In 2017, this group built a Master's project, which was presented to the Occupational Therapy Department, the Health Sciences Sector, the Dean of Research and Graduate Studies and Capes. There were three items evaluated, and in 2018 a response was received with the approval of two of them, and the requirements of scientific production and research funding would need to be increased.

Professor Milton and some of his colleagues from the department decided to join other postgraduate programs, to which the Professor was initially quite resistant. However, he stressed that they needed to learn how to get funding and publish more and better. In 2019, he joined the Graduate Program in Education, concept 6 at Capes, and started mentoring master's students.

His research activities began at graduation, on the course completion work, with a literature review and correlation with practice in an institution for institutionalized adolescents. In teaching, initially, their research was basically developed in partnership with undergraduate students in a TCC format, with narrative reviews of the literature.

His formal research took place in his Master's and Doctorate and from then on, with Scientific Initiation guidelines. To date, 20 scientific articles, three book chapters, one book and 38 abstracts of conference presentations by him have been published (Casagrande et al., 2015; Mariotti, 2020; Uemura et al., 2015).

## **Political Militancy**

The political trajectory of Professor Milton Mariotti was marked by the investment and belief that associativism is fundamental for the development of a profession, from the individual to the collective:

*Also believe in the power of associativism. Few know this power, but I can say: it exists and it is great. Try experimenting. I guarantee you that when you know its benefits, you will no longer want to live without it. You will grow and develop along with the profession (Mariotti, Curitiba, Entrevista, 2020).*

Since the first year (1978) of college, Milton already reported a certain restlessness and awareness that his active participation would make a difference in the process of growth and transformation of the profession. At the National Meeting of Rehabilitation Students that he participated in, he could see that these were professions to be built. He observed the movement and participation of his teachers, Lilian Magalhães and Sandra Galheigo, who presided over the Association of Occupational Therapists of Brazil (ATOB) during their undergraduate years, and of Irene de Aquino Villar in the movement to implement the minimum curriculum representing ATOB and the Paulista Association of Occupational Therapists (APTO). In the second year (1979) of the university, he was elected to participate in the academic center. He also participated in a large movement that sought to raise funds for the President of ATOB to participate in the WFOT meeting with the aim of affiliating ATOB to that institution.

He followed the closure of APTO in the 80's and participated in a group that studied the reopening of that same association. Also in 1986, he was part of the movement that sought to resume ATOB, which was deactivated for a few years, re-emerging as the Brazilian Association of Occupational Therapists (ABRATO).

In 1986, in Curitiba, he led the creation of ACTOEP, of which he was president for two terms. He engaged in the movement that led to the dismemberment of CREFITO 3, which was established as CREFITO 8, of which he was a member of the collegiate for three terms. He was also president of the Union of Physical Therapy and Occupational Therapy (SINFITO-PR), participated in the National Network of Occupational Therapy Education (RENETO) and was a delegate of ABRATO to WFOT for two terms.

In teaching, Professor Milton was a regular at the Brazilian Occupational Therapy Congresses (CBTO), actively participating from the mobilization of professionals and students to ethical-political and social engagement, such as the dissemination of his teaching, research and extension products. During his representation of ABRATO at WFOT, the curricular parameters were discussed and the importance of accreditation of Brazilian occupational therapy HEIs was disseminated.

In 2002, for the first time, he presented an academic paper, poster format, at the World Congress of Occupational Therapists in Stockholm (Sweden) on the use of

expressive and artistic activities in occupational therapy, the result of his Master's thesis (Mariotti, 2002). In 2006, he participated in the Australian Congress with a poster on Occupational Therapy Education in Brazil (Mariotti, 2006). In 2008, he was also present at the Council Meeting held in Ljubljana, Slovenia. In 2009, he participated in the Argentine and Latin American Congress of Occupational Therapy, where he presented the results of his doctoral work. It was also an important moment of approximation with the reality of Latin America (Mariotti, 2009).

*Taking part in building a profession is neither easy nor fast, especially when it is still unknown to many and in many places. Sometimes it is tiring and frustrating. But like everything, there are two sides of the same coin. There are many advantages to helping build a profession. Results can take a while and are usually medium to long term, but they arrive, I could see this repeated over and over again and I always joked that the Occupational Therapy Gods are powerful...* (Mariotti, Curitiba, Interview, 2020).

Below are highlighted historical milestones that reflect facts and his political engagement in occupational therapy regionally, nationally and internationally (Table 1).

**Table 1.** Historic milestones of Prof. Milton Carlos Mariotti.

Year	Milestone
1978	Admission to the Graduate Program in Occupational Therapy UNIMEP
1979	Change to the PUC Campinas Undergraduate Course
1981	Completion of graduation at PUC Campinas
1981	Opening of the first graduation Course in Occupational Therapy in the state of Paraná
1981	Start of Specialization in Dynamic Occupational Therapy
1983	Beginning as a teacher at UTP
1985	Specialization in Higher Education
1986	Foundation of ACTOEP
1989	Foundation of ABRATO, replacing ATOB
1990	Request to open the Graduate Course in Occupational Therapy at UFPR
1992	Breakdown of CREFITO 3 SP – to CREFITO 8 PR
2000	Coordination of the Specialization Course in Occupational Therapy in Mental Health at UTP
2001	Beginning of the Graduate Course in Occupational Therapy at UFPR
2002	Participation – poster presentation at the OT World Congress - Stockholm
2003	Approval as Effective Professor in the UFPR Course
2004	Coordination of the Graduate Course in Occupational Therapy UFPR
2005	Recognition of the UFPR Undergraduate Course
2005	Affiliation of the UFPR Undergraduate Course at WFOT
2005	Creation of the National Occupational Therapy Teaching Network
2006	Participation in the OT World Congress – Sydney and WFOT – Delegates Meeting – New Castle
2007	Expansion of the number of student and faculty vacancies in the OT UFPR Course
2008	Creation of the First Research Group in Occupational Therapy at UFPR
2008	Participation in the WFOT Delegates Meeting – Ljubljana - Slovenia
2009	Creation of the Department of Occupational Therapy at UFPR
2010	Inauguration of the UFPR Occupational Therapy Building
2010	Creation of the First Master's Course in Occupational Therapy in the Country - UFSCar
2015	Creation of the Doctorate in Occupational Therapy at UFSCar
2020	Creation of two more Master's Courses in Occupational Therapy: one Professional at USP SP and one in Occupational Science at UFMG
2020	Creation of the Specialization Course Occupational Therapy in Mental Health at UFPR
2020	Beginning of activities in the Graduate Program in Education at UFPR
2020	Retirement
2022	Defense of the first Master's dissertation supervised by him (PPGE-UFPR)

Some strategies of the collective of occupational therapists that Milton highlighted as notable: creation and maintenance of State and National Associations, participation of occupational therapists in the Federal Council of Physical Therapy and Occupational Therapy (COFFITO)/CREFITOS system, expansion of undergraduate courses across the country, creation of the National Network for Teaching and Research in Occupational Therapy (RENETO) and the creation of *stricto sensu* graduate courses.

Milton made an analysis of the profession's conjuncture and highlighted challenges and needs. For him, the current challenge of the profession is the creation of Scientific Associations of Specialties for scientific deepening, the establishment of consistency of professional performance in different areas with society and the creation of consensus and common practices based on evidence. ABRATO, national and state, have functioned as associations for the dissemination of knowledge and professional experiences. According to the Professor, the deepening and dissemination of scientific knowledge carried out by specialty associations are extremely urgent for the profession, and he cites as an example the responsible work carried out by the Association of Occupational Therapists in Hospital Contexts (ATHO-SP). Another very important and necessary challenge for strengthening the profession pointed out by Milton is the dismemberment of the COFFITO/CREFITOS System and the creation of a specific legislator and supervisory council for occupational therapy.

In addition, he pointed out that it is of great importance to increase *stricto sensu* postgraduate programs whose research products result in the creation of the area of occupational therapy with CAPES, which would enable greater autonomy and foster research.

## **Final Considerations**

The record of Professor Milton's narrative is the result of this study, and constitutes a document for occupational therapists to understand the protagonism in teaching, research and extension, as well as to recognize the possibilities of professional activism based on their history in occupational therapy.

His contributions to occupational therapy are highlights and references in narratives of all generations of occupational therapists in the State of Paraná. His working hours, even after retirement, continue to research and encourage the development of the occupational therapy profession.

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### **Author's Contributions**

Milton Carlos Mariotti: writing and final revision of the text. Angela Paula Simonelli and Andrea Maria Fedeger: project design, interview preparation and text writing. Daniel Cezar da Cruz: project design, interview preparation, text writing, formatting and final revision. Mônica Macedo: project design, interview preparation, formatting and final revision. All authors approved the final version of the text.

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## **Appendix: Semi-structured interview**

1. Como foi o processo de escolha para fazer o curso de terapia ocupacional e a vivência durante a graduação?
2. O que movimentou e orientou a sua busca para a pós-graduação?
3. O que você relataria sobre a sua experiência nos Cursos de Mestrado e Doutorado (local, processo seletivo, projeto, referencial teórico, etc.)?
4. Cite pessoas que lhe inspiraram durante a sua trajetória de formação acadêmica.
5. Você teve alguma experiência laboral antes ou durante a graduação?
6. Sobre o seu primeiro emprego como terapeuta ocupacional, quais as suas principais impressões relativamente à integração teórico prática?
7. Quais foram as etapas/lugares/serviços e desafios de sua atuação como TO no Paraná?
8. Cite pessoas que lhe inspiraram durante a sua trajetória profissional.
9. Você tinha planos de ser professor? Como foi o processo de decisão de aceitar/concorrer para a sua primeira vaga na docência?
10. Como foi compor o primeiro curso de TO no Paraná? Quais os desafios enfrentados?
11. Você participou da implantação do Curso de TO da UFPR. Como foi esse processo?
12. Conte sua trajetória acadêmica nessa instituição.
13. Como está sendo o processo de construção de pós-graduação stricto sensu no DTO-UFPR?
14. Quando iniciou suas atividades de pesquisa?
15. Qual objeto de estudo direcionou sua carreira de pesquisador?
16. Cite pessoas que lhe inspiraram durante a sua trajetória na academia.
17. Na sua graduação, o que chamava sua atenção e, desde então, você já participava da militância estudantil pela categoria?
18. Quais as experiências da militância na vida universitária na TO?
19. Algum evento/pessoas em sua formação profissional provocou/acendeu/inspirou a liderança de grupos/militância na vida universitária.
20. Como aconteceu seu engajamento na representação profissional?
21. Como TO, como aconteceu a noção de categoria profissional diferenciada para o Milton na TO em Curitiba, no Estado do Paraná, no Brasil, na América Latina e no mundial.
22. Com relação a sua participação internacional, quais momentos marcantes da sua vida você destacaria (publicações internacionais, WFOT, congressos, etc.)? Apresente referências que subsidiem a sua fala, caso hajam.
23. Como organizou o tempo para representar a profissão? Além do tempo, de que outros investimentos um profissional que se dispõe a representar o coletivo necessita?
24. Traçando uma linha do tempo de sua formação até os dias de hoje, quais foram os acontecimentos marcantes relacionados aos aspectos éticos e políticos na TO em Curitiba, no Estado do Paraná, no Brasil e no mundo
25. Que estratégias do coletivo de TOs militantes foram notáveis para você?
26. Olhando o atual cenário político de TOs, quais os desafios?

27. Que desafios éticos políticos (associativismo, desmembramento, participação, mobilização do coletivo) na TO na UFPR, no Estado do Paraná, no Brasil e no mundo você identifica?
28. Descreva suas qualidades e papéis políticos na TO no Estado do Paraná.
29. Quais foram, ao longo de sua trajetória, os seus referenciais teórico-práticos? Cite as referências completas e justifique a sua escolha pelas mesmas.
30. Atividade ou Ocupação, ou outra opção?
31. Como você vê a TO hoje e quando se formou/iniciou sua carreira profissional?
32. Se fosse possível voltar para um lugar/um posicionamento, qual seria?
33. Qual a contribuição mais significativa que você acredita ter deixado para a profissão no Brasil até o momento?
34. Deixe uma mensagem inspiradora para os que estão vindo.